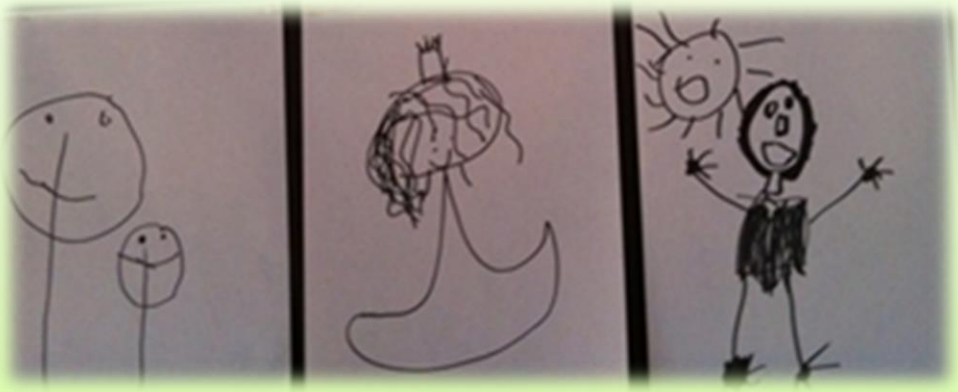
ARIZONA DEPARTMENT OF EDUCATION

Preschool Development Grant

Guidance Manual

FY17



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Contents

OVERVIEW 4
Summary 4
THE HIGH NEEDS COMMUNITIES 4
Mixed Delivery System 5
Providing Services to Families Most in Need 6
Student Recruitment, Enrollment, and Eligibility 6
- Age Requirements 6
- Family Income 7

ALIGNMENT WITHIN A BIRTH THROUGH THIRD GRADE CONTINUUM 7
Early Childhood Quality Improvement Practices (ECQUIP) Process 8
Transition to Kindergarten 8
School Readiness 8
A HIGHLY QUALIFIED WORKFORCE 9
Staff Compensation 9
Staff Qualifications 9
College Scholarships for Early Childhood Professionals 10
HIGH QUALITY PROGRAM OPERATIONS 10
Empower Program 10
Environment 10
Culturally and Linguistically Responsive Programming 11
Curriculum, Standards, and Instructional Strategies 11
Child Screening 11
Inclusion of Children with Disabilities 12
Local Attendance Policy 12
Early Childhood Expulsion 12
On-Going Progress Monitoring and Child Assessment 12
Program Hours 13
Quiet Time/Napping 13
Staff-to-Child Ratio and Class Size 14
Primary Home Language Other Than English (PHLOTE) 14
COMPREHENSIVE SERVICES REQUIREMENTS 14
- Least Restrictive Environment: 14
- Child Find: 15
- Family Engagement: 15

GRANT ADMINISTRATION AND FISCAL REQUIREMENTS 17
Proposals 17
Award Letters 17
Allocations 17
Grant Submission 18
New Entities 18
Application Instructions 19
Budget Requirements 19
Allowable Expenditures 19
Additional Guidelines 20
Indirect Cost Rates vs. Direct Costs 20
Guidelines for Preparing Indirect Cost Proposals 21
Amendments 24
Completion Reports 24
Programmatic Reporting 24
Matching Funds 25
Duplicate Funding 25
Guidance for Reimbursement of Federal and Other Grant Expenditures 25
PROGRAM EVALUATION 28
Quality First 28
ADE ECQUIP Monitoring 29
PROFESSIONAL DEVELOPMENT 30
EARLY CHILDHOOD PROGRAM SPECIALIST 30
Primary Responsibilities of the ECPS 30
Federal Scope of Work 30
TECHNICAL ASSISTANCE 31
Contact Information 31
APPENDIX A 32
Early Childhood Education Certificate and Endorsement 32
APPENDIX B 36
EDUCATION ATTAINMENT PLAN 36
APPENDIX C 37
Legal Residency 37
APPENDIX D 38
Transition to Kindergarten 38

Sample Kindergarten Transition Plan 40
APPENDIX E 42
The Difference Between Standards and Curriculum 42
APPENDIX F 43
Professional Development Growth Plan 43
APPENDIX G 44
Preschool Development Grant Child/Family Application 44
APPENDIX H 45
How Assessment Works 45
APPENDIX I 46
Primary Home Language Other Than English (PHLOTE) 46
APPENDIX J 47
Sample 45 Day Screener 47
APPENDIX K 49
USFR Chart of Accounts 49

OVERVIEW

Summary

Every family should have an equal opportunity to choose a high quality early care and education setting that promotes the social, emotional, cognitive and physical development of their children. Neuroscientists, economists and educators are aligned in identifying that early care and education beginning at birth is an investment that pays dividends as children enter kindergarten and move through the early elementary grades, transition to college and career, and become adult citizens in their community. Families that choose early care and education programs for their children do so for a variety of reasons, and should have options for programs that are high quality; provide choices for part-day or full-day, are available where families live and work; and, are affordable.

The Arizona Department of Education, Early Childhood Education unit has an opportunity to partner with high needs communities (HNC) to increase the number of children who receive high quality early care and education services in order to improve young children's success in school and beyond. High quality early childhood services that include comprehensive services have been strongly linked to both academic and life skills success among children. Research shows that children who come from families with several risk factors show the most gain from access to high quality early childhood programs. The Preschool Development Grant (PDG) offers an opportunity to access high quality early childhood programs by allocating funds to HNCs. Funding will support programming for those children who may not otherwise have access to high quality early care and education during the year prior to their kindergarten entry by either increasing the number of hours children participate in a high quality program or by increasing the number of children who can be served.

In Arizona, a high quality preschool Program means an early learning program that fully implements to a significant degree the Program Guidelines for High Quality (PGHQ). Arizona's *Program Guidelines for High Quality Early Education: Birth through Kindergarten (PGHQ)* *http://www.azed.gov/early-childhood/files/2011/10/program-guidelines-complete.pdf*

THE HIGH NEEDS COMMUNITIES

High Needs Community (HNC) means a geographically defined area, such as a city, town, county, neighborhood, district, rural or tribal, or consortium thereof, with a high level of need as determined by the State Department of Education. The PDG defines HNC by zip codes, 80% or greater Free and Reduced lunch, 25% or greater English Language Learners (ELL), and 50% or less Preschool capacity around Local Education Agencies (LEA). To be eligible for funding, classrooms MUST be located within the HNC zip codes providing the grant opportunity.

Arizona prioritizes coordination and collaboration among early childhood service providers as critical to developing a seamless service delivery system for children and families. Coordination and collaboration is described as two or more organizations working together in the delivery of programs and services to a defined population. As a result of coordination and collaboration, services are often easier to access and are implemented in a manner that is more responsive to the needs of the children and families. Coordination and collaboration may also result in greater capacity to deliver services because organizations are working together to identify and address gaps in service, which results in higher quality services and cost efficiency.

A sub-grantee means an early learning provider serving at least one HNC that is receiving a sub-grant from the state and is participating in the state's ambitious and achievable PDG. The provider may be a public/charter school programs as well as private, public, for-profit programs, non-profit programs, faith-based, family child care, Head Start, or tribal program.
Sub-grantees must work with and participate in coordination and collaboration activities occurring within the HNC being served. This may include but is not limited to engaging with other partners delivering the same or similar programs and services; connecting families to comprehensive services, clarifying target populations and outcomes; and defining processes and plans to reach desired outcomes. There will be local collaborative meetings within the HNC hosted by the LEA as part of the Early Childhood Quality Improvement Practices (ECQUIP) process. Every sub-grantee will designate a representative to attend ECQUIP meetings. Sub-grantees should plan the appropriate staffing and budget to support travel to and attendance at meetings within the HNC area or at statewide meetings, as appropriate.

The sub-grantees in the high needs community will work in ongoing collaboration to assess additional comprehensive services needed and local support options. The HNC should have representation at their local First Things First Regional Council meetings to obtain greater resources, share knowledge, learn together and build consensus. Sub-grantees will collaborate with other early childhood education consultants including, but not limited to Child Care Health Consultants, Mental Health Consultants, Inclusion Coaches, Arizona Self Study Project Specialists, ADE Early Childhood Specialists, DHS Surveyors, DES Certification Specialists and Institutes of Higher Education.

The ADE Early Childhood Specialist for each high needs community will support the collaboration effort to acquire services needed by:

- facilitating meetings between programs within the HNC
- coordinate outreach to service providers
- collaborating with the Quality First Coach
- encouraging community participation in the Early Childhood Quality Improvement Practices (ECQUIP)

Mixed Delivery System

Mixed Delivery System is defined as a collaborative partnership between a Local Education Agency (LEA) and community based programs with the purpose of establishing a relationship that fosters a seamless system of early care and education, birth through grade 3. Inherent in the mixed delivery system strategy is the principle that all families have the right to access a high quality early childhood program regardless of income, children's abilities or other factors. This grant allows for family income eligibility up to 200% of the Federal Poverty Level. In utilizing a mixed delivery system, families have access to a wide array of program types. All programs will participate in collaborative efforts with the various local early childhood education programs in the community for the purpose of providing families with continuity of services under this funding.

The mixed delivery system is based on methods by which early care and education programs work collaboratively to provide educational and comprehensive services to preschool age children in various settings. Financing early childhood education programs through a mixed service delivery model ensures that sufficient resources and standards are in place to support high quality through coordinated community efforts. A true mixed delivery system requires equal and equitable access to programs and funding across early care and education settings including public schools, private, Head Start programs, tribal programs, for-profit and non-profit preschools or centers, family child care, and faith-based programs. A mixed delivery system

offers parents a choice as to where their children receive quality early childhood experiences. Each high needs community should include in their mixed delivery system ways to:

- Work in collaboration to increase the number and percentage of eligible children served in their least restrictive environment within a high quality preschool program.
- Develop and implement a written plan outlining how the programs will collaborate within their communities to combine resources and recruit families and establish a system with a goal that ensures families on a wait list are placed in a high needs community option that has the earliest opening.
- Ensure opportunities for collaboration and coordination to strengthen the preschool through K-3 continuum.
- Participate in the local Read On communities where applicable.

Providing Services to Families Most in Need

Each HNC must effectively identify and recruit students *most in need* of services and coordinate a system of communication. Each sub-grantee will create and make available *written* policies and procedures for identification, recruitment or screening of participants most in need of preschool services including a description of how need indicators are weighted and ranked within the local program. *Most in need* indicators include factors beyond the requisite income of 200% of the federal poverty level. Other factors in recruitment may include English Language Learners, identification of children with a disability, and children who identified as at risk based on a developmental screening, foster care, single parent family composition, family mobility, history of abuse, experiencing homelessness or family experiencing deployment. There may be other indicators based on the uniqueness of the HNC. Together the HNC will work in collaboration to properly identify which program may serve a child and family most appropriately. Indicators of need are used to manage wait lists rather than using a first come/first served system. Programs are encouraged to use a variety of methods and resources for recruitment of eligible families. Many more families are eligible for the PDG than can participate. Therefore, participants enrolled in the PDG programs need to be those families "most in need" of services.

A written plan for identifying the project's *most in need* population must be in place prior to enrolling families in the program. Identifying which factors address a particular community's "most in need" group provides a framework for establishing a system for intake and enrollment.

Once the "*most in need*" criteria have been determined by the HNC, the information will be used to make enrollment decisions as well as manage wait lists. Need related factors are identified during the intake process and used in a manner that allows projects to look beyond income eligibility. In this way, projects are consistently assuring that families most in need of services are the ones who are receiving them.

Student Recruitment, Enrollment, and Eligibility

Enrollment and eligibility requirements are intended to ensure that services under this grant funding increase the number of slots for children in the HNC and have access to high quality early care and education. Sub-grantees are required to demonstrate that children served are eligible to participate by obtaining or reviewing documentation of age of child, family income, and proof of the child's legal residency. Appendix G

- Age Requirements - children shall be 4 years of age before September 1st (and not yet enrolled in kindergarten) of the program year. Appropriate documentation should be obtained to determine if the child meets eligibility.

- Family Income - acceptable documentation of income may include current pay stubs; written, notarized statement from employer; documentation of current receipt of unemployment insurance; documentation of receipt of public assistance such as KidsCare, or Food Stamps; eligibility for the Free and Reduced Lunch Program; gross income as listed on the most current Federal Individual Tax Form 1040, Form 1099, or W2. (If self-employed at least one of the tax forms is required.)

    - ✓ Financial Enrollment Requirements – child must meet all requirements listed below (this includes children with an IEP):
        - ➢ Family income must be at or below 200% of the Federal Poverty Level (FPL). (Poverty is defined as family income at or below 100%; low-income is defined as income at or below 200% of FPL.)

- Open enrollment is an acceptable option for children who do not live within the HNC zip codes if the program has room for the student and student otherwise meets all established criteria.

- All children participating in the PDG program must meet the income eligibility guidelines. According to the guidance provided by the U.S. Dept. of Education, eligible children means, "four-year-old children from families whose income is at or below 200 percent of the Federal Poverty Line." This being said, a child on an IEP whose family does not meet the income eligibility may still be placed in a PDG classroom if it is identified as the child's least restrictive environment (LRE) placement. The child continues to have her/his special education services paid for with IDEA Preschool funds rather than PDG funding.

Important Points to Remember!

Documentation of family income eligibility does not need to be collected but verified and verification forms must be kept in a locked cabinet in a secure area and be maintained on site for at least 2 years.

- Proof of Child's Legal Residency (See Appendix C)

- Families receiving PDG services may not be charged a registration fee to attend the program. If a family is also taking advantage of before and/or after care outside of the PDG hours, you may charge a registration fee for those extra hours.

ALIGNMENT WITHIN A BIRTH THROUGH THIRD GRADE CONTINUUM

Arizona's ambitious and achievable plan is rooted in the quest to create quality preschool programs for children that support and align with the local K-3 system. This is a recognized necessity as Arizona continues the evolution of its high expectations and creates college and career ready students. Arizona supports the coordination of early learning programs among the

B-5 system and acknowledges the need to link those efforts with K-3 through intentional communication brought about through the ECQUIP process.

Early Childhood Quality Improvement Practices (ECQUIP) Process

Effective programs recognize that building and maintaining quality requires an ongoing and iterative process. Each LEA within a high needs community will facilitate the ECQUIP. LEA's and other programs in the high needs communities shall conduct ongoing, reflective practices that continuously assess the quality and effectiveness of their programs. The program assessment is collaborative and conducted in partnership with the district's current ECQUIP process.

ECQUIP is a self-assessment process intended to provide Arizona programs working with young children a framework for evaluating program effectiveness and designing strategies for continuous quality improvement through a rubric and indictors. All programs administered through the Early Childhood Education section of the Arizona Department of Education are required to participate in ECQUIP. Upon completion of the rubric, an enhancement plan will be submitted by the LEA participating in the Preschool Development Grant. **The enhancement plan must be uploaded to ALEAT by September 30th of each year.** For more information related to ECQUIP and the process, visit the Early Childhood website at http://www.azed.gov/early-childhood/files/2011/11/ecquip-binder-revision-03.06.14fi.pdf.

Program evaluation and improvement is most effective and long lasting when the program staff engages in a systematic process of self-assessment. Program staff is then able to identify both strengths and changes needed in order to bring about and/or maintain a high quality, comprehensive Preschool Development Grant program. Ownership of the assessment results is established when staff is actively involved in the process.

Transition to Kindergarten

As part of ensuring effective collaborations with the community and providing children and families with seamless services as they move to school entry, each HNC shall create and implement a written Kindergarten Transition Plan (see Appendix D). The transition plan shall include a clearly described partnership between the early childhood provider/school, parents, community, and the kindergarten program into which the children will enter, whether public or private. Sub-grantees within the HNC are expected to create local transition plans that include preschool assessment data as well as information about the child's approaches to learning, social and emotional development, and preferences that make that child unique and individual.

School Readiness

In collaboration with ADE every sub-grantee will work within the HNC to set the expectation for School Readiness as identified in the Arizona School Readiness Framework (ASRF). The ASRF encourages collaboration between services and the numerous parts of the early childhood system. The framework reflects the purpose of identifying readiness, and builds on the state's efforts to establish a system in which all children have access to quality experiences leading to school success. There are four specific goals of the ASRF:

1. To establish a common language around school readiness
2. To develop a clear outline of the readiness framework
3. Determine the roles of standards, effective instruction, and curriculum
4. Identify meaningful, well-aligned assessment of readiness to individualize instruction.

Arizona defines school readiness as:

Arizona's young children will demonstrate school readiness through the Essential Domains of Language and Literacy development, Cognition and General Knowledge (including early mathematics and early scientific development), Approaches to Learning (curiosity, initiative, persistence, creativity, problem-solving and confidence), Physical Well-Being and Motor Development and Self-Regulation of attention and emotion. Intentional development of skills and knowledge in these domains establishes a critical foundation for children to engage in and benefit from opportunities to learn.

For full details please refer to Arizona's School Readiness Framework.
http://www.azed.gov/early-childhood/files/2015/03/asrf.pdf

A HIGHLY QUALIFIED WORKFORCE

Staff Compensation

As Arizona works to create a specialized workforce that has a Teaching Certificate through the ADE, it is expected that those professionals be paid a wage comparable to the Kindergarten teacher with the same certification requirements. Improved expertise and compensatory pay in preschool classrooms will result in improved retention rates of highly effective teachers and continuity of care for young children enrolled in early care and education programs. Additionally, in ECE classrooms where instructional support staff play such a critical role engaging students, it is necessary to improve their educational attainment level; thus requiring commensurate levels of pay. It is expected that the preschool instructional aids salary mirror that of a K-12 instructional support staff.

In addition to equal compensation, sub-grantees must provide instructional prep time for preschool instructional staff including teachers and instructional support staff to:

- Prepare lesson plans
- Update GOLD data
- Attend professional development opportunities
- Attend IEP meetings and conduct screenings

Staff Qualifications

Administration of this grant funding falls under certain statutory requirements. Specifically, any entity receiving the Preschool Development Grant are bound by Arizona Administrative Code R7-2-612 which requires either a provisional or standard early childhood education certificate for those individuals teaching in early childhood education programs (See Appendix A). Those with certification or endorsement will receive weighted points on ADE rubric for funding allocations.

Sub-grantees must make and document every effort for recruitment of most highly qualified staff. While not all staff may meet this qualification at the present time, the goal is to improve the quality of programming through the attainment of certification by the end of the grant period. In this instance, an *Education Attainment Plan* must be submitted for ADE approval. Once submitted, the *Education Attainment Plan* will be reviewed for approval. In order to obtain approval a *Curriculum Check Sheet* issued by an Institute of Higher Education must be submitted with the plan. This *Education Attainment Plan* must be updated and submitted by programs to ADE/ECE for approval annually (see Appendix B). Refer to the PGHQ for staff qualifications.

College Scholarships for Early Childhood Professionals

With funding from the PDG, Arizona ambitiously plans to invest in College Scholarships for Early Childhood Professionals, an FTF funding strategy. The intent of this evidence-informed professional development strategy is to provide access to higher education for the early childhood workforce working directly with, or on behalf of, young children birth through age five who already have their AA and are ready to continue with their BA and ECE Certification. The expected results of supporting continuing education and degree completion is elevating and professionalizing the field, recruiting and retaining a quality early childhood workforce, and supporting and increasing the quality of services provided to young children.

HIGH QUALITY PROGRAM OPERATIONS

Sub-grantees will have **60 days** to become fully operational. Fully operational is defined as having the specified number of children, based on allocation, enrolled and participating in the identified program activities.

- ✓ Sub-grantees will establish a waiting list to ensure that all sub-grantees maintain full enrollment and will enroll new students as slots become available. Sub-grantees within the HNC will collaborate and coordinate to share wait list in the effort to enroll families in the earliest opening available within the HNC.
- ✓ Sub-grantees will collaborate and coordinate efforts to recruit families within the HNC.
- ✓ Sub-grantees will ensure a research – based developmentally appropriate curriculum is in place.

Empower Program

Sub-grantees will participate in the AZDHS Empower Program and pledge to adopt the 10 standards that encourage active play, practice sun safety, support healthy eating, promote good oral health habits, prevent exposure to second-and third-hand smoke, and provide staff three hours of professional development on Empower topics. Providers will write a policy for each of the ten standards as a statement of intent or commitment. The benefits of being an Empower program include; reduced licensing fees, state-issued Empower facility designation, an Empower Pack of ready-to-use resources, and an Empower Guidebook. The Empower Guidebook provides information on each of the standards and sample policies for centers to use or to adapt. Please see the link for the Empower Guidebook
http://azdhs.gov/documents/prevention/nutrition-physical-activity/empower/resources-policies/empower-guidebook.pdf

Environment

A high quality early education program recognizes and understands how children's goals for learning are framed within the context of learning standards and aligns planning of activities and design of environment to stimulate children's learning across content areas. Effective early education programs provide a wide variety of planned experiences within an intentionally designed environment that enable children to learn through interaction, exploration, manipulation and self-discovery. The environment should reflect and be supportive of the curriculum standards, and assessment.

As part of the PDG, sub-grantees will be enrolled or continue in Quality First (QF). The support provided will include coaches and program assessment. The tool used to assess the environment is the Environmental Rating Scale (ERS). Therefore, sub-grantees should use the ERS to set up high quality environments.

For additional information sub-grantees should refer to the PGHQ areas related to the environment; Program Practices and Effective Instructional Strategies.

Culturally and Linguistically Responsive Programming

Language, culture, and identity are integral parts of children's lives. High quality early education programs show acceptance of and respect for all children and families by integrating their languages and cultures into the ongoing experiences of the program, and by finding ways to reach out to and communicate with everyone. Sub-grantees will help children to understand similarities and differences, and to deal in a positive way with misconceptions based upon language, gender, culture, race, age, and ability. Linguistic and cultural needs are met by emphasizing strategies for integrating multi-cultural and anti-bias themes into all curricular areas.

Curriculum, Standards, and Instructional Strategies

The following are required to ensure curricular approaches are used that meet the individual ***and*** developmental needs of children while providing them with intentionally designed instruction and activities:

- Designed around children's interests and needs
- Aligned clearly and with the full content of the Arizona Early Learning Standards
- Which incorporate ongoing assessment to determine instructional needs
- Provide practice through developmental appropriate activities
- Looks for ways to apply reasoning, problem solving, and other cognitive skills (see Appendix E)

Listed below are samples of researched – based curricula:

- ✓ High/Scope www.highscope.org
- ✓ Developmental Interaction Approach www.bnkst.edu
- ✓ Constructivism www.ncrel.org
- ✓ Creative Curriculum www.teachingstrategies.com
- ✓ Project Approach www.projectapproach.org
- ✓ Montessori www.montessorird.org
- ✓ Reggio Emilia www.reggiochildren.com
- ✓ Scaffolding Early Literacy Program www.mcrel.org/topics/earlychildhood/services/41/

Child Screening

Early identification of children's needs ensures that young children receive the services and supports necessary to maximize their opportunities for healthy development and learning. Screening activities are a first step in the identification process. Therefore it is imperative that a screening procedure be in place to ensure children are identified and receive the supports they need. All children participating in a PDG classroom will receive developmental, hearing, and vision screenings within the first 45 calendar days of the first day of attendance in the program. (See Appendix J for a sample developmental screening tool.)

Inclusion of Children with Disabilities

One of the outcomes of the PDG is to increase the number of children with specials needs in the least restrictive environments. Therefore, sub-grantees will be required to serve no less than 2 children with identified special needs for every 18 children whom may not have identified with special needs. Exemptions (for example, 1 child instead of 2) may be applied for small family child care. ADE will support sub-grantees with meeting this ambitious goal in these specific ways:

1. **Quality First Inclusion Specialists**: As part of the Quality First System, participants can access Inclusion Specialists. These are child development and special education specialists who provide consultation to facilitate the inclusion of children with special needs by offering assessment and technical assistance. Supports include onsite consultation and training to promote early screening activities, identify children who need follow-up assessment and make classroom modifications to meet the needs of children with special needs.

2. **Technical Assistance**: Sub-grantees will be able to access technical assistance from an EC Specialist assigned to their area. This technical assistance may include assistance needed with making modifications to the environment to enable meaningful participation for all students, assistance with instructional strategies or modalities to meet the learning needs of students, and/or professional development on how to make accommodations or adaptations along a continuum to meet the needs of children with various types of disabilities and levels of severity.

Local Attendance Policy

Children's consistent attendance leads to maximum learning opportunities; therefore, attendance policies must support consistency and ongoing participation.

- Sub-grantees must put policies in place to determine when a child shall be excluded from participation due to non-attendance.
- These policies must be in writing and given to the families at the time of enrollment.
- Sub-grantees must document all decisions regarding children's continued participation**.**

Early Childhood Expulsion

Children in early learning environments are expelled from programs at an alarming rate. Sub-grantees of the PDG should consider that they are providing a critical early grade for young children. Children should not be expelled for behavioral issues; instead the sub-grantee should work with families and specialists in order to provide children and families connections to the services they need to successfully participate. Local sub-grantees should review local policy and only consider expulsion in terms of the conditions of A.R.S. 15-841.

On-Going Progress Monitoring and Child Assessment

On-going progress monitoring of children's progress for the purpose of guiding instruction and making curricular decisions is a critical part of high-quality programming (see Appendix H). Sub-grantees receiving Preschool Development Grant funding through the Arizona Department of Education are required to:

- Collect and maintain quality child assessment data using an instrument approved by the Arizona State Board of Education.
- Obtain a SAIS number to link assessment data to the state longitudinal data system.

Information from the assessment should be passed on to the child's kindergarten teacher. The information will help the kindergarten teacher know right from the beginning how to begin addressing individual learning needs of the child.

Please refer to *The Assessment Continuum Guide for PreK-Grade 3 in Arizona* for further guidance. This information can be found at http://www.azed.gov/early-childhood/files/2016/04/assessment-continuum-guide-2016.pdf .

Program Hours

Sub-grantees operating under this funding are required to enroll children for a minimum number of hours per day, a minimum number of days per week and for a minimum number of program days per year.

- Program services must be provided for 9 or 10 months and outlined in the sub-grantees proposal. The school year should align with the K-3 calendar.
- Children must be enrolled in a full day of service based on the following definitions and requirements:

  - ✓ A full day of service for children is defined as a minimum of 4 days a week, 6 hours per day for a total of at least 24 hours per week.

Sub-grantees must run at least 24 hours per week over at least 4 days to meet the requirements of this grant.

Sub-grantees may combine a PDG part-time slot with other funding sources to enhance to a full time slot of at least 24 hours per week over at least 4 days to meet the requirements of this grant.

Quiet Time/Napping

Arizona childcare licensing rules no longer require a nap time for any child in a childcare program. However, a site should have supplies available in case a child requests to lie down. For more information, please see Code R9-5-511: Sleeping and Napping.

Sub-grantees should also note that ECERS-R, Indicator 11 Nap/rest addresses a nap time or quiet time for children in a program for four hours or more. Since all PDG children are in the classroom at a minimum of six hours per day, this indicator will affect how you schedule your day.

Quiet time could consist of the children being on their mats to listen to a story or an appropriate chapter book. Some children may fall asleep during this time while others will be ready to go on with their day after the reading; the needs of each child should be honored. According to the definition of a "High-Quality Preschool Program," structural element (h) states "that individualized accommodations and supports so that all children can access and participate fully in learning activities should be provided." For some children (especially at the beginning of the year) this may mean napping or quiet time.

Staff-to-Child Ratio and Class Size

Although Code R9-5-404 of Arizona's Child Care Licensure Regulations establishes a 1:15 teacher to student ratio for 4-year old children, the PGHQ establishes a higher level of quality as a 1:10 teacher-to-child ratio for 4-year old children. The PGHQ also recognizes that these ratios may be lowered based on the needs of children with disabilities in order to ensure appropriate, meaningful inclusionary practices are being implemented. In addition, the PGHQ establishes the group size maximum to be 20 children enrolled per group of 4-year olds. ADE will closely monitor ratios and group sizes of programs under this grant as it is truly reflective of what is needed to provide high-quality experiences for children (See PGHQ pages 10-11). Sub-grantees must maintain ratio and class size during funding of PDG hours or risk losing funding.

Primary Home Language Other Than English (PHLOTE)

Many children in Arizona live in households where a language other than English is spoken. The PDG HNC's were specifically identified as communities with high levels of English Language Learners (ELL). The PDG opportunity is expected to provide an opportunity for children to access high quality interactions, academic vocabulary and robust languages experiences in English. As part of registration packet for preschool a PHLOTE form may be completed with families. This form becomes part of the child's record and should become part of the Kindergarten Transition information. ADE is interested in the number of children who had a language other than English as identified on the state home-language survey. The PHLOTE form cannot be conducted until two weeks prior to school. Information from the PHLOTE is one piece of information to assist local program staff in meeting the individual needs of a child. Arizona's PHLOTE can be found in Appendix I.

COMPREHENSIVE SERVICES REQUIREMENTS

Comprehensive services expand access to information, services and supports families need to help their young children achieve their fullest potential. To make the best choices, families need access to information that educates them about what their child is learning and doing, how to optimally support early childhood development and child health, and what resources or programs are available in their community. Families also need opportunities to connect with other families in their community. High-quality programs link families with supports in a comprehensive, collaborative, culturally and linguistically responsive manner that best meets the needs and preferences of families. Sub-grantees will leverage available resources and involve families in the program development and implementation. The ADE Early Childhood Program Specialist (ECPS) for each community will support the collaboration effort to acquire services needed by facilitating meetings between programs within the community, coordinating outreach to service providers, collaborating with the QF coach, and encouraging community participation in the ECQUIP process.

At the local level, ECE providers in the community will collaborate and build on community services that are meeting families' needs. Sub-grantees and community partner agencies must see collaboration as a primary benefit to families and act as a bridge to unify families and children with additional support services. Comprehensive service needs and availability will vary depending on the uniqueness of the community. The following components of a continuum of comprehensive services ***must*** include:

- **Least Restrictive Environment:** Programs will be required to serve no less than 2 children with identified special needs within a classroom of 20. This will require IEP

(individualized education program) teams to work together with families to intentionally find the most-appropriate least restrictive environment placement for the child within the community. The grant will support programs with meeting this ambitious goal by providing support from a QF Inclusion Specialist when needed, along with technical assistance from an ADE ECPS.

- **Child Find:** It is imperative that a screening procedure be in place to ensure children are identified and receive the supports they need. Sub-grantees within the HNC must create local procedures to conduct routine, collaborative Child Find system. All sub-grantees must understand how to connect with service providers operating under Parts B (619) & C of the IDEA, as appropriate. In addition, local IDEA Part C and Part B (619) providers must be working together to ensure that IDEA regulations are implemented with fidelity and in accordance with state and federal laws.

    - Early learning providers should coordinate screening opportunities for all children within the community. This will certainly assist with Child Find efforts, but it will also identify children who may benefit from additional resource supports from programs such as home visitation or Early Head Start/Head Start. The ADE will intentionally be working with the community to create relationships between sub-grantees, Early Head Start/Head Start (which may also be a sub-grantee), Maternal, Infant and Early Childhood Home Visiting (MIECHV) coordinators, FTF staff and resources, and LEA leadership.

    - Follow-up referrals and activities that are initiated to secure appropriate services will be documented and tracked to ensure that families receive the information and/or services necessary. Community programs will work in partnership with the LEA to ensure coordinated and seamless efforts are maintained. Hearing and vision screening performed on children must be conducted by those who have been trained to administer the screening instruments. This may require some coordination between the early learning providers in the community. If no such person is available at the community program site, the community program can collaborate with their LEA or their QF CCHC to conduct these screenings. Training in appropriate use of the child assessment is required for all staff not previously trained on the selected instrument(s).

- **Family Engagement:** The parent plays a central role as the most influential person in a child's life. Programs receiving funding under the grant must engage families in meaningful ways. Sub-grantees must intentionally help families be partners in their children's education. Sub-grantees must implement ways to continually identify family needs and garner their feedback. Sub-grantees will create procedures to coordinate resources and services for families and children. They will also connect with appropriate local businesses, family resource centers, agencies and other local groups relating to health/mental health, domestic violence, substance abuse, adult literacy, financial asset building, food pantry, and other services. Family engagement activities shall include a focus on involving the family as key decision makers and assessors of the early learning program. Sub-grantees in receipt of this funding must create and implement plans for family involvement. A copy of the written plan shall be available on-site upon request. Family engagement activities shall include a focus on involving the family as key decision makers and assessors of the program. Activities outlined in the plan may include but are not limited to the following:

- Home visits (initial or ongoing)
- Family conferences
- Classroom visits with options for parents to participate
- Parent satisfaction surveys
- Child progress reports
- Parent night or family activity night

Early learning providers in the HNC will work in ongoing collaboration with local partners to assess additional comprehensive services needed for children and their families, and local support options. The HNC should have a relationship with the local FTF Regional Partnership Councils (RPC) to obtain greater resources, share knowledge, learn together, and build consensus. The following are examples of FTF Strategies that fund comprehensive serves. *Access is dependent on the unique needs of the HNC:

- **Family Resource Centers.** Two counties where HNCs have been identified have FTF Family Resource Centers which serve as a community hub for connecting families with children birth to age 5 to the information, resources, and services they need to support their child's optimal health and development. The expected results of access to a Family Resource Center are improved parenting skills and social supports for families; increased knowledge of child development; and support for school readiness.

- **Food Security:** The food security strategy works to provide food and other healthy living information to meet the nutritional needs of families that lack access to sufficient, safe and nutritious food. Information is also provided on age appropriate feeding schedules and food content standards for food boxes, food backpacks, or food vouchers. The expected result is access to sufficient, safe and nutritious food for children birth to age 5.

- **Parent Kits:** This strategy gives parents of every infant born in birthing hospitals in Arizona critical information about healthy parenting practices and how to support their baby's early learning. In the parenting kit, families receive 6 DVDs about good parenting practices, a resource guide, and a book to encourage early literacy.

- **Parent Outreach and Awareness:** This strategy works to increase families' awareness of positive parenting; child development including health, nutrition, early learning and language acquisition; and, knowledge of available services and supports to support their child's overall development. The expected result is an increase in knowledge and a change in specific behaviors addressed through the information and activities provided.

- **Reach Out and Read:** This strategy expands children's access to reading by promoting child literacy as a part of pediatric primary care. Training is provided to pediatric practices on how to engage parents and young children in early literacy activities; provides books to pediatricians or their staff to distribute to families with young children.

- **Care Coordination/Medical Home:** This strategy embeds a care coordinator into a clinical practice to assist at-risk families with young children to navigate the complex health care and social services systems. The expected result of effective care coordination is that children receive services they need (i.e. well child visits) and families receive efficient assistance to avoid duplication of services or demands on their time, and unnecessary stress. An important component of care coordination is its association with a medical clinic that is designated as a "medical home" for the child and their family.

- **Oral Health:** The intent of this strategy is to provide best practice approaches on enhancing the oral health status of children birth through age 5. The expected results are prevention of tooth decay and reduction in the prevalence of early childhood tooth decay. Tooth decay puts children at risk for pain and infections that can lead to lifelong complications of their health and well-being. The approaches for this strategy include: oral health screening for children and expectant mothers with referrals to oral health providers for follow up care as needed; fluoride varnishes for children; oral health education for families and other caregivers; and, outreach to families, other caregivers including early learning and care providers, and oral health and medical professionals.

GRANT ADMINISTRATION AND FISCAL REQUIREMENTS

Proposals

The Preschool Development Grant is a competitive grant. Sub-grantees within the HNC who wish to participate in this grant must:

- submit a proposal that outlines the number of children they *propose* to serve, as well as their service opportunities (full-day or part-day combined with other funds to complete a full-day and number of months); and
- be determined eligible and of sufficient quality to participate in the funding.

Funding allocations will be determined based on the information submitted in the proposal, the number of eligible programs in the HNC and total funding available.
Proposals are submitted via email to the Arizona Department of Education (ADE), Early Childhood Education (ECE) office at PDGinbox@azed.gov .
Allocations are dependent on available funding. Funding will be distributed based on the eligible programs who submit proposals for the upcoming fiscal year funding. Please be aware that there is the possibility that not all eligible programs will be chosen for participation nor may proposal be fully funded.

Award Letters

Award letters will be sent via email. The award letter will indicate total program funding as well as the number of children that can be served with the funding.

Allocations

Allocations are based on the number of slots (full-time or part-time combined with other funds to complete a full day) and number of months of service 9 or 10. Total funding is limited to the formula cost per child (to be reviewed annually) and will be calculated as follows:

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 $511or $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 (only to enhance to a full day)	9/10 Months	$255/$230	$2,300
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.			

Grant Submission

General Statement of Assurance (GSA) is a document that guarantees accountability to the United States and to the State of Arizona. All sub-grantees wishing to apply for and receive grant monies must have a current GSA on file at the Arizona Department of Education (ADE). This document is renewed yearly, and is due **by May 15th**. GSA and instructions can be found at http://www.azed.gov/early-childhood/files/2015/04/gsa-fy16.pdf

- Please review the GSA Cover Memo for instructions.
- Download General Statement of Assurance (GSA) for the upcoming fiscal year.
- Complete the GSA. Original signatures must be completed in blue or black ink.
- Mail the hard copy document directly to:

ADE Grants Management Office
Attention: Stephanie Ferguson
1535 W. Jefferson St., Bin # 3
Phoenix, AZ 85007

Sections A, C, D, and E of the GSA must be signed by:

- Districts - Board President, Superintendent
- Charters - Charter Contract Signer
- Private Providers – Director/ Owner

New Entities

A new entity (first time applicants only) who wishes to apply for a grant through the Arizona Department of Education (ADE) Grants Management Office ("Grants Management") should:

- Apply for a DUNS # number online.
- Apply for a CTDS# number online.
- Submit the completed General Statement of Assurance ("GSA") to Grants Management.
- Submit a W-9 to Grants Management.

1. Apply for a DUNS number, go to https://iupdate.dnb.com/iUpdate/companylookup.htm
2. Apply for a CTDS number online.
   - To apply for a CTDS number, go to the ADE's School Finance website and download and complete the Entity Profile Form. (The form is accepted by e-mail only.)
   - Follow the directions from the Entity Profile Form webpage. If you are a new entity, please use CTDS# 00-00-00-001 when completing the form and select "School Finance" as your LEA Account Analyst.
3. Submit the completed FY 2014 GSA to Grants Management
4. Submit a W-9 Form to Grants Management.
   - The AZ W-9 form is used to generate your payment from ADE.
   - AZ W-9 Form and Instructions can be found at http://www.azed.gov/early-childhood/files/2015/04/w9.pdf

Technical assistance can be provided to new entity by calling the Grants Management Office at 602-542-3901.

To access the Grants Management System:

- Go to the Arizona Department of Education website at www.ade.az.gov

- Click on **ADE Connect** (in the upper right hand corner under the Site Index search box)
- Enter your **ADE Connect User Name and Password**
- Select **Grants Management** from ADE Connect Application Menu
- Once on the Grants Management Home Page click on Search
- Click **Funding Application**
- Click on the **Preschool Development Grant**
- Click **Search**
- Click **on your organization name**
- Start Application

A webinar will be provided to sub-grantees

Application Instructions

The PDG instructions are available in the document library in the Grants System on ADE Connect.
To access the application instructions in the Grants Management System:

- Go to ADE Connect
- On the side menu, select **Document Library**
- Select **Early Childhood**
- Select Preschool Development Grant
- Click on **Preschool Development Grant Instructions**

Budget Requirements

The ADE Budget Report in the PDG application includes acceptable categories of expenditures for funds. ADE staff will review and approve for budget expenditures. Sub-grantees should budget for quality. Budget line items should reflect the needs and goals of the sub-grantees.

For more information, sub-grantees should refer to the Uniform Systems of Financial Records (USFR) Chart of Accounts, Section III-E-2.1 thorough III-E.3.9 or the Uniform Systems of Financial Records for Charter Schools (USFRCS). Updates to the PDG customized USFR Chart of Accounts version will be made as needed and posted on the ADE Early Childhood website. (See Appendix K)

Acceptable expenditure categories include:

- 1000 Instruction
- 2100, 2200. 2600, 2700, 2900 Support Services
- 2300, 2400, 2500, 2800 Support Services – Administration
- 3000 Operation of Non-Instructional Services

Allowable Expenditures

Allowable expenditures for the PDG funds must advance a high quality educational program for preschool and promote academic achievement using developmentally appropriate practices. PDG funds may be expended for the general and specific purposes listed.

Acceptable expenditure categories for the PDG include but are not limited to:

- Meet and maintain developmentally appropriate practices in early childhood programs as set forth in the Program Guidelines for High Quality Early Education: Birth through Kindergarten (3rd Edition)

- Meet and maintain programming that clearly aligns with the Arizona Early Learning Standards
- Meet and maintain Quality First or national accreditation standards for preschool programs
- Meet and maintain Arizona Department of Health Services licensure requirements for early care facilities
- Provide opportunities for family engagement
- Direct Instruction: teacher and assistant salaries and benefits; supplies such as manipulatives, books, other classroom items, field trip admissions, ongoing progress monitoring tool subscriptions, substitute teachers, etc
- Support Services: proportional salaries and benefits for front office staff, supplies for parent trainings or workshops, workshop or training opportunities for teaching staff, travel expenses to attend approved training opportunities, etc
- Capital Outlay: classroom furniture, classroom computers, etc
- Outreach or advertising for the open slots

Additional Guidelines

- **Administration** costs **may not exceed 5%** of the total allocation awarded.
- Funds cannot be used for construction or capital.
- Funds cannot be used for out of state travel.
- Families receiving PDG services may not be charged a registration fee to attend the program. If a family is also taking advantage of before and after care outside of the PDG hours, you may charge a registration fee for those extra hours.

Indirect Cost Rates vs. Direct Costs

Administrative costs / Indirect Costs: are general or centralized expenses of overall administration of an organization that receives grant funds and does not include particular program costs. Those are for activities or services that benefit more than one project. Their precise benefits to a specific project are often difficult or impossible to trace.

Direct Costs: are those for activities or services that benefit specific projects, e.g., salaries for teachers, aids, paraprofessionals and materials required for a particular project. Because these activities are easily traced to projects, their costs are usually charged to projects on an item-by-item basis.

Sub-grantees **must** choose option A, B or option C and provide proper justification for expenses included:

a. **Option A - Federally Approved Indirect Cost Rate**: If your organization has an approved indirect cost rate agreement in place, you must use that rate for this grant.
b. **Option B - If the organization does not have an Indirect Cost rate agreement**: The Sub-grantee may charge the 10% provisional rate for up to 90 days and must submit an indirect cost proposal to the Arizona Department of Education within 90 days after the grant award is issued and, if it does so, may continue charging the 10 percent provisional rate until the cognizant agency has provided the Sub-grantee with a negotiated indirect cost rate; and if after the 90-day period, the Sub-grantee has not submitted an indirect cost proposal to the Arizona Department of Education, the Sub-grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with the Arizona Department of Education; or

c. **Option C - Direct Charge:** With proper justification, Sub-grantee may include an allocation for administrative costs up to 5% of the total funds requested. Administrative costs may include: cost of auditing, accounting, financial, payroll, salaries and benefits of the program director and other administrative staff.

Federal law prohibits recipients of Preschool Development Grant funds from supplanting— that is, replacing state, local, or agency funds with federal funds. This means that existing funds for a project and its activities may not be displaced by federal funds and reallocated for other organizational expenses.

For example, if you are already paying for a Director Salary with other school funds, you cannot use the Preschool Development Grant funds to pay her/his salary and use the "savings" for other purposes. Since the Director was already paid with local sources, it is not legitimate to transfer that position's salary under the funding of the new grant.

Guidelines for Preparing Indirect Cost Proposals

Indirect Cost Rate Proposals require supporting schedules and documentation. The following steps are suggested in preparing an indirect cost rate proposal. In beginning the process of calculating an indirect cost rate, the program should consider and review the following:

- Organizational structure
- Level of federal funding
- Requirements of OMB Circular A-87 and EDGAR
- Reports generated from the accounting system
- Cost policies related to direct and indirect cost charging
- Availability of data on square footage, number of transactions, number of employees, etc.
- Additional effort and cost required to achieve a certain degree of accuracy
- Need for a restricted indirect cost rate (see Section IV)

Determination of Indirect Cost Rates:

The two basic methods for calculating indirect cost rates include the Simplified and the Multiple Allocation Base Methods.

OMB Circular A-87 stresses the need for federal agencies to work with state agencies on; (1) streamlining accounting processes; (2) reducing the burden of maintaining systems for charging administrative costs to federal programs; and (3) simplifying the preparation and approval of cost allocation plans. Organizations are encouraged to use the simplified method whenever possible and to avoid exceeding the complexity of the multiple allocation base method.

In order to prepare an indirect cost rate proposal, total costs, regardless of funding source, must be classified into one of the following categories: direct, indirect, excluded or unallowable. The following detailed steps will guide preparation of the proposal.

Detailed Steps:

1. **Determine Total Expenditures:** Information from the sub-grantee's accounting system should be used to determine total expenditures.

2. **Identify Unallowable and Excluded Costs:** Before calculating an indirect cost rate, the organization should review OMB Circular A-87 to determine which costs are unallowable or to be excluded from the indirect cost pool and/or distribution base. OMB Circular A-87 requires all activities which benefit from the governmental unit's indirect costs, including unallowable activities and donated services, to receive an appropriate allocation of indirect costs. All direct costs that are supported by indirect activities, including unallowable costs (e.g., fund raising and lobbying) and the value of donated services will be included in the base when calculating indirect cost rates. Examples of excluded costs are equipment and sub awards.
   Unallowable costs include debt service, fines and penalties, contingencies, and election expenses. The indirect cost rate calculation and application should remove all unallowable costs.

3. **Determine Direct Costs:** Direct costs are those that can be identified specifically with a particular cost objective. The direct costs of a federal award can be specifically identified to the program and may be charged directly to the program. Examples of direct costs that may be charged to a federal program include the following:
   a. Compensation of the employees who works on the program;
   b. Supplies and materials used for the program;
   c. Equipment purchased and used for the program; and
   d. Travel expenses incurred specifically to carry out the program.

4. **Determine Indirect Costs:** OMB Circular A-87 defines indirect costs as those that are incurred for a common or joint purpose benefiting more than one cost objective. In addition, indirect costs cannot be readily identified as benefiting a particular cost objective. Examples of indirect costs include the salaries and expenses for the following:

   a. Data Processing
   b. Accounting
   c. Personnel
   d. Purchasing

   Indirect costs are normally charged to federal programs through the indirect cost rate. Grantees must be consistent in treating costs as direct or indirect under federal awards. Once a cost is treated as direct or indirect, it should be treated that way for all projects and activities, regardless of the source of funding.

5. **Reconcile Proposal to Financial Statements/Expenditure Reports:** Reconcile amounts in the indirect cost rate proposal to the audited financial statements or final expenditure reports. The organization is expected to provide support or explanation for any material variances.

6. **Select the Distribution Base:** The direct cost base (distribution base) selected should be the one best suited for assigning indirect costs to <u>all</u> cost objectives in accordance with the relative benefits received. The distribution bases commonly used are listed below. A restricted rate must be calculated using a modified total direct cost base.

Organizations preferring to apply the indirect cost rate to a salaries and wages base, may use a conversion calculation. The conversion calculation allows a restricted indirect cost rate to be based on and applied to salaries and wages.

Commonly used distribution bases include the following:

a. Direct salaries and wages including applicable fringe benefits
b. Direct salaries and wages excluding fringe benefits
c. Total direct costs excluding distorting items such as equipment purchases, alterations/renovation, or any other cost which may distort the distribution of indirect costs to benefiting activities. This base is referred to as a modified total direct costs (MTDC) base.

7. **Computation of Indirect Cost Rate:** Using the results of Steps 1 - 6 above, compute the appropriate indirect cost rate.

8. **Complete Indirect Cost Rate Proposal Documentation Checklist:** The following information is required to be submitted, on an annual basis, with the indirect cost rate proposal:

a. Indirect cost rate calculation detailing total direct and indirect expenses by function and cost category, subsidiary worksheets and carry-forward calculations.
b. Reconciliation of indirect cost rate proposal to audited financial statements, expenditure reports or approved budgets.
c. The amount of direct costs incurred on federal awards. The costs should be detailed reflecting salaries, wages, fringe benefits and other direct costs.
d. A schedule of fringe benefits and payroll taxes by type and amount with an explanation of the allocation to benefiting activities.
e. Certificate of Indirect Costs signed on behalf of the state or local government agency/department by an agency official at the Chief Financial Officer level or above.
f. Cost Policy Statement that provides background information and identifies cost charging policies and practices.
g. Organization chart showing the structure of the agency during the proposal period.
h. Capitalization policy, along with equipment use allowance or depreciation schedules.
i. Financial data (audited financial statements, formal budgets, accounting reports, etc.) upon which the rate is based. Adjustments resulting from the use of unaudited data will be recognized, where appropriate, in a subsequent proposal.
j. Approved Statewide Cost Allocation Plan schedule, if state central service costs are included in the indirect cost rate proposal.
k. A listing of grants and contracts identified by Catalog of Federal Domestic Assistance (CFDA) number, and by federal agency, total dollar amount, and the period of performance. If applicable, any indirect cost limitations, such as restricted or ceiling rates or amounts restricted by administrative or statutory regulations, should be identified for each grant or contract.
l. Details on any significant accounting changes that are planned and may impact the proposed rate.
m. Schedule of unused leave payments to separating employees.

n. Schedule showing the details of adjustments to the unrestricted rate in order to calculate the restricted rate.

9. **Submission of Proposals:** An indirect cost rate proposal, with supporting documentation, must be developed (and when required) submitted on an annual basis to the Arizona Department of Education. The proposal should be submitted no later than six months after the close of the governmental unit's fiscal year, unless an exception is approved by ADE.

One hard copy of the indirect cost rate proposal should be submitted to the following address:

Arizona Department of Education
Gary Holland
1535 W. Jefferson St. Bin
Phoenix, AZ 85007

Amendments

Sub-grantees must electronically submit an amendment through the ADE Grants Management System, for fiscal and/or programmatic changes. Expenditures for line items not approved on the original application **must have prior approval**. *Approval is obtained by submitting an amendment through the grants management system.*

Fiscal amendments to the budget must be made when the anticipated expenditures will exceed the budgeted line item by 20% or $1000 (whichever is greater).
Amendments may be submitted throughout the year. The deadline date for submittal of all amendments is 90 days prior to the project end date.

All information listed on the Preschool Development Grant application must be kept current. If there are programmatic changes, the information should be updated by submitting an amendment to include changes and updates. The information you provide on the contact page is used to send program updates, information and send correspondence. It is the program's responsibilities to keep the information current.

Completion Reports

A completion report is an end of the year financial report that will be completed by the program's financial department.
Completion Reports must be submitted electronically through the ADE Grants Management System **no later than 45 days** after the end of the project.

- There are **no carry-over funds** for the Preschool Development Grant.
- Funds not expended by the program, during the fiscal year for which they were allocated must be returned to the ADE Accounting Office by the date listed on the Completion Report Approval Notice. Failure to comply will result in ineligibility for future funding opportunities through this grant until the funds have been returned.

Programmatic Reporting

Throughout the implementation of the PDG ADE will partner with sub-grantees to improve the quality of practices within the HNC. In addition, ADE is responsible for ensuring that children

served in a high quality environment will be prepared for success as they enter into the K-3 educational system. In order to ensure successful implementation and documentation of improvement efforts, ADE will collect information in a variety of ways.

1. Grant Applications open July 1 of each program year
2. Uploading to the ALEAT System
3. Early Childhood Quality Improvement Process meeting visits
4. Completion reports
5. On-site monitoring
6. Early Learning Program Specialist reports
7. Participation and review of Teaching Strategies Gold data

Matching Funds

Matching funds are funds that are set to be paid in equal amount to funds available from other sources. Programs must match funds at a minimum of 10% of the total cost of services for the first year. See chart below for subsequent years.

Year	PDG Share	Local Share	Total Budget
1	No more than 90%	At least 10%	= 100%
2	No more than 85%	At least 15%	= 100%
3	No more than 80%	At least 20%	= 100%
4	No more than 75%	At least 25%	= 100%

Matching funds may be provided in cash or through in-kind contributions, fairly evaluated, and may consist of, but are not limited to:

- building space
- FTF Quality First Scholarships
- other state or tribal dollars
- donations
- regional Quality First investment in comprehensive services
- volunteer hours

Federal funds may **NOT** be used as match funding.

Providing a full range of high quality early childhood services requires both appropriate funding levels as well as significant matching of program resources therefore, programs may braid funding in order to provide quality preschool services to the maximum number of eligible children but shall **not supplant** any current funding source.

Duplicate Funding

Children participating may not be receiving duplicate programming through other funding available from State, Federal or Tribal sources such as: Department of Economic Security (DES) child care subsidy, Title I, Special Education Programs, Head Start or FTF childcare scholarships. Children eligible for these resources but who are currently on waiting lists for these programs are eligible to participate. A child receiving funding from DES or FTF child care scholarships are eligible to receive part-time pre-k program unduplicated time periods.

GUIDANCE FOR REIMBURSEMENT OF FEDERAL AND OTHER GRANT EXPENDITURES

Cash Management Improvement Act of 1990 and 31 CFR Part 205; Education Department General Administrative Regulations (EDGAR) 34 CFR §80.21 and §74.22.

The Cash Management Improvement Act and related regulations require that states minimize the time elapsing between the transfer of funds from the United States Treasury and the expenditure of funds for program purposes. This requirement applies to grantees such as the State of Arizona and their subgrantees. In other words, both the State and a subgrantee, such as a school district, must assure that funds have been, or will be, spent within a minimal amount of time after having been drawn from the federal government.
The Early Childhood Education Unit at the Arizona Department of Education (ADE) has put in place guidance to be followed by subgrantees in submitting Reimbursement Requests. Reimbursement Requests for the Preschool Development Grant shall be made using the Department's electronic Grants Management Enterprise (GME) System.

DEFINITIONS

- ***Cost objective*** means a function, organizational subdivision, contract, grant, or other activity for which cost data are needed and for which costs are incurred.
- ***Grant*** means an award of financial assistance by the federal government to the State of Arizona, Department of Education.
- ***Grantee*** means the Arizona Department of Education, to which a grant is awarded by the federal government.
- ***Subgrant*** means an award of financial assistance to an eligible subgrantee, in this case, awards by the Arizona Department of Education to local education agencies or other eligible entities.
- ***Subgrantee*** means the local education agency or other legal entity to which a subgrant is awarded and which is accountable to the Arizona Department of Education for the use of funds provided.
- ***ECE*** means the Early Childhood Education Unit, administrator of the Preschool Development Grant.

GUIDANCE

a. Functionality

- Subgrantees will submit payment requests using the Reimbursement Request option of the grants management system. See http://www.azed.gov/early-childhood/files/2015/05/reimbursemnet-request.pdf for specific instructions for preparing and submitting a Reimbursement Request.
- The Reimbursement Request option is enabled upon final approval of the subgrant application through GME.

b. Submission of Reimbursement Requests

- A subgrantee will make Reimbursement Requests for individual awards.
- Preferably, only TWO Reimbursement Requests per month may be submitted for an individual title or award.
- A subgrantee may request Reimbursement only for (a) expenditures that have already occurred or (b) will occur within five (5) business days of receipt of funds.
- A single Reimbursement Request should not exceed 20% of the approved budget. However, if it exceeds 20% of the approved budget, a detailed justification will be needed for approval.
- The following examples are based upon the schedule in Section C, below

  ✓Example A: A subgrantee has ordered and received supplies and has paid the vendor. The subgrantee may Request Reimbursement.

- ✓Example B: A subgrantee has ordered and received equipment but has not yet paid the vendor. The subgrantee expects payment to be made on the seventh of the following month, following the monthly Board meeting. The subgrantee may request reimbursement since the subgrantee will make payment within five (5) business days of receipt of funds.

- ✓Example C: A subgrantee makes salary payments on the first and fifteenth of each month. In a given month, the subgrantee may request reimbursement for payroll expenditures actually made during the month and for the payroll scheduled for the first pay period of the following month because the subgrantee will make the payroll expenditure within five (5) business days of receiving the funds. The subgrantee may not request reimbursement in anticipation of subsequent pay dates, that is, those occurring more than five (5) business days after receiving funds.

- ✓Example D: A subgrantee is responsible for payment of health benefits to its provider on a quarterly basis. The subgrantee may request reimbursement prospectively if payment to the provider will be made within five (5) business days of receipt of funds.

- The submission of a Reimbursement Request by a subgrantee constitutes a certification by the subgrantee that it has previously made the appropriate expenditures and/or will make the expenditures within five (5) business days of receipt of funds.
- The submission of a Reimbursement Request by a subgrantee also constitutes a certification that the expenditures are allowable and appropriate to the cost objective(s) of the subgrant.
- Reimbursement Requests must be in accordance with approved grant applications.
- Subgrantees are responsible for submitting an amendment application to the Arizona Department of Education for approval if a new budget category for which no funds were previously budgeted or approved has been created.
- Subgrantees are responsible for submitting an amendment application to the Arizona Department of Education for approval if cumulative transfers among expenditure categories exceed 10% of the total award. Subgrantees are responsible for monitoring the cumulative 10% level of fiscal change.

c. Processing Timelines

- A subgrantee may submit Reimbursement Requests at any time after the subgrant has received final ADE approval. Preferably, no more than TWO Reimbursement Requests may be submitted per month for any one subgrant.
- Payment requests will be processed by ADE within 10 business days of submittal.

d. Content of Reimbursement Requests

- Reimbursement Requests must contain a brief description of the expenditures for which reimbursement is being requested. Individual line items need not be detailed.

- ✓Example: $2,000 is being requested in the 6100 function code. The description is "salaries and instructional supplies."

- Expenditures must be supported by documentation at the subgrantee level. However, this documentation should not be submitted to the Arizona Department of Education with a reimbursement request. The subgrantee is responsible for maintaining supporting documentation for seven (7) years and for making it available to ADE, the United States Department of Education, and/or their authorized representatives upon request.
- Documentation for salary expenditures is subject to the requirements of the applicable federal Office of Management and Budget Circular: A-21, "Cost Principles for Educational Institutions;" A-87, "Cost Principles for State, Local, and Indian Tribal Governments;" A-122, "Cost Principles for Non-Profit Organizations;" and EDGAR. Documentation for all other expenditures must include evidence that the expenditures are allowable costs and of the relationship of the expenditure to the subgrant's cost objectives.

e. Review and Approval of Reimbursement Requests

- ECE Staff will review Reimbursement Requests to determine whether or not the Reimbursement Request meets the subgrant's criteria, including but not limited to the following:
  - ✓Adequate description of the expenditures is provided;
  - ✓No new budget category has been created; and
  - ✓Reimbursement Request does not exceed the allowable threshold for an amendment as a result of cumulative transfers among expenditure categories.
- When a Reimbursement Request is approved or denied, the subgrantee will receive an email notification through GME.
- Approval of a Reimbursement Request by ECE does not imply approval of the expenditures as allowable or appropriate to the subgrant's cost objectives. Approval of expenditures will continue to be processed through the final report. The Subgrantee assumes responsibility for assuring that all funds requested through GME either have already been expended, or will be expended, within five (5) days of receipt of payment.

PROGRAM EVALUATION

Quality First

The sub-grantees in the high needs communities will participate in the Quality First program. Quality First – a signature program of First Things First – partners with regulated early childhood providers to make quality improvements that research proves help children birth to 5 thrive, such as education for teachers to expand their expertise in working with young children. It also supports parents with information about what to look for in quality early childhood programs that goes beyond health and safety to include a nurturing environment that supports their child's learning. For more information see http://qualityfirstaz.com/.

Quality child care and preschool settings build on basic health and safety to include:

- teachers and caregivers who know how to work with infants, toddlers and preschoolers;

- positive, nurturing relationships that give young kids the individual attention they need;
- learning environments that encourage creativity and imaginative play;
- hands-on activities that stimulate and encourage positive brain connections in children; and,
- caregivers who provide regular feedback to families on the development of their child.

Participation in Quality First starts with an initial program assessment which will provide a clear picture of each program – what's great about it and the opportunities to do even better. A highly-trained Quality First assessor will visit the program to observe classrooms and interview teachers. The assessor will then rate various aspects of the program – the environment, curriculum, teacher-child interactions and more – using valid and reliable assessment tools. These scores will be used to determine an initial Quality First Star Rating and the supports and benefits a program is eligible to receive. (This initial rating will not be made public.)

ADE ECQUIP Monitoring

Monitoring of program sites is a proactive approach to ensuring the Preschool Development Grant sub-grantees are following guidelines and providing high quality and comprehensive educational programs that promote improved student achievement.
An ECQUIP formal monitoring visit (compliance validation) will occur as follows:

1st year	2nd year	3rd year	4th year
All programs	New programs or New to Quality First or 2 star programs or any program needing additional assistance	2-3 star programs or new programs or any program needing additional assistance	New programs or any program needing additional assistance

In subsequent years, sub-grantees will be placed into ADE's monitoring cycle of every six years or more frequently based on need.

The compliance validation will be pre-scheduled by ADE Early Childhood Education staff with program site to be visited. The on-site monitoring of the preschool programs will include:

- Classroom visitations
- Interviews with program teachers and administrators
- Fiscal
- Review of implementation of standard, curriculum, and assessment records such as portfolios/work samples and teacher anecdotal observation notes (On-going progress monitoring data)
- Review of program compliance information for Program Guidelines for High Quality and PDG grant as identified by the PDG
- Review of program documentation and requirements such as ECQUIP meeting results, documentation of family income, DHS licensure, accreditation information (if applicable), and collaboration documentation
- Review of child find system, community partnerships, family engagement strategies, kindergarten transitions and others as identified in the PGHQ

The ECQUIP formal monitoring will conclude with ADE staff meeting with the sub-grantee administrator(s) (with representation from all sub-grantees in the HNC) or staff to discuss observations and to provide technical assistance if needed.

PROFESSIONAL DEVELOPMENT

All program personnel will have the opportunity participate in continuing education to remain current in early childhood research and methods and to continually update skills and knowledge. Professional development opportunities should include the following: Developmentally Appropriate Practices; Arizona Early Learning Standards; and On-Going Progress Monitoring and based on local program professional development plans. Professional development will be provided for directors on the PGHQ. Each sub-grantee will assist instructional staff in writing an individualized professional development plan based on needs. Appendix F

EARLY CHILDHOOD PROGRAM SPECIALIST

An Early Childhood Program Specialist (ECPS) working within the HNC will be assigned to work with the sub-grantees and to support quality improvement efforts and facilitate collaborative relationships. The ECPS will work in conjunction with Quality First coaches for those programs already enrolled in FTF Quality First to ensure continuity of services.

Primary Responsibilities of the ECPS

Primary Responsibilities of the ECPS include but are not limited to:

- Assisting in the development of an infrastructure in order to ensure sustainability of the collaborative relationship of ECE within the high needs community to improve outcomes for children.
- Providing technical assistance, training, and coaching to participants with the purpose of supporting the implementation of strategies and approaches that are developmentally appropriate
- Developing and working with existing implementation plans with participants to achieve improved levels of quality and improved outcomes for young children
- Attending meetings, conferences, workshops in the community to continually seek ways to bridge theory and practice for project participants
- Collecting, developing, and providing informational and educational materials to project participants
- Conducting applicable training and professional development sponsored by ADE
- Visiting the school/community partner sites and conferring with the principal/director on a prescribed basis
- Assisting the local school district and community partners within a high needs community in writing and implementing a robust kindergarten transition plan
- Assisting the preschool programs within the high needs community to see how they align with the district literacy plan.

Federal Scope of Work

As part of the Federal Office of Early Learning Requirements, ADE submitted a Scope of Work (SOW) to outline in further detail how the proposed application will come to fruition. The SOW provides a more detailed plan of how Arizona will fulfill the terms of the Preschool Development

Grant. The SOW will be available on ADE's website for review http://www.azed.gov/early-childhood/preschool-development-grant/.

As a reminder, the Preschool Development Grant opportunity afforded to Arizona's High Needs Communities has a goal of closing the learning gap through intentional, quality early learning experiences. In order to meet our goal, ADE and local sub-grantees must partner to quickly scale up. All programs must be fully operational with 60 days of funding agreements.

It is expected that all elements of the High Quality Program Guidelines are in place and being implemented. This includes:

- ✓ an appropriate comprehensive curriculum
- ✓ early childhood assessment (State Board Approved Tool)
- ✓ highly qualified staff or plan in place
- ✓ full enrollment and wait list

TECHNICAL ASSISTANCE

ADE Early Childhood Education program staff members are available year-round to provide technical assistance regarding the Preschool Development Grant. Please feel free to contact our office at any time so that we can address any concerns or questions you may have.

Contact Information

Mailing Address:
Arizona Department of Education
Early Childhood Education Section
Head Start State Collaboration Office
1535 W. Jefferson Street, Bin #15
Phoenix, AZ 85007

Physical Location:
3300 North Central Avenue
Phoenix, AZ 85012
Phone: (602) 364-1530
Fax: (602) 542-2730

Web Address:
www.ade.az.gov/earlychildhood

Email Address:
PDG@azed.gov

APPENDIX A

Early Childhood Education Certificate and Endorsement

Changes in Early Childhood Certification and Endorsement

In 2004 the AZ State Board of Education approved an Early Childhood Teaching Certificate and Endorsement for state funded preschool and kindergarten teachers which was meant to be fully implemented on July 1, 2009.

In spring of 2008, ADE staff ascertained that our state was only at 46% compliance for preschool teachers and at 49% for kindergarten teacher compliance.

December 8, 2008, The State Board of Education voted to accept two significant changes to the Early Childhood Certification/Endorsement Rule Language that were recommended by the Certification Advisory Committee.

1. **Implementation date for ECE Certification and Endorsement will be postponed from July 1, 2009 to July 1, 2012 (R7-2-608 & R7-2-615)**

2. **Additional board rule language now stipulates that a passing score on the early childhood professional knowledge portion of the Arizona Educator Proficiency Assessment may be substituted for the 21 semester hours of early childhood education coursework required to obtain the ECE Endorsement (R7-2-615).**

For more information regarding the early childhood certificate and endorsement please see:
http://www.azed.gov/educator-certification/files/2011/09/requirements-for-early-childhood-endorsement.pdf?20140619

http://www.azed.gov/educator-certification/files/2013/11/application-for-certification-checklist-11-18-2013.pdf?201505.05

It is strongly recommended that Administrators implement the following timeline to ensure compliance by 2012.

2009	25% of ECE educators in preschool and kindergarten are in compliance with R7-2-608
2010	50% of ECE educators in preschool and kindergarten are in compliance with R7-2-608
2011	75% of ECE educators in preschool and kindergarten are in compliance with R7-2-608
2012	100% of ECE educators in preschool and kindergarten are in compliance with R7-2-608

Please refer to the Arizona Department of Education ~ Early Childhood Education website for coursework availability, State Board Approved ECE Programs and implementation guidance. http://www.ade.state.az.us/earlychildhood/

R7-2-612. Other Teaching Certificates

I. Provisional Early Childhood Education Certificate - birth through age eight

1. By July 1, 2009, either a provisional or a standard early childhood education certificate will be required for individuals teaching in public school early childhood education programs, except as provided in R7-2-610 or in R7-2-613(L). For individuals teaching in grades 1 - 3, this certificate is optional, but recommended.

2. For the purposes of this rule, public school early childhood education programs are defined as education programs provided by local education agencies, including their sub-grantees and contracted providers, for children birth through age 8 for the purpose of providing academically and developmentally appropriate learning opportunities that are standards-based with defined curriculum and comprehensive in content to include all appropriate developmental and academic areas as defined by the Arizona Early Childhood Education Standards or the Arizona K-12 Academic Standards approved by the Board. The Arizona Early Childhood Education Standards: Arizona Department of Education, 1535 West Jefferson, Phoenix, AZ 85007, were adopted by the State Board of Education in June 2003 and the Arizona K-12 Academic Standards: Arizona Department of Education, 1535 West Jefferson, Phoenix, AZ 85007, were adopted by the State Board of Education as follows: Arts, April 1997; Comprehensive Health/PE, April 1997; Foreign and Native Language, April 1997; Mathematics, March 2003; Reading, March 2003; Science, May 2004; Social Studies, March 2000; Technology, September 2000; Workplace Skills, March 1997; and Writing, June 2004, are incorporated by reference and are on file with the Arizona Department of Education and the Office of the Secretary of State. This incorporation by reference contains no further editions or amendments. Copies of the incorporated material are available for review at Arizona Department of Education, 1535 West

Jefferson, Phoenix, AZ 85007 or on the Arizona Department of Education website at www.ade.az.gov/standards. Public school early childhood education programs include, but are not limited to, half day and full day kindergarten programs, Early Childhood Block Grant programs pursuant to A.R.S. §15-1251, Family Literacy Programs for preschool children pursuant to A.R.S. §15-191.01, and public school-administered early childhood education programs funded in whole or part with federal funds, such as the Head Start or Even Start programs, provided nothing in these rules conflict with the terms of the federal grant. Extended day child care programs provided by local educational agencies are not considered early childhood education programs for purposes of this rule unless the program meets the definition of a public school early childhood education program set forth above.

3. This certificate is valid for two years and is not renewable.

4. The requirements are:
    a. A Bachelor's degree; and
    b. One of the following:

i. Completion of a teacher preparation program in early childhood education from an accredited institution or a teacher preparation program approved by the Board; or

ii. Early childhood education coursework and practicum experience which teaches the knowledge and skills described in R7-2-602 and includes both of the following:

(1) 37 semester hours of early childhood education courses to include all of the following areas of study:

a. foundations of early childhood education;
b. child guidance and classroom management;
c. characteristics and quality practices for typical and atypical behaviors of young children;
d. child growth and development, including health, safety and nutrition;
e. child, family, cultural and community relationships;
f. developmentally appropriate instructional methodologies for teaching language, math, science, social studies and the arts;
g. early language and literacy development;
h. assessing, monitoring and reporting progress of young children; and

(2) A minimum of 8 semester hours of practicum, including:

a. A minimum of 4 semester hours in supervised field experience, practicum, internship or student teaching setting serving children birth – preschool. One year of full-time verified teaching experience with children in birth – preschool may substitute for this student teaching experience. This verification may come from a school-based education program or center-based program licensed by the Department of Health Services or regulated by tribal or military authorities; and
b. A minimum of 4 semester hours in a supervised student teaching setting serving children in kindergarten - grade 3. One year of full-time verified teaching experience with children in kindergarten – grade 3 in an accredited school may substitute for this student teaching experience.

iii. A valid early childhood education certificate from another state.

c. A valid Fingerprint Clearance Card issued by Arizona DPS; and
d. A passing score on the professional knowledge portion of the Arizona Educator Proficiency Assessment once that portion of the AEPA is adopted by the Board; and
e. A passing score on the early childhood subject knowledge portion of the Arizona Educator Proficiency Assessment once that portion of the AEPA is adopted by the Board.

J. Standard Early Childhood Education Certificate - birth through age eight

1. By July 1, 2009, either a provisional or a standard early childhood education certificate will be required for individuals teaching in public school early childhood education programs, except as provided in R7-2-610 or in R7-2-613(L). For individuals teaching in grades 1 - 3, this certificate is optional, but recommended.

2. This certificate is valid for six years.

3. The requirements are:

a. Qualification for the Provisional Early Childhood Education Certificate, except as provided in R7-2-612(J)(4); and
b. Two years of verified teaching experience with children birth through age eight of grade three in a school-based education program or center-based program licensed by the Department of Health Services or regulated by tribal or military authorities.

4. An individual may also qualify for a standard Early Childhood Education Certificate if the individual:

a. Holds current National Board Certification in Early Childhood; and
b. Holds a valid fingerprint Clearance Card issued by DPS.

R7-2-613. Endorsements

L. Early Childhood Education Endorsement – birth through age eight

1. An early childhood endorsement is optional, but recommended for individuals teaching in public school early childhood education programs who are not otherwise certified in early childhood education. When combined with an Arizona elementary education teaching certificate or an Arizona special education teaching certificate, it may be used in lieu of a standard early childhood education certificate as described in R7-2- 612(I).

2. An endorsement shall be automatically renewed with the certificate on which it is posted.

3. The requirements are:

a. A valid Arizona elementary education teaching certificate as provided in R7-2-608 or a valid Arizona special education teaching certificate as provided in R7-2-610.
b. Early childhood education coursework and practicum experience which includes both of the following:

i. 21 semester hours of early childhood education courses to include all of the following areas of study:
(1) foundations of early childhood education;
(2) child guidance and classroom management;
(3) characteristics and quality practices for typical and atypical behaviors of young children;
(4) child growth and development, including health, safety and nutrition;
(5) child, family, cultural and community relationships;
(6) developmentally appropriate instructional methodologies for teaching language, math, science, social studies and the arts;
(7) early language and literacy development;
(8) assessing, monitoring and reporting progress of young children; and

ii. A minimum of 8 semester hours of practicum including:
(1) A minimum of 4 semester hours in a supervised field experience, practicum, internship or student teaching setting serving children birth-preschool. One year of full-time verified teaching experience with children in birth-preschool may substitute for this student teaching experience. This verification may come from a school-based education program or center-based program licensed by the Department of Health Services or regulated by tribal or military authorities; and
(2) A minimum of 4 semester hours in a supervised student teaching setting serving children in kindergarten-grade 3. One year of fulltime verified teaching experience with children in kindergarten – grade 3 in an accredited school may substitute for this student teaching experience.

c. A valid Fingerprint Clearance Card issued by Arizona DPS; and
d. A passing score on the early childhood subject knowledge portion of the Arizona Educator Proficiency Assessment once that portion of the AEPA is adopted by the Board.

4. Teachers with a valid Arizona elementary education certificate or Arizona special education certificate as of July 1, 2006 meet the requirements of this section with evidence of the following:

a. A minimum of three years infant/toddler, preschool or kindergarten - grade 3 classroom teaching experience within 10 years prior to July 1, 2009, and
b. A passing score on the early childhood subject knowledge portion of the Arizona Educator Proficiency Assessment once that portion of the AEPA is adopted by the Board.

REQUIREMENTS FOR **EARLY CHILDHOOD SPECIAL EDUCATION, BIRTH – 5 YEARS CERTIFICATE** ARIZONA DEPARTMENT OF EDUCATION – CERTIFICATION UNIT

** REQUIREMENTS MAY BE SUBJECT TO CHANGE AND ARE FULLY REFERENCED IN THE ARIZONA REVISED STATUTES AND ADMINISTRATIVE CODE. ** Revised 11/21/2014 WWW.AZED.GOV/EDUCATOR-CERTIFICATION/ Page 1 of 2

An individual who holds the Early Childhood teaching certificate or the Early Childhood endorsement in combination with an Arizona Cross-Categorical, Emotional Disability, Learning Disability, Mental Retardation, Orthopedic / Other Health Impairment
or Severely and Profoundly Disabled Special Education teaching certificate is not required to hold the Early Childhood Special Education certificate.
 PROVISIONAL EARLY CHILDHOOD SPECIAL EDUCATION, BIRTH – 5 YEARS CERTIFICATE

The Provisional certificate is valid for 3 years and is not renewable, but may be extended once for 3 years.
Requirements for the Provisional Early Childhood Special Education certificate are:

1. Completed **Application for Certification**

2. Appropriate Fee (See *Application for Certification*)

3. A photocopy of your valid Arizona Department of Public Safety Identity Verified Prints (**IVP)** fingerprint card (plastic). For more information visit the Arizona Department of Public Safety website or call (602) 223-2279.

4. A Bachelor's or more advanced degree from an accredited institution. Official transcript(s) required.

5. Option A, B, or C:
A. Completion of a teacher preparation program in early childhood special education from an accredited institution.

- OR -
B. Forty-five semester hours of education courses from an accredited institution and 8 semester hours of practicum in early childhood special education.
 Education courses shall include: 1. Child development and learning; 2. Language development; 3. Social and emotional development; 4. Curriculum development and implementation; 5. Assessment and evaluation, early childhood special education; and 6. Electives (if needed).
 Two years of verified full-time teaching experience in the area of early childhood special education may substitute for the 8 semester hours of practicum. Submit a *Verification of Teaching Experience* form signed and completed by the District Superintendent or Personnel/HR Director to verify teaching experience.

- OR -
C. A valid Early Childhood Special Education certificate from another state.

6. Professional Knowledge Early Childhood Exam.

One of the following:
A. A passing score on the Professional Knowledge Early Childhood (93) portion of the Arizona Educator Proficiency Assessment (AEPA).
B. A valid comparable certificate from the National Board for Professional Teaching Standards. Submit a notarized copy of the certificate.
C. Three (3) years of full-time teaching early childhood special education, birth - 5 years. Submit a *Verification of Teaching Experience* form signed and completed by the District Superintendent or Personnel/HR Director to verify teaching experience.

7. Subject Knowledge Early Childhood Special Education Exam.

One of the following:
A. A passing score on the Subject Knowledge Early Childhood Special Education (23) portion of the Arizona Educator Proficiency Assessment (AEPA).
B. A valid comparable certificate from the National Board for Professional Teaching Standards. Submit a notarized copy of the certificate.
C. Master's degree from an accredited institution in Early Childhood Special Education.

APPENDIX B

EDUCATION ATTAINMENT PLAN

Preschool Development Grant

The goal of this plan is to increase the quality of programming through the attainment of certification by the end of the grant period. This plan will ensure that staff who are not currently certified will continue with the necessary/required steps to attain the Early Childhood teacher certification/endorsement. In order to obtain approval a *Curriculum Check Sheet* issued by an Institute of Higher Education must be submitted with the plan. This *Education Attainment Plan* must be updated and submitted by programs to ADE/ECE for approval annually.

Name: **Program Name:**
Email Address: **Phone: Number:**
Current Education:

Current Teacher certification issued by the Arizona Department of Education:

Choose an item.

Comment:

Attainment Plan for Teacher certification issued by the Arizona Department of Education:

Choose an item.

Comment:

Applicant's Signature Date

Arizona Department of Education/Early Childhood Education

☐Yes ☐No

Comment:

APPENDIX C

Legal Residency

1-502. Eligibility for state or local public benefits; documentation; violation; classification; citizen suits; definition
A. Notwithstanding any other state law and to the extent permitted by federal law, any agency of this state or a political subdivision of this state that administers any state or local public benefit shall require each person who applies for the state or local public benefit to submit at least one of the following documents to the entity that administers the state or local public benefit demonstrating lawful presence in the United States:
1. An Arizona driver license issued after 1996 or an Arizona non-operating identification license.
2. A birth certificate or delayed birth certificate issued in any state, territory or possession of the United States.
3. A United States certificate of birth abroad.
4. A United States passport.
5. A foreign passport with a United States visa.
6. An I-94 form with a photograph.
7. A United States citizenship and immigration services employment authorization document or refugee travel document.
8. A United States certificate of naturalization.
9. A United States certificate of citizenship.
10. A tribal certificate of Indian blood.
11. A tribal or bureau of Indian affairs affidavit of birth.

B. For the purposes of administering the Arizona health care cost containment system, documentation of citizenship and **legal residence** shall conform with the requirements of title XIX of the social security act.
C. To the extent permitted by federal law, an agency of this state or political subdivision of this state may allow tribal members, the elderly and persons with disabilities or incapacity of the mind or body to provide documentation as specified in section 6036 of the federal deficit reduction act of 2005 (P.L. 109-171; 120 Stat. 81) and related federal guidance in lieu of the documentation required by this section.
D. Any person who applies for state or local public benefits shall sign a sworn affidavit stating that the documents presented pursuant to subsection A are true under penalty of perjury.
E. Failure to report discovered violations of federal immigration law by an employee of an agency of this state or a political subdivision of this state that administers any state or local public benefit is a class 2 misdemeanor. If that employee's supervisor knew of the failure to report and failed to direct the employee to make the report, the supervisor is guilty of a class 2 misdemeanor.
F. This section shall be enforced without regard to race, color, religion, sex, age, disability or national origin.
G. Any person who is a resident of this state has standing in any court of record to bring suit against any agent or agency of this state or its political subdivisions to remedy any violation of any provision of this section, including an action for mandamus. Courts shall give preference to actions brought under this section over other civil actions or proceedings pending in the court.
H. For the purposes of this section, "state or local public benefit" has the same meaning prescribed in 8 United States Code section 1621, except that it does not include commercial or professional licenses or benefits provided by the public retirement systems and plans of this state.

APPENDIX D

Transition to Kindergarten

Helping children and their families make the transition to kindergarten involves a year-long planning process and an array of transition practices that meet the needs of the families, schools, and community.

Elements of a Kindergarten Transition Plan

Type of Connection	Transition Activity
Child-School	• Preschool children visit a K classroom • Preschool children participate in a school-wide activity (assemblies) • Informal playground and popsicle nights to familiarize children with the kindergarten playground • Preschool children practice kindergarten rituals (special K stories, songs, photo books, etc.) • Preschool children attend a spring orientation about kindergarten • Preschool children visit the specific kindergarten class they anticipate attending in the next school year
Family-School	• Periodic contact with family to ensure that they are aware of upcoming activities • Family participation in classroom and school events • Family meetings about transition issues (concerns, questions about the K experience) • Parents of preschool children attend an orientation about kindergarten • Individual meetings are held with parents of a preschool children to discuss and share kindergarten information • Kindergarten teachers meet with the preschoolers and his/her family before the start of the school year • Kindergarten parents attend an orientation about kindergarten
School-School	• Kindergarten teacher visits the preschool classroom • Kindergarten and preschool teachers meet to discuss curriculum (vertical alignment of standards) • Kindergarten and preschool teachers meet to discuss and share information regarding specific children (such as children receiving special education services) • Written records of children's preschool experiences are shared with the next years teacher • Preschool teacher visits the kindergarten classroom • Kindergarten visit the preschool classroom
Community Engagement	• All students entering kindergarten are screened to identify those most at risk • Kindergarten students found at risk follow the same RTI procedures as in other grades

Steps to creating a Kindergarten Transition Process:

- *Form a collaborative team* – preschool teachers, kindergarten teachers, families, principals, parents, community partners
    - This team will facilitate the kindergarten transition process by arranging team meetings, establishing priorities, developing and implementing the transition plan and activities.
- *Identify a Transition Coordinator/Designated Leader*
    - This person will provide continuity and will coordinate the transition activities.
- *Create Goals and Objectives*
- *Create a Timeline*
    - Start with activities already in place. Include activities over the entire school year – not just the end of the school year or once the children have already entered kindergarten.
- *Create a Written Policy and Procedure*
    - This will facilitate the transition process will foster continuity for children and families.
- *Implement Transition Practices*
- *Evaluate and Revise*
    - An on-going process, discover what works and what doesn't.

Sample Kindergarten Transition Plan

Step 1: Identify committee team members and their affiliation, designate a leader, and discuss committee transition goals.

Committee Members	Affiliation
Sara Rudolph	Elementary School Principal
Jeff Smith	Community Partner Director
David Lewis	Parent
Laura Bowden	Preschool Teacher
Bill Jones	Kindergarten Teacher

Designated Leader: Laura Bowden

Transition Committee Goals:

1. Support children being ready for school.
2. Help families know more about what they can do at home to help children be ready for school.
3. Get community more involved with children.

Step 2: Complete matrix with current transition activities practiced in your community, deciding what type of connection it fosters and the focus of the activity. You may have some blank boxes.

Type of Connection	Sharing Information	Building Relational Supports	Fostering Continuity Between Settings
Child-School	Preschool teachers talk and read books about kindergarten	Through home visits, children meet their kindergarten teacher before school starts	Preschool children practice some kindergarten rules and routines toward the end of the preschool year
Family-School	Family receives a general letter about kindergarten before school starts Preschool teachers provide families with information about the elementary expectations, procedures	Elementary school holds a parent orientation for incoming students before school starts, so parents can get to know their children's teachers	Parents are given a set of activities to do with children over the summer prior to their kindergarten year
School-School	Preschool teacher discusses child's strengths and challenges with kindergarten teacher	Preschool directors meet to discuss common ways to support children Preschool and elementary personnel develop early learning standards together	Preschool directors meet to discuss common ways to support children Preschool and elementary personnel develop early learning standards together
School-Community	School makes kindergarten registration announcement in the local newspaper and via flyers posted at the community center		

Step 3: Based on your goals and activities you have identified, brainstorm up to four activities that could either address areas in need or intensify areas already focused on. Consider the type of connection, type of activity, when in the year they would occur, who needs to be involved to make them happen, possible barriers and who is responsible for follow-up.

Type of connection and type of activity	Activity	When does practice occur?	Who Needs to be Involved?	Potential Barriers	Who is responsible for follow-up?
Family-School (Information sharing)	Provide more specific information about beginning of school expectations and ways parents can prepare children for this	End of preschool, summer before kindergarten	Office staff for mailings and addresses	Information not up-to-date until kids start K	Laura
School- Community (Building relational supports)	Work with current team to identify and engage community members in schools through volunteering	On-going	Community team, schools	Finding a process that works	Jeff
Family-School (Fostering continuity between settings)	Coordinate between preschool and kindergarten ways to orient parents to the setting and upcoming change. This could be through enhanced orientations, tours, field trips	End of preschool, summer before kindergarten	Preschool and elementary teachers, families	If it is during the school day, fewer parents can participate	David

Step 4: Evaluate the transition plan for strengths and weaknesses. Use this information to help determine your goals and objectives for the next year as well as in planning activities.

A copy of the sample Kindergarten Transition Plan as well as a blank Kindergarten Transition Plan can be found on the Arizona Department of Education website under Early Childhood Programs, Resources for Parents and Teachers. www.ade.az.gov/earlychildhood/

APPENDIX E

The Difference Between Standards and Curriculum

STANDARDS

WHAT a child needs to know and do in each grade

Adopted by the **Arizona State Board of Education** in public meetings

EXAMPLE

From Arizona's 4th grade reading standards: "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). (4.RL.3)"

CURRICULUM

HOW the child is taught, including teaching materials

Adopted by **local district governing boards** in public meetings

EXAMPLES

-Scope and Sequence
-Curriculum Map
-District Adopted Resources
-Teacher-designed projects or worksheets

HOW IT WORKS

State Standards

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions)

Adopted by state

ARS §15-701 & 15-701.01

Curriculum

"Casey At The Bat" by Ernest Thayer

Adopted by local governing board

ARS §15-721 & 15-722

Lesson Plan

Students read "Casey At The Bat".

Students will be able to identify character traits of Casey by writing an essay using evidence to explain how his characteristics impact the poem.

Developed by teacher

APPENDIX F

Professional Development Growth Plan

What Is My Current Status?	
What are my strengths?	Strengths 1. 2.
What are my areas of need?	Areas of Need 1. 2.
What is the common feedback (positive and negative) that I received from others?	Feedback 1. 2.

What Is My Desired Goal(s)?	
What is my goal(s)?	Goal(s) 1. 2. 3.
Why do I want to achieve this? What does it give me?	Why do I want it? 1. 2. 3.

How Do I Get There? What Is It Needed?	
What must I improve/learn /experience to achieve the desired goal(s)?	1. 2. 3.
What are the possible resources to achieve the goal(s)?	Resources 1. 2. 3.

APPENDIX G

Preschool Development Grant

Child /Family Application

Child must be four years old before September 1, 2016.

Child's Name: | **Date of Birth:**

Primary Parent/Guardian Name: | **Street Address:**

City: **Zip Code:** **Telephone #:**

Mailing Address *(if different from above):*

City: **Zip Code:**

Email Address *(if different from above):*

_____ Total number of adults in the household

_____ Total number of children in the household

Amount of Gross Income for the most recent month for each parent in household (please select all sources that apply)

Name Parent/ Guardian #1		Name Parent/ Guardian #2	
_____	Wages from paid employment	_____	Wages from paid employment
_____	Child support payments	_____	Child support payments
_____	Spousal maintenance *(alimony)*	_____	Spousal maintenance *(alimony)*
_____	Government payments	_____	Government payments
_____	Unemployment payments	_____	Unemployment payments
_____	Other *(please describe below)*	_____	Other (please describe below)

% Gross Yearly and Monthly Income		
Persons in Family/ Household	**200% Poverty Guideline Yearly**	**200% Poverty Guideline Monthly**
1	$23,760	$1,980
2	$32,040	$2,670
3	$40,320	$3,360
4	$48,600	$4,050
5	$56,880	$4,740
6	$65,160	$5,430
7	$73,460	$6,122
8	$81,780	$6,815
For families/households with more than 8 persons, add $4,160 for each additional person.		

Declarative Statement:
I affirm that the above information is true and correct to the best of my knowledge. I understand that my personal information contained on this application will be made available to the Preschool Development Grant funding source.

_____
Signature

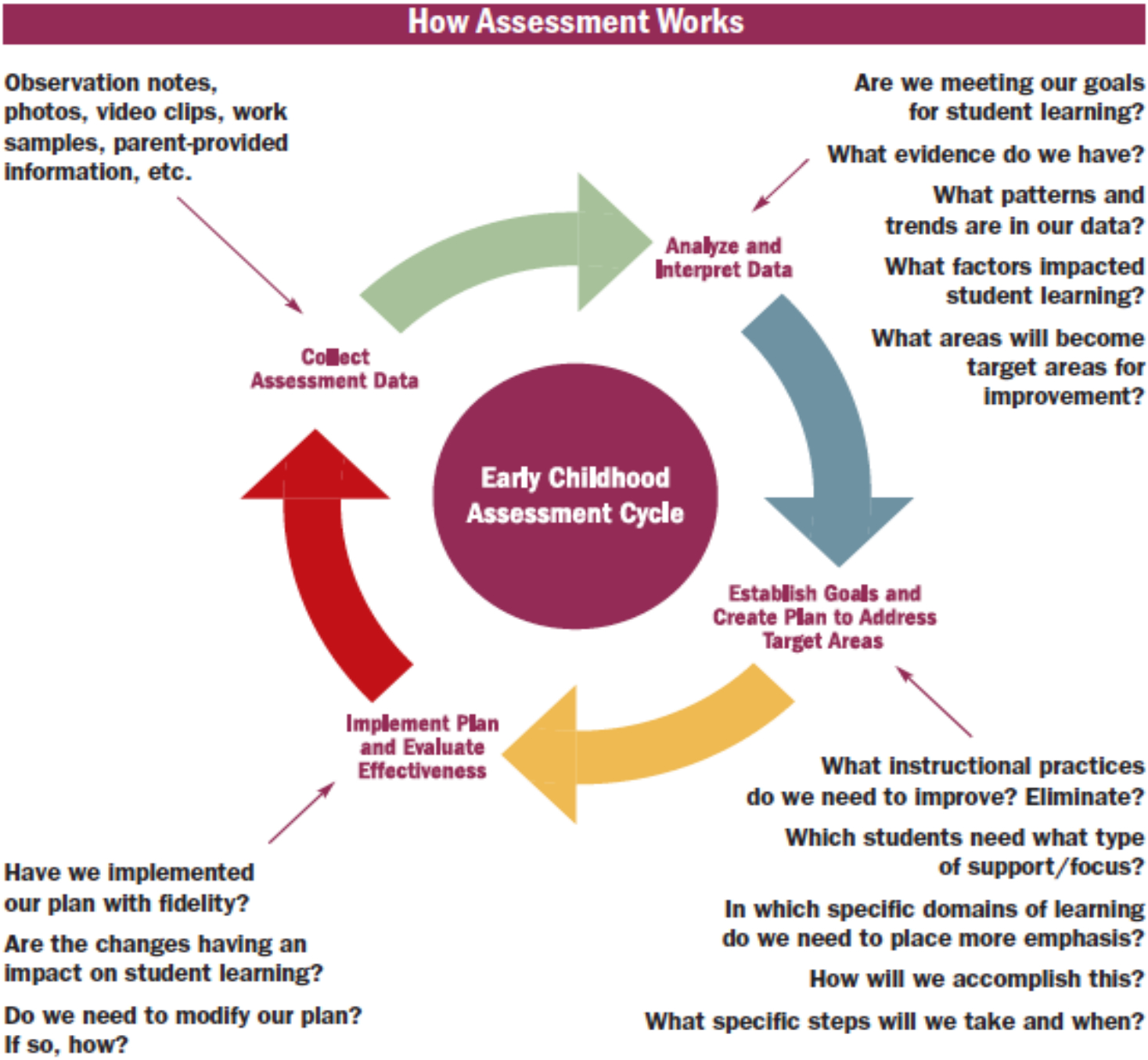
_____
Printed Name

_____
Relationship to Child

For Completion by Provider	
_____	All items in application are completed
_____	Family income verified
_____	Documents used (i.e. w-9 forms, paystubs etc.)
_____	
_____	Child citizenship/legal residency verified
_____	Child's age verified
_____	Date
_____	Initials

APPENDIX H

How Assessment Works



APPENDIX I

State of Arizona
Department of Education
Office of English Language Acquisition Services

Primary Home Language Other Than English (PHLOTE)
Home Language Survey
(Effective April 4, 2011)

These questions are in compliance with Arizona Administrative Code, R7-2-306(B)(1), (2)(a-c).

Responses to these statements will be used to determine whether the student will be assessed for English Language Proficiency.

1. What is the primary language used in the home regardless of the language spoken by the student? _____
2. What is the language most often spoken by the student? _____
3. What is the language that the student first acquired? _____

Student Name _____ Student ID _____

Date of Birth _____ SAIS ID _____

Parent/Guardian Signature _____ Date _____

District or Charter _____

School _____

Please provide a copy of the Home Language Survey to the ELL Coordinator/Main Contact on site.
In SAIS, please indicate the student's home or primary language.

APPENDIX J
45 Day Screening

Name of Student:		DOB:	SAIS #:
Date of Entry:	Date of Screening:	Teacher:	School/Site:

VISION

Yes	No	
☐	☐	Appears to see well up close
☐	☐	Appears to see well at a distance
☐	☐	Squints or turns head to see
☐	☐	Holds hand over one eye
☐	☐	Has trouble with eyes
☐	☐	Other:_____

COMMUNICATION

Yes	No	
☐	☐	Has speech that is difficult to understand
☐	☐	Does not talk in class
☐	☐	Often stutters
☐	☐	Has difficulty expressing ideas
☐	☐	Speaks too loudly
☐	☐	Speaks too softly
☐	☐	Uses three or more words in a sentence
☐	☐	Other:_____

MOTOR

Yes	No	
☐	☐	Can feed self
☐	☐	Can dress self with help
☐	☐	Problems with gross motor development (clumsy or awkward)
☐	☐	Problems with fine motor skills (reaching, grasping, manipulation of objects, picking up small objects)
☐	☐	Other:_____

HEARING

Yes	No	
☐	☐	Does not respond to name, directions, or questions in class
☐	☐	Frequently asks for information to be repeated or asks "What?"
☐	☐	Has significantly delayed language
☐	☐	Has frequent earaches
☐	☐	Seems not to pay attention
☐	☐	Difficulty telling where sounds and voices are coming from
☐	☐	Speaks too loudly or too softly
☐	☐	Other:_____

SOCIAL/BEHAVIORAL

Yes	No	
☐	☐	Repeated rocking or head banging
☐	☐	Frequent temper tantrums
☐	☐	Frequent hitting or biting
☐	☐	Easily frustrated
☐	☐	Difficulty completing tasks
☐	☐	Avoids social interaction with peers/adults
☐	☐	Difficulty sharing toys or materials
☐	☐	Difficulty following directions
☐	☐	Cannot remain seated to complete snack or meal
☐	☐	Cannot remain seated to have a book read
☐	☐	Other:_____

SENSORY

Yes	No	
☐	☐	Dislikes touches
☐	☐	Avoids contact with others
☐	☐	Frequently has hands in mouth
☐	☐	Seems overly sensitive to sound
☐	☐	Frequently makes loud noises
☐	☐	Fearful of activities involving moving through space
☐	☐	Poor safety awareness during climbing/movement activities
☐	☐	Frequent repetitive movements
☐	☐	Fearful of activities which challenge balance
☐	☐	Other:_____

ADAPTIVE DEVELOPMENT

Yes	No	
☐	☐	Poor self care skills related to personal hygiene, dress, maintaining personal belongings
☐	☐	Poor social skills related to working cooperatively with peers, social perceptions, response to social cues, or socially acceptable language
☐	☐	Poor ability to understand directions, communicate needs, and express ideas
☐	☐	Lack of school coping behaviors related to attention to learning tasks, organizational skills, questioning behavior, following directions, and monitoring time use
☐	☐	Other:_____

PRIMARY LANGUAGE INFORMATION

Language used most often by student:

Primary home language of student:

☐ **FURTHER SCREENING IS NEEDED**

	☐ **NO CONCERNS AT THIS TIME**

Teacher Signature: _____ Date: _____

APPENDIX K

2009 CHART OF ACCOUNTS AND EXPENSE CLASSIFICATIONS
UNIFORM SYSTEM OF FINANCIAL RECORDS (USFR)

OBJECT CODE	OBJECT NAME	INSTRUCTION 1000	SUPPORT SERVICES 2100, 2200, 2600, 2700	SUPPORT SERVICES ADMINISTRATION 2300, 2400, 2500, 2900	OPERATION OF NON-INSTRUCTIONAL SERVICES 3000	FACILITIES ACQUISITION & CONSTRUCTION 4000	DEBT SERVICE 5000
6100	Salaries	Teacher/Project Director, Teachers, Coaches, Tutors, Substitute Teachers, P. E. Teachers, Speech Teachers, Teacher's Aides, Reading Specialists Classroom Paraprofessional (Para Pros) **Substitute teacher to replace teacher during regular instructional day**	Librarians Counselors Audiovisual, Curriculum Consultants, Program Evaluators, Audiologists, Psychologists, Social Workers, Nurses, Attendance Personnel, Record Clerks, Bus Drivers, Maintenance Workers, Security, Speech Pathologists, Instructional Staff Trainers, Janitors, Custodians, Printers/Publishers, Tutors, **Stipends, (for teachers above & beyond teaching)** Monitors Bus. *** 2213 : Providing substitute teachers in the classroom (while regular teachers attend training)**	Researchers, Public Relations, Superintendent, Principals, Project Directors, Clerical, Purchasers, Personnel, Governing Board, Accounting, Human Resources, Printers/Publishers, Budgeting, Lobbyists Warehousing, Staff Trainers, Data Processing	Cooks, Bookstore Staff, Dieticians	School Staff doing in-house construction	
6200	Employee Benefits	Benefits	Benefits ***6240: Tuition Reimbursement – Amounts reimbursed by the school district to any employee qualifying for tuition reimbursement on the basis of school district policy**	Benefits	Benefits	Benefits	
6300	Purchased Professional Services	Contracted Teachers, Contracted Substitutes – *to replace teacher during a regular instructional day.* (Not an employee) **Contracted substitute teacher to replace teacher during a regular instructional day.**	Contracted- Consultants, Counselors, Therapists, Dentists, Doctors, Instructional Staff Trainers, Tuition (pd. Directly to college for teacher/aid), In-service / ADE Training., Conf. Registration., Stipends ***6360: Employee Training and Professional Development Services-training costs for personnel listed in INSTRUCTION obj 6100**	Auditors, Lawyers, Accountants, Staff Trainers ***6360: Employee Training and Professional Development Services-Training cost for personnel listed in Support Services obj 6100** ***Non-instructional personnel training**		Architects, Engineers	
6400	Purchased Property Services	Rental of Instruction Equipment	Utility Services, Cleaning Services, Repair and Maintenance Services, Rentals, Other Property Services	Rental of Equipment and Vehicles, Other Property Services	Rentals	Construction Services	
6500	Other Purchased Services	Miscellaneous Services, Non-Student Travel, Tuition, Communications Telephone & Internet	Advertising, Student Transportation Services, Printing and Binding, Insurance, Misc. Services, Communications, Telephone & Internet, Internet Fees, Student Travel **(Includes Field Trip Trans)**, Bus tokens, Student Incentives, Mileage, Per Diem, **Teacher site to site travel**	Other Communications, Travel, Postage	Bookstore Management, Food Service Management, Travel	Travel	
6600	Supplies	General Supplies, Library books, Textbooks, and Periodicals, Instructional Aids (including **instructional software)** Internet fees-Site license	General Supplies, Energy, Books, Library Books and Periodicals) Testing Materials ***6650 Supplies—Technology-Related—Technology-related supplies that are typically used in conjunction with technology-related hardware or software. Some examples are diskettes, parallel cables, and monitor stands.**	General Supplies, Books and Periodicals (including software) ***6650 Supplies—Technology-Related—Technology-related supplies that are typically used in conjunction with technology-related hardware or software. Some examples are diskettes, parallel cables, and monitor stands.**	General Supplies, Energy, Food	General Supplies	
6800	Other Expenses	Dues and Fees, Misc., **Field trip entrance fees** ***6890 Students' food and hotel costs associated with student travel, as well as student entrance fees paid by the district should be coded here.**	Dues and Fees, non-payroll taxes, ***6890 Students' food and hotel costs associated with student travel, as well as student entrance fees paid by the district should be coded here.**	Misc. Judgments, Dues & Fees	Miscellaneous	Miscellaneous	Interest

*** Further information may be obtained from the Chart of Accounts in the USFR for Arizona School Districts or USFRCS for Arizona Charter Schools Contact the appropriate Program Area for classifications pertaining to a specific grant.**

*** To view the Auditor General's updated USFR Chart of Accounts with major changes;**
Please refer to the Auditor General's website http://www.auditorgen.state.az.us
Or click on the link below.

For districts,
Chart of Accounts (185k)—This is the updated USFR Chart of Accounts with major changes highlighted (Issued 6/30/06—Effective 7/1/07).
For charter schools,
USFRCS (4,384k)—This is the Uniform System of Financial Records for Arizona Charter Schools in Adobe Acrobat. The USFRCS is the accounting and financial reporting manual for Arizona charter schools. This version includes the Chart of Accounts section that was updated in December 2006 that is effective July 1, 2007.

Revised 07/30/2007

Arizona Department of Education

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