

## Potential Preschool Academy Kindergarten Readiness Program

### 1. Program design/proposed services

#### 1a. Describe the Program:

Potential Preschool Academy (PPA) is a high-quality early learning service where pre-school age children can be introduced to kindergarten readiness skills and practice these skills to integrate and to function in the upcoming kindergarten classroom setting. Our program is currently preparing children for success with kindergarten readiness skills, not only with introductory academic activities involving colors, shapes, numbers, and letters; but by teaching them positive social and behavioral skills through daily and weekly individual and group activities. If awarded additional funding through Escambia Children's Trust, some of the activities and programs Potential Preschool Academy already offers would expand into their kindergarten readiness program. These programs would be: Preschool *STEAM* in order to provide "*STEAM* experiences that encourage children to be curious, to wonder, to be innovators and to learn through hands-on play."

In addition to *STEAM* and though Potential Preschool Academy (PPA) already uses *Hooked on Phonics*, PPA would like to purchase and obtain more of the *Hooked on Phonics* resources in order to introduce and build more awareness of critical reading skills while honing our reading program. Another resource PPA would like to use the awarded monies toward would be *ABCmouse.com* in order to obtain more of the "hundreds of fun and interactive games . . . designed to teach a specific educational concept." The amount of games and specific concepts in *ABCMouse.com* would assist

in making the reading program even more comprehensive and could help target and develop individual weaknesses in students. Finally, PPA would provide resources for family inclusion by using *Brightwheel* to improve sign-ins and sign-outs as well as communicate to families, particularly parents and guardians, the captured classroom and individual milestones of the week in newsletters as well as shared photos and videos of the week's activities.

**1b. Describe the program you intend to implement and the outcomes you anticipate in relation to kindergarten readiness. Outcomes:**

One of the outcomes of our program is to give our students exposure to a classroom setting and group activities, not only through the set-up of play centers at PPA and the implementation of appropriate individual and group activities on a daily and weekly basis, but also to fund a field trip to a primary or elementary school. Students would practice their line-ups to march to key areas in the school, and have a teacher do one or two activities in each room in order to show the student's the upcoming highlights of an actual primary or elementary school day. Preschoolers will also gain a safe and fun experience in order to create context and excitement about their near future entrance into an actual kindergarten class.

Another outcome is the support of children with developmental delays. This target group will be better prepared for kindergarten by inclusion with same age peers where they are working on readiness skills, no matter their ability or level, just like all of the students. They will be able to see different levels of skills and work on developing their level of skills with the appropriate assistance needed and in a non-pressured and

supported manner. Age appropriate books and simple discussions about children or people with developmental delays will be a part of the PPA's activities, since the earlier these ideas are introduced about developmental delays and diverse groups as natural and present in the world, the better. Activities that bring about an awareness of inclusion rights and diverse levels of skills to the developmentally delayed child, their peers and their families are introducing the ideas of compassion, acceptance and respect that should be present in all our communities --- teaching minds early on to share and accept differences is part of building an inclusive culture that shields students with disabilities from bullying in the future.

Another main outcome is that all of the children will be better prepared to succeed in a formal educational setting by the end of the summer program at PPA. This will be achieved in the types of activities researched, created and offered to the child and the child's family. As previously stated in our program description, PPA's offering of readiness activities will be structured into the daily and weekly set-up at PPA. For example, all of the students will have a daily offering of identifying names, colors, shapes, numbers, letters as well as daily activities in "following directions." All of the students will have daily activities in standing in line as well as activities in getting along with peers by sharing, waiting, and taking turns, etc. Children will also have activities in how to handle books, how to listen, how to focus, how to use crayons as well as training in bathroom skills and hygiene. Most importantly, all of the students' activities will be monitored and shared with their families in order to bring greater awareness of the child's areas of strengths to celebrate, and the areas of the child that could be practiced and encouraged more at home. Key points of development or the absence of

development with students will be shared with parents and/or guardians. Partnering and encouraging the family to reinforce and work with their child at home, not only helps accelerate the development of the child's skills, but also brings information about kindergarten readiness to the family members. Knowledge and awareness to as many community stakeholders as possible will all contribute to the final growth and development of our Escambia County Community's children.

**1c. Include the number of children to be served, the location where services will be provided, the number of hours you will offer programming, etc:**

Potential Preschool Academy (PPA) currently uses the space at Potential Church, 3351 Creighton Road, Pensacola, Florida 32504. Our program currently has around thirty-eight students, but we will grant twenty-five more children access to our program for the kindergarten readiness summer program, since our space can accommodate up to sixty-three students. The hours of operation for the preschool are from 7:30 am – 4:30 pm; however, the actual kindergarten readiness activities will be concentrated between the hours of 8:00 am – 12:00 noon.

**1d. Describe the types of activities you will facilitate to engage children in learning and to prepare them for their first day of kindergarten.**

**Field Trip:**

To describe a real-life experience mentioned in the program description, one of the safest and most pertinent field trips that will be offered should our grant monies be

awarded is a visit to a local primary or elementary school. Students will have the opportunity to:

- Meet the principal and learn who and how a principal serves his or her school.
- Orientation to the school environment in its entirety with visiting the library, the cafeteria (hopefully eat their bagged lunch there), the classroom and the playground before leaving.
- Expectations of a kindergarten student will be acted out with role play while in the classroom.
- How lessons are planned out by showing the students all of the stations in the classroom and again role-playing some of the activities.
- Classroom Routines in the form of games such as switching PlayStations, sharing toys at a station to model for the room, taking turns to model for the room and switching from PlayStation to circle time as well as other planned lessons and activities to demonstrate how to raise your hand, ask questions, and communicate answers as well as individual needs in a polite and respectful manner.
- While Classroom routines are being demonstrated as games in the above section, some of the Rules and procedures for structured activities can be modeled by the teachers and a few students to reinforce readiness skills being done at PPA for any of the following structured times: circle time, classwork, center, transitions, restroom behaviors, and entering/exiting classrooms, etc.
- Socialize with peers presenting polite and age appropriate interaction can be modeled

- Special areas can also be shown in a gentle and supportive manner in how the school handles discipline if appropriate and time allows during the field trip.

**Additional Representative Activities (daily, bi-weekly, weekly):**

To finish the list of expanded readiness skills offered should monies be made available, activities will also be planned for the following areas of the child.

**Social/emotional** activities such as: Role playing- story reenactment, Random acts of kindness- Good Behavior Buckets, Sensory play- Bubble foam water table: number recognition, alphabets blocks-play and share with peers, Self-regulation- Calming corner: floor cushions, calming toolbox, relaxing music, guided breathing techniques.

**Fine motor activities** such as: Creative play: Draw a picture of your family, paste things on paper, and systematic drawing, Scissors Cutting practice- Trap and cut rescue, hair salon, and cutting practice strips, Name writing- Using white and chalk boards, name mats, and name kit, Letter practice- Letter practice mats, Shower curtain painting activity- use a shower curtain as a canvas outside for name practice, alphabets, shapes, colors. Sight words- play-doh buttons, and Hand dominance- hold crayon/pencil correctly

**Gross motor activities** such as: balancing on one leg, hopping, jumping, etc. Phonics/Letter Recognition- hopscotch activity, Follow the line, Gross motor- activity cards, Scavenger hunt- go on a letter hunt, walk around the classroom and locate items that go with that letter matching

**Mathematical** activities such as: Numbers and Counting Kiddie pool with color noodles to create pattern and sequence, Build a city with blocks, Domino cups number recognition, Egg carton button count

**Speech and Language** activities such as: Letter sound- cookie sheet matching, Alphabet sensory bin, Name and recognize colors, numbers, and shapes, Make Rhymes with musical instruments, Speech dice

**Cognitive Development** activities such as: Shapes- Go on a shape hunt (read "The Shape of Me and other Stuff" by Dr. Seuss where students will hunt around the school taking pictures of shapes you find, Frozen paint activity, Memory matching games, Hiding and finding objects, Critical Thinking- What doesn't belong? and riddles activities.

**1e. Describe how you will measure success and track progress. (Grantees will be expected to report how many eligible children attended, what percentage of the program was attended, and skills/learning gains demonstrated by participants. A report template will be provided by ECT along with the contract for services.) Pre and post assessments.**

Individual progress on each student will be tracked in daily and weekly activity checklists and reports following the most nuanced and age-appropriate rubrics from the most respected and credible kindergarten readiness websites, particularly those that encompass comprehensive reading and math skills. Formatting and organization of these checklists, spreadsheets and development reports will be tracked by entering data, preferably using the application and services provided on *Brightwheel* which will

be purchased with grant monies. Report templates that are provided by ECT will also be closely tracked and completed using the data entered on *Brightwheel*. Storing data on *Brightwheel* will afford the instructors more time to work with the students during this short period of readiness and preparation as well as redo activities based on the students' levels, struggles and successes.

B. Capacity to provide required services (up to 20 points) Describe your organization: how long in business, nonprofit status, prior experience serving children or providing early learning experiences, licensure, DCF compliance, etc. Explain how your organization will be able to implement a project with a short timeline for start-up. Describe your plan to recruit children for the program and how you will document whether they have previously participated in a VPK program, Head Start program, or other early learning program.

**2. Capacity to provide required services– Describe your organization: how long in business?**

Potential Preschool Academy has prior experience providing early learning experiences to preschool age children; PPA is currently serving children from ages two to five years of age. The Academy has been in service for over three years and has a non-profit status. Our licensure is religious exempt and is DCF licensed; PPA is and has been working toward becoming the best quality, fully-developed, Early Learning Coalition: School Readiness and VPK program. The current space Potential Preschool Academy uses is Potential Church located on Creighton Road in



Pensacola, Florida. Potential Church has been in existence for forty-three years and has a non-profit status as well. Potential Christian Academy as a parent school has been in existence for over thirty-five years in the Escambia County community. The collaboration between church and preschool is long-standing and highly functional. The Director of PPA is also the Director of the Children's Ministry at Potential Church, so the director has familiarity and access to areas of the church space as well as experience working with children and families in the community. Being very familiar with the church facilities also helps expedite new programming that affects the space and helps in implementing new programming for Potential Preschool Academy. Again, the preschool as well as the church has prior experience serving children; in fact, since PPA is currently serving children from ages two to five, it creates an existing foundation in this specific community to quickly develop an even stronger kindergarten readiness service organization by building on the current program.

**2a. Explain how your organization will be able to implement a project with a short timeline for start-up. We are currently open and are implementing many of these critical skills. Describe your plan to recruit children for the program and how you will document whether they have previously participated in a VPK program, Head Start program, or other early learning program.**

PPA is currently open as a preschool, likewise PPA is part of the Early Learning Coalition. Having an existing program gives PPA a strong foundation to implement a short-term project. By building on the readiness program we are already doing and supplementing our resources with your generous grant, PPA does not have to reinvent

the wheel or create a program, but build on the strengths that already exist and identify the areas of kindergarten readiness not being performed to help implement a quality and comprehensive project in a short amount of time. PPA can check a family's status for their child's previous participation in programs as well as check them in the database. On application we can have the families check off if they are part of the above programs (VPK, Head Start or any other early learning program). We can recruit students who are members at the church as well as recruit children through members of our congregation and network through our congregation's business and social contacts. PPA will also use social media, flyers, banners, parent's magazines, announcements, billboards, and mailers.

**3. Demonstrated experience and qualifications– Describe the experience and qualifications of the staff who will implement the proposed project.**

We have trained and/or certified teachers who are available to teach during the summer. Candidates or potential hires would have a level 3 background screening, minimum of 2 years work experience, DCF's forty-hour training requirement, first aid and CPR certification, fire extinguisher training, and U.S citizen verified through E-verify. PPA also has consultants from other Escambia County public schools who provide feedback on Escambia County School System and standard based goals.

**3a. For the maximum point value, describe how you will involve one or more kindergarten teachers in your project, either in the design of the program, in the delivery of services, or both.**

PPA has a partnership with Scenic Height Elementary School with whom we collaborate on new ideas and concepts and on state standards requirements. Our collaboration helps the teachers in our PPA program understand the state standard requirements and develop these goals for kindergarten activities into deconstructed activities to create viable and appropriate programs for our play centers, group activities and individual play development. We even volunteer with the Scenic Heights Elementary GEM's Reading Program and language development program to better equip their kindergarten students and to practice and learn as instructors.

**4. Cost effectiveness– Provide a budget that shows, by line item, how much the project will cost to deliver. Line items could include but are not limited to personnel, supplies, food, transportation, outreach/advertising, etc. Grant funds will be paid on a cost reimbursement basis. There is no minimum or maximum grant amount, but budgets must be reasonable, and each cost must be related to the direct provision of project services:**

## PPA PROPOSED BUDGET:

### Instruction:

- **2 Teachers (\$15) \$3,600** – Teachers are key to increasing the number of students and the quality of readiness instruction PPA can provide to a greater number of participants in a short amount of time.
- **Aid (\$12) = \$1,440** – Aids can provide the necessary assistance, particularly for our one-on-one individual work and our assistance with developmentally delayed students if the numbers expand to sixty-three
- **Administrator (\$15) - \$1,800** – A Point Person who tracks the budget and expenditures as well as tracks the data on individual students and provides rich, accurate feedback to all our community stakeholders
- **Director (\$18) - \$3,048** – A point person who provides: Planning, Programming and Constant Modeling/Training with the all instructors and assistants is vital to implementing skills through play development with a consistent nurturing and appropriate pedagogy. Having a director will ensure the delivery of high quality services in a short period of time for maximum development.
- **Teacher supplies** (stapler, staples, expo markers, binders, folders) **\$400**
- Laptops (for research, daily data entering, daily lesson planning, printing, daily/weekly, communication, daily financial organization, etc.) (2) Macbook pro **\$2,600**

### Cleaning:

- **Janitorial services \$600** – The health and safety of our students, our teachers and staff is paramount, particularly in this day and age of Covid-19;

assurances must be made to all stakeholders that the space used by PPA is kept clean and free of any potential disease.

- Cleaning supplies (Lysol disinfectant spray, floor cleaner, bathroom cleaner)  
**\$200**

**Drivers:**

- Drivers **\$500** – Drivers for kindergarten age eligible children whose families or without transportation to off-site field trip/s.
- (2) 15 passenger vans **\$93,796** – While realizing this is an exorbitant expenditure, many of our families are without transportation, many of our families are financially deficient after Covid-19, and gas costs make it difficult for those with transportation to provide transportation for their children to and from activities.
- Insurance **\$400**
- Gasoline (\$80) **\$480**
- Safety gear (alarm and installation) **\$1,400**
- Harness sets (\$80 x25) **2,000**

**Building Safety:**

- Fire extinguishers **\$400** – assuming fire code rules for additional space in church requires another up to date extinguisher

**Supplies for Additional Students and activities:**

- Construction paper, crayons, glue, scissors, paint, rugs, cotton balls, mini whiteboards, expo markers, chalk board, chalk, play-doh, play-doh tools,

dramatic play equipment, puzzles, kiddie pools (for reading and writing activities) ,.. **\$600**

- Tablets, protecting gear, headset (\$325x25) = **\$8,125**
- Manipulatives: (water table, Interlocking cubes, Wooden blocks, cuisenaire rods, lacing and stringing beads, zip, snap, button, buckle, lace and tie, beads and pattern card set, counters, busy board, fidget toys,... **\$800**
- Playground equipment (tents, sand play, fencing, rubber mulch, balls, trikes, storage unit, system.... **\$600**
- Books and curriculum- *Hook on Phonics, ABC mouse, and Preschool STEAM* **\$1,300**
- Furniture (tables, chairs, cubbies, White boards, desks, sensory table, floor cushions, teacher desk (2), chair(2) **\$6,000**
- Wall displays (pocket chart, classroom center pocket chart, student behavior pocket chart) **\$250**

**Advertising:**

- Copies/paper **\$250** (hard copies of reports, flyers, resources for families without internet)
- Ink Cartridge - **\$500**
- Advertising materials (flyers, mailers, business cards, roadside signs, and door hangers) **\$800**

**Healthy Snacks: Healthy Snacks \$600**

**Grand Total: \$132,489**

## SIGNATURE SHEET

### RFP#2022-01 / Kindergarten Summer Bridge Program

The undersigned, as Proposer, does declare that no other persons other than the Proposer herein named has any interest in this proposal or in the contract to be taken, and that it is made without any connection with any other person or persons making a proposal for the same articles, and it is in all respects fair and without collusion or fraud. The undersigned further declares that he has carefully examined the specifications and is thoroughly familiar with their provisions and penalties.

Organization: Potential Preschool Academy  
EIN: 59-1953931 Amount Requested: 132,489  
Address: 3351 Creighton Road  
City: Pensacola State: FL Zip: 32504  
Telephone: (850) 850.530.0814 Date: 6/6/2022  
Contact Email: tangee.coleman@potentialchurch.com

Authorized Signature: Tangee Coleman  
Name: Tangee Coleman  
Title: Director

**To receive consideration for award,  
this signature sheet must be returned as part of your response.**

## ACKNOWLEDGEMENT OF ADDENDA

### RFP#2022-01 / Kindergarten Summer Bridge Program

The Proposer shall acknowledge receipt of any addenda issued to the RFP by completing the table below and including it in the proposal. Failure to acknowledge an addendum that has a material impact on the RFP may negatively impact the responsiveness of your proposal. Material impacts include but are not limited to changes with specifications, scope of work, delivery time, performance period, insurance, qualifications, etc.

Addendum Number	Date	Signature