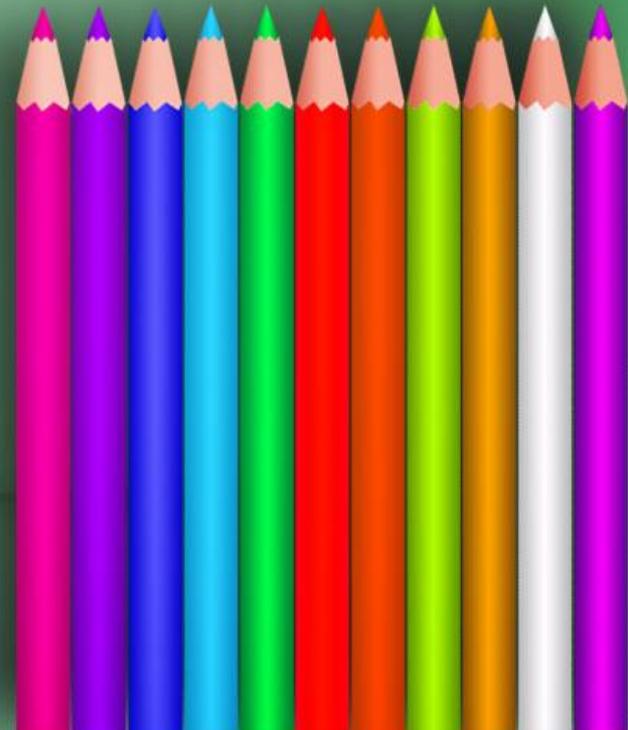


Preschool Development Grant

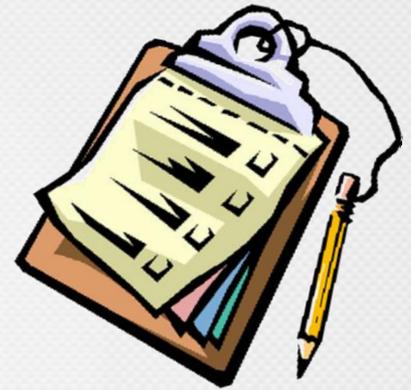
Planning Meeting

Administered by the Arizona
Department of Education Early
Childhood Education Section



Agenda

- Welcome and Introductions
- Overview of School Readiness
- Overview of the PDG
- Break
- Planning for your Community (data review)
- Questions and Answers
- Establish next meeting



Clear and Urgent Mandate

- Improve learning outcomes for all children
- Close the learning Gap



Desired Outcome

More than survive; THRIVE



School Readiness Framework

1. Common definition
2. Use of effective instruction, standards, curriculum, and assessment
3. Family engagement and partnerships
4. Quality transitions into kindergarten



School Readiness Definition

Arizona's young children will demonstrate school readiness through the Essential Domains of:

- Language and literacy development
- Cognition and general knowledge (including early math and science)
- Approaches to learning (curiosity, initiative, persistence, creativity, problem-solving, confidence)
- Physical well-being and motor development
- Social and emotional development



Preschool Development Grant

The Purpose of the Preschool Development Grant (PDG), offered through the US Department of Early Learning, is to assist states in developing and enhancing capacity to deliver high-quality preschool programming as well as implement and sustain high-quality preschool for eligible children in selected high-need communities.



The Award

Arizona wrote for and received 20 million dollars annually for up to 4 years totaling 80 million dollars during the development phase.

Over the next 4 years 65% of the funding will go directly to Arizona sub grantees to provide high-quality, comprehensive preschool program services for eligible children.



Infrastructure

35% will be used by the State for infrastructure development needed to support high-quality preschool systems

- Increased access to Quality First
(Mental Health Consultation, Inclusion Coaching, Child Care Health Consultation)
- High level coursework leading to teacher certification
- Institutes of Higher Education capacity building efforts
- ADE Longitudinal Data System (SLDS)



Increasing Access to Quality

- The Preschool Development Grant (PDG) will allocate funds for the provision of **HIGH QUALITY**, as outlined in the Program Guidelines for High Quality and as *measured* by the Quality First System.



15 High Needs Communities

The targeted HNCs met the Arizona Department of Education (ADE) criteria of serving a community with:

- 80% Free and Reduced Lunch eligibility, *and*
- 25% or higher English Language Learner population *and*
- serve in a community where the district LEA has grade “C” or higher *and*
- ADE looked at a K-3 enrollment formula for communities serving less than 50% of the predicted capacity of the community.



Child Eligibility

- Funding will support programming for children age 4 years old ONLY who may not otherwise have access to high quality early care and education during the year prior to their kindergarten entry.
- The child must be 4 years old prior to September 1st.
- Children age eligible for kindergarten should go to kindergarten.



Implementation Standards

- Programs must determine the eligibility of the children participating and ensure they are serving the children “most in need”.
 - Create a local process for recruitment and identifying children most in need.
 - Must include children with disabilities
- Family income eligibility must be at or below 200% of FPL
 - Verification of income eligibility must be provided by the family and maintained on site for at least two years
 - Families will not be charged additional **tuition** costs for the preschool experiences during the PDG hours of operation.
- Eligible programs will participate in the Grants Management System.
- Programs must show evidence of leveraged funding at a minimum of 10% of the total cost of services for the first year and increases by 5% each year.



Intensity of Service

- Full Day/Full Time *Services* are defined as:
 - A minimum of 24 hours per week
 - A minimum of 4 days per week
 - A minimum of 6 hours
- Part Day/Part Time *Services* are defined as:
 - No less than 12 hours per week
 - A minimum of 3 hours per day
 - A minimum of 4 days per week
- Programs must provide 9-10 months of programming depending on the Local Education Agency
- The school year should align with the Local Education Agency calendar



Per Child Rate

Length of Service Day	Months of Program	Monthly per Child Rate	Annual per Child Rate
Full Day	9/10 Months	\$511/\$460	\$4,600

The monthly per child rate of \$511 or \$460 per month will be used as a basis for prorating the formulas for full day programs that are 9 or 10 months in length.

Part Day	9/10 Months	\$255/\$230	\$2,300
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The monthly per child rate of \$255 or \$230 per month will be used as a basis for pro-rating the formulas for part day programs that are 9 or 10 months in length.



Ratios and Total Group Size

- May not exceed an instructional staff to child ratio of 1 to 10
- May not exceed a total class size of 20 children



Child Assessment

- Formative assessment activities will be used to inform individual instruction and program improvement and will include:
 - Quality observations and anecdotal notes; collecting work samples; and gathering family input
- All programs will use the Arizona State Board of Education approved, on-line tool for ongoing progress monitoring
- Training in appropriate use of on-line tool is required for all staff
- Sub-grantees must obtain SAIS ID numbers for SLDS



Comprehensive Services

- Least Restrictive Environment
- Child Find (including screenings)
- Family Engagement
- Family Resource Centers
- Food Security
- Parent Kits
- Parent Outreach and Awareness
- Literacy Support
- Care Coordination, Medical Home
- Oral Health

Required

Optional



Staff Qualifications

- Director
 - At a minimum must hold a Bachelor's degree in Early Childhood, Child Development, Family Studies, or Early Childhood Special Education OR hold a principal's certificate through the Arizona Department of Education
- Teacher
 - At a minimum the pre-kindergarten lead teacher must hold a Bachelor's degree in Early Childhood, Child Development, or closely related field
 - A provisional or a standard early childhood education certificate or endorsement will be required (R7-2-608 & R7-2-615)
- Teaching Assistant
 - Hold an associate's degree in early childhood education/child development; OR
 - A Child Development Associate (CDA) credential in early childhood education/child development; OR
 - A college certificate in early childhood education/child development



Staff Compensation

- Compensation and benefits are adequate to support the hiring and retention of highly skilled staff
- Instructional staff salaries that are comparable to the salaries of local Kindergarten Teachers with the same teaching certificate



Q&A

A 3D rendering of the text "Q&A" in a vibrant green color. The letters are thick and blocky. To the right of the text, a small, grey, featureless 3D human figure stands on a white surface, with its right arm extended and hand resting on the top of the letter 'A'. The background is a light grey with a fine, repeating dot pattern. The top of the image features a curved green border.

Cooperation and Collaboration

- All sub-grantees will participate in the Early Childhood Quality Improvement Practices (ECQUIP) to collaborate with other sub-grantees and local K-3 providers within the HNC.



PDG Evaluation

- ELL reclassification numbers in K-3
- Least Restrictive Environment
- Number of Programs increasing quality
- Number of ECE certificates
- Increase in the number of Full Day services
- Increase the number of students within the community



Planning Forward

- Your Community Data (handout)



Requirements

1. Increase the number of students within the zip code cluster by _____
2. Increase the number of teachers with ECE certification by _____
3. Increase the **quality** of the preschool program options to:



Planning for your Community

All programs will participate in a collaborative partnership within their community with the purpose of establishing a relationship that fosters a seamless system of early care and education

What are the current options for families within you community?

What is your realistic capacity for serving children next school year within your current structure?



Continue...

With additional supports or materials what room do you have for growth?



Teacher Certification

It is the goal to match qualifying children with a highly qualified, highly effective education professional. In Arizona, this means an ECE or an ECSE teaching Certificate.

Arizona currently has:
2, 210 ECE Certificates
120 ECSE Certificates



Increasing ECE/ECSE Professionals with Teaching Certificates

1. Do I currently have any certified teachers on staff?
2. Is this in elementary or ECE or ECSE?
3. Do I have any staff with BA degrees that may be able to obtain the Certificate?
4. Do I have any staff that have been participating in TEACH AZ that have completed an AA and can transfer to a University Teaching Program?
5. Do I have any staff with an AA that can continue at the University in a Teaching Program?
6. Do I have any staff that are interested in a Master's Program or leadership?



Increasing Quality First Enrollment

1. How many QF sites do we currently have?
2. How many QF sites does my program have?
3. How many sites are on the wait list for enrollment and participation?
4. How many sites do we anticipate increasing in quality?
5. How many additional sites may be recruited?
6. Do we have adequate number of sites with sufficient quality to meet the needs of the PDG?



Proposals

- Proposals will be sent out February 20, 2015 via email to programs
 - Please make sure you added your email address to the sign in sheet.



Provider Eligibility: 1st Priority

- Programs must be school or center based and is inclusive of for-profit, non-profit, private, public, faith-based, home providers, Head Start, and tribal entities
- Programs must be physically located within the zip codes designated in the grant
- Programs must be licensed and in good standing
- Program must have a star rating of 3-5 star
- Must be determined as “High Quality” by ADE/ECE using the established rubric and an overall monitoring determination of “Satisfactory”



What if there are no 3-5 star programs in the zip code?

- 2nd Priority –
 - Programs must be NAEYC accredited and willing to participate in Quality First and receive a 3-5 star rating
 - Must be determined as “High Quality” by ADE/ECE using the established rubric and an overall monitoring determination of “Satisfactory”
- 3rd Priority –
 - Programs must be participating in Quality First, have a star rating of 2, and working towards a 3-5 star
 - Must be determined as “High Quality” by ADE/ECE using the established rubric and an overall monitoring determination of “Satisfactory”



Next Steps

- Individual reflection and Proposals
- Proposal DUE: March 13, 2015
- Award Letters April 1st
- Next Meeting
 - Question and answers
 - Grants Management Enterprise
 - Quality First Enrollment
 - Early Childhood Professionals Scholarships
 - Community Planning



Previewing the Work to come...

- Ensure effective transition from one program to another inclusive of kindergarten transition
- Promote school readiness
- Establish a family engagement plan
- Coordinate services and a wait list
- Coordinate professional development



Questions

- Arizona Department of Education
- Early Childhood Education
- ECEinbox@azed.gov
- (602) 364-1530

