

ARIZONA DEPARTMENT OF EDUCATION
Title I Even Start and Arizona Family Literacy

GRANT APPLICATION OVERVIEW
MEETING

March 31, 2009



ARIZONA DEPARTMENT OF EDUCATION



- **EARLY CHILDHOOD EDUCATION**
- **SCHOOL EFFECTIVENESS DIVISION**
 - Kathy Hrabluk, Associate Superintendent**
 - Amy Corriveau, Deputy Associate Superintendent**

Presented by:

Sally Downing, Early Childhood Program Director

Pat Immele, Early Childhood Financial Program Specialist

Alma Quintana, Early Childhood Project Specialist



Meeting Agenda

- Introductions
- Program Purpose
- Federal and State Requirements
- Scope of Work
- Fiscal
- Current State Priorities
- Due Date, Timeline and Disqualifiers
- Resources
- Questions

Program Purpose



The purpose of Arizona Family Literacy program is to help break the cycle of poverty by improving the literacy of participating families through the integration of:

- **Early Childhood Education,**
- **Adult Literacy or Adult Basic Education,**
- **Parent Education,**
- **Interactive Literacy Activities,**
- **Home-based Instruction, and**
- **Service Learning/Volunteerism**

into a unified and comprehensive family literacy program.

Successful Projects



At a minimum, a successful project should:

- Build on high quality community resources;
- Employ qualified staff;
- Carry out instructional activities grounded in SBRR;
- Be able to document significant literacy achievement results;
- Make sufficient progress as defined by the State.



Funding Schedule

Competition for Title I Even Start and AZ Family Literacy funding is conducted every four years.

- Once grantees have been chosen, they will enter their program application that includes budget and program information into the Grants Management Enterprise system.
- Each year programs will apply through the Grants Management Enterprise system for annual renewal of funding based on the availability of both State and Federal funding.



15 Federally Required Program Elements

- 1. Identification and Recruitment of Families Most in Need
- 2. Screening and Preparation of Participants
- 3. Flexible Scheduling and Support Services
- 4. High Quality, Intensive Instructional Programs
- 5. Staff Qualifications
- 6. Staff Training
- 7. Home-based Instructional Services
- 8. Year-Round Services
- 9. Coordination with Other Programs
- 10. Instruction based on SBR
- 11. Attendance and Retention
- 12. Reading Readiness Activities based on SBRR
- 13. Continuity of Services
- 14. Providing Services to Families Most in Need
- 15. Local Independent Evaluation



Additional State Requirements

Community Service/Service Learning

- **Service Learning offers opportunities for adults to build literacy and academic skills while developing an awareness of, and connectedness to community, enhancing language, literacy and civic leadership skills.**
- **Volunteer hours may relate to: Program, Community, School, Faith-based or Neighborhood/Environmental Enhancement.**
- **Service Learning is embedded into the Adult Education Curriculum.**

Enrollment

- **Programs assure a minimum of 10, and no more than 20 eligible parents with 3 or 4 year old children are enrolled at all times.**
- **Parent is a citizen or legal resident of the USA or is otherwise lawfully present.**



ELIGIBILITY

IT IS THE PARENT WHO IS DETERMINED ELIGIBLE FOR TITLE I EVEN START AND/OR AZ FAMILY LITERACY SERVICES

based on low level of income and other “most in need” factors as defined by each project, coupled with legal requirements. (Parent must have a child ages birth to 7 years to be eligible for Even Start, a 3 or 4 year old child to be eligible for State Family Literacy.)



High Quality, Intensive Instructional Programs

Research shows that meaningful, sustainable changes occur when programs are of sufficient intensity and duration.

Weekly schedules must include at a minimum:

Adult Education:	14 hours/week
Early Childhood Education:	
0-3 years	14 hours/week
3-5 years	15 hours/week
Parent Education & ILA	5 hours/week



Year Round Programming

Programs are expected to provide comprehensive, intensive, and integrated programming on a year-round basis. This means:

- No longer than four consecutive weeks without service delivery,
AND
- No longer than six consecutive weeks without providing all instructional components.



Integrated & Coordinated Service Delivery

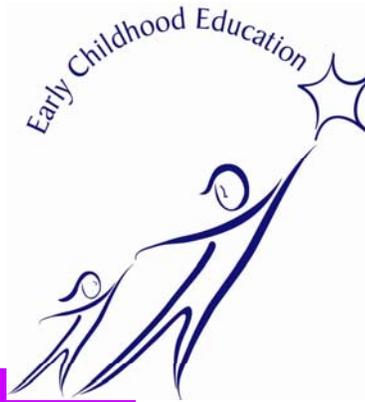
Programs have clear plans for collaboration between service providers involved in the various programs components.

Strong leadership, communication and planning are critical to successful integration.

Programs have clear expectations and agreements with collaborators and partners, both internal and external, and signed agreements with external partners who provide one or more components of program requirements.

(Title I, Reading First, Head Start, Community Based Providers, Local Evaluators, Community Based Organizations, Businesses, Trusts and Foundations, et al)

STRONG PARTNERSHIPS ARE CRITICAL IN ORDER TO BUILD PROGRAM SUSTAINABILITY AND TO ENSURE QUALITY, SERVICE CONTINUITY, AND SEAMLESS SERVICE DELIVERY.



Participant Outcomes & Assessments

Programs are held to high quality standards and participant outcomes.

Adults:

TABE – Test of Adult Basic Education

BEST – Basic English Skills Test (English Language Learners)

PEP – Parent Education Profile

Children:

DIBELS – Dynamic Indicators of Basic Early Literacy Skills (school-age)

PPVT-III (or IV) – Peabody Picture Vocab. Test for 4 year olds

PALS-PreK – Phonological Awareness Literacy Screening - PreK

One of four state-approved ongoing progress monitoring assessments

(CC, COR, WSS, or Galileo Plus)

**State Performance Indicators are developed and/or revised every two years
in conjunction with the project grantees.**

Program Assessment & Monitoring

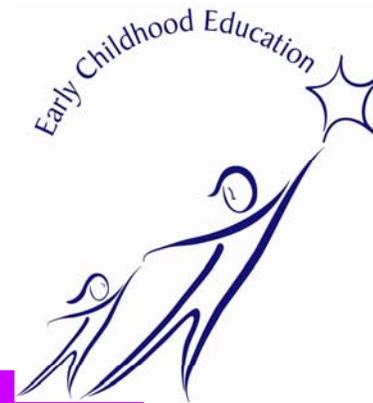


Programs must partner with their public education agency to engage in the statewide Early Childhood Quality Improvement Practices (ECQUIP) process.

This process ensures that all programs serving young children and receiving funding from the State of Arizona, are engaged in ongoing quality improvement activities at the local district or school level. Further information regarding ECQUIP is available on our website at: www.ade.az.gov/earlychildhood.

Even Start and Family Literacy Programs are monitored at least twice during the four-year funding cycle, or more often as deemed appropriate or necessary by ADE. Visits are scheduled in advance at a mutually agreeable time.

Fiscal Guidelines



Awarded funds may be expended for reasonable program expenses.

These include: payroll and benefits, materials, equipment, travel, professional development, local evaluation, and other expenditures related to carrying out the purpose of the program.

Title I Even Start funds may not be used for: indirect costs, construction, or entertainment.

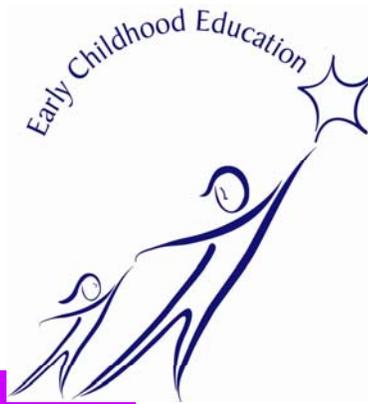
Go Pat!

Fiscal Guidelines (cont.)



FINANCIAL REPORTS

- **Electronic Applications will be available the end of August and will be due October 31.**
- **Monthly Cash Management reports for the Title I Even Start**
- **Amendments can be processed on the State and Federal projects at any time up to and including April 2.**
- **Completion Reports on the projects are due on September 30.**
- **Accounts Receivable due to carryover and interest earned are due by December 15.**



Fiscal Guidelines (cont.)

Local Share / Match Requirements

The federal share of the TOTAL PROJECT COST may not exceed:

Year 1	90%
Year 2	80%
Year 3	70%
Year 4	60%
Year 5-8	50%
Year 9	35%

Match dollars are not a percentage of your federal share, rather a percentage of the total project cost.

Current State Priorities



Increased focus on:

Low family income

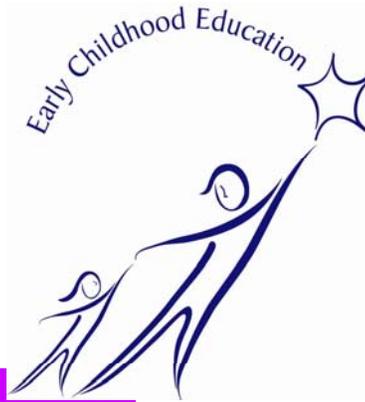
Native English speakers (such as high school dropouts)

Families with infants & toddlers

Retention of families beyond 12 months, goal of 3 years

Strength, breadth and formality of partnerships

Self-sustainability efforts

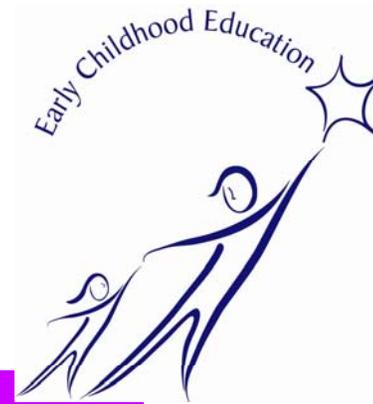


Due Dates, Timelines, Disqualifiers

Applications are due by 3:00 PM (MST) on MAY 5, 2009 to:
Early Childhood Education Office, 2005 N. Central Avenue, 2nd
Floor, Phoenix, AZ 85004;
Readers to review by Friday, May 22, 2009 with tentative award
decisions and notifications by May 29, 2009 (tentative).
Federal and State funding decisions by early July (tentative);
Contract Abstract to State Board for approval in late August.

**LATE OR INCOMPLETE APPLICATIONS WILL NOT BE
ACCEPTED.**

Resources

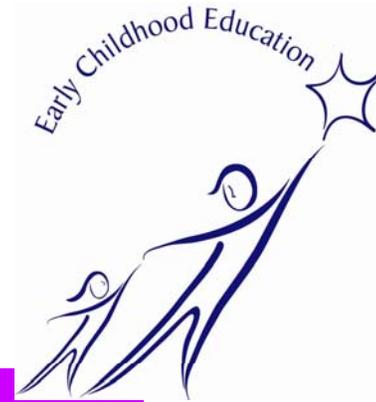


All prospective applicants are encouraged, prior to developing an application, to review the information contained on the ADE website at the address below. These resources contain detailed information that will be useful for those applying.

<http://www.ade.az.gov/earlychildhood/preschool/programs/familyliteracy/>

In addition, we are distributing a handout with additional resources which will also be placed on our website.

QUESTION???



Please use the microphone for questions, so those attending by phone can hear and all questions and answers can be recorded and posted on our website.

Questions



For programmatic questions, email:

Sally.Downing@azed.gov

For fiscal questions, email:

Pat.Immele@azed.gov

The RFGA, resources and questions/answers will be posted on our website at: www.ade.az.gov/earlychildhood.