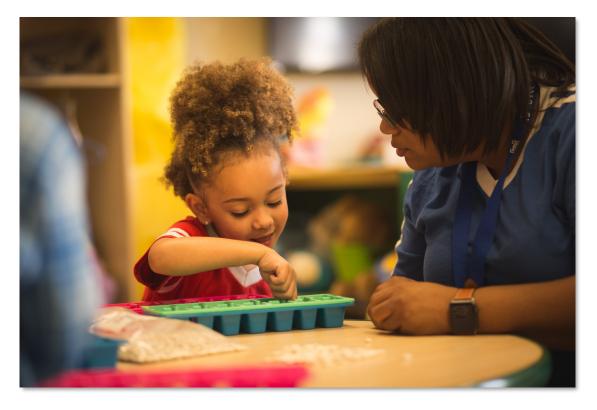# Supporting and Sustaining Early Learning

Funding Options for

Early Childhood Education

in Arizona

Arizona Department of Education

Acknowledgements

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Arizona Department of Education, Early Childhood Education

Table of Contents

Introduction

Since the signing of the *Elementary and Secondary Education Act of 1965 (ESEA)* by President Lyndon B. Johnson, the U.S. Department of Education has been committed to making funding available to our most vulnerable students to help them thrive. This commitment to ensuring success for ALL children continued when the ESEA was amended by the *Every Student Succeeds Act* (ESSA). With this amendment, the K-12 education law evolved to include the provision for a preschool through 12th grade continuum of learning. The goal of the ESEA and the ESSA is to provide guidance and support regarding investing in early learning.

With the understanding that children who attend high-quality preschool programs are less likely to require special education services or be retained, the ESEA and ESSA embedded early learning guidance throughout with the intent of helping to expand access to high-quality early learning. The ESEA and ESSA outlines provisions for making expanding access to high-quality preschool opportunities. These specific provisions come in the form of guidance surrounding the use of federal Title funding intended to improve the educational outcomes of young "children from birth to the age at which the LEA provides a free public elementary education" *(U.S. Dept of Education, [Non-Regulatory Guidance](#) p. 3)*.

Keeping in mind with the spirit of ESEA and ESSA, the Arizona Department of Education Early Childhood Unit felt it was necessary to provide guidance and support to the early learning field regarding early childhood funding streams available within the state. This document serves as guidance for the field to highlight some of the available funding sources and how they may be used to support the provision of High-Quality Preschool programming.

Although the guidance document is not inclusive of all available funding sources, it does seek to provide a framework to the field of available funding options and how those funding options may be utilized. This framework serves to provide guidance on the appropriate use of funds and to connect the early childhood audience with resources and publications regarding the specific funding sources housed within this document.

Federal Funding Opportunities

IDEA Part B 611 Grant

Section 611 of the Individuals with Disabilities Education Act (IDEA) assists states in providing special education and related services to children ages 3 to 21 with disabilities. There are four key purposes of the Part B regulations:

(1) **To ensure that all children with disabilities have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living;**

(2) **To ensure that the rights of children with disabilities and their parents are protected;**

(3) **To assist States, localities, educational service agencies, and Federal agencies in providing for the education of all children with disabilities; and**

(4) **To assess and ensure the effectiveness of efforts to educate children with disabilities.**

Structure and Oversight

State Agency	Arizona Department of Education Exceptional Student Services
Website	https://sites.ed.gov/idea/statute-chapter-33/subchapter-II
Regional Agency	N/A
Local Agency	N/A
Local Lead	N/A
Mission, Vision	N/A
Monitoring	Program support and monitoring implements a cycle-based monitoring framework for al public education agencies. Monitoring activities take place in year 4 of the 6-year monitoring cycle, with technical assistance (TA) provided in all other years. Monitoring activities continue to be differentiated based on the Risk Analysis Tool.

Operations

Eligibility	Serving 3-21 years old with disabilities. ARS 15-761 Section 300.208
Enrollment	Enrollment in an early childhood program is not required. However, the provision of services outlined in the child's IEP must be delivered per IDEA regulations. ARS 15-771
Age of Children Served	3-21 years old.
Program Hours	For preschool: The provision of a minimum of 360 minutes per week of instruction in a program that meets at least 216 hours over the minimum number of days. ARS 15-801, 15-861, 15-901. K-12: Must follow ARS 15-801
Program Calendar	School Calendar ARS 15-801
Attendance	District policy and ARS 15-803
Communication with Families	Follow state and IDEA regulations. ARS 15-766, 15-767, 15-763
Referrals	Yes. Follow IDEA regulations. Sec. 303.303
Transportation	IEP Team Decision; If necessary as a related service. Follow IDEA regulations Sec.300.139.

Requirements

Class Size	N/A
Teacher-Child Ratio	N/A
Minimum Teacher Qualifications	Teacher certification requirements follow federal and state requirements. IDEA Section https://sites.ed.gov/idea/regs/b/b/300.156 and ASBE Rules: R7-2-401 (G)(4) and R7-2-611
Minimum Assistant Qualifications	Teacher certification requirements should follow state requirements. R7-2-611
Program Licensing	If there are more than 4 typical children in a site, program MUST be licensed by DHS.
Participation in QRIS (Y/N)	Voluntary
Required PD or Training	Instructional certified staff must maintain PD hours per certification requirements.

Child Development and Learning

Learning Standards	Arizona Early Learning Standards (AzELS).
Curriculum	Evidence-based.
Child Assessments	State Board approved tool.
Reporting Child Progress	Based on IDEA regulations for progress reporting : https://sites.ed.gov/idea/regs/b/d/300.320/a/3/ii

Behavior Supports and Requirements

Positive Behavior Supports	As required by IDEA https://sites.ed.gov/idea/statute-chapter-33/subchapter-II/1414/d/3/B/i
Suspension and Expulsion	As required by IDEA https://sites.ed.gov/idea/regs/b/e/300.530/e

Guidance and Resources

Useful Websites	http://ectacenter.org/ http://www.azed.gov/specialeducation/ https://www2.ed.gov/about/offices/list/osers/osep/index.html
Publications	The Special Education Handbook: A Brief Overview of the History and Requirements of Part B of the IDEA (Gregson & Chavez, 2015). Guide Steps Monitoring Manual (ESS).

Additional Funding Information

Use of Funds

To pay for excess cost of providing special education and related services to children with disabilities ages 3 to 21. Funds under this program are combined with state and local funds to provide FAPE to children with disabilities.

Use of separate accounting system that includes an auditable trial of expenditure of funds is required.

To pay for CEIS to help children who need additional academic or behavioral support to be successful in school. They can include PD, educational and behavioral evaluations, services and supports. CEIS can be voluntary or mandatory.

15% of 619 and 811 can be used to implement CEIS.

Allowable Costs

Costs for special education teachers and administrators. Related services providers. Early intervening services (300.226).

- Administrative case management.
- Professional Development
- Child Find
- License fees renewal (every 3 years) to ensure an inclusive environment for ALL children.

Disallowable Costs

Anything not related to the program.

Commingling of funds:

- Attorney fees
- Custodial care
- Entertainment
- Religion
- Cost of a physician, school nurse or other medical personnel serving the health needs of all children within the district.
- Alcohol
- District wide PD not specifically directed at meeting the identified academic or developmental needs of students with disabilities
- General expenditures that will generally benefit all students in a district
- Vehicles
- Copiers
- Permanent fixed classroom units
- Construction or renovation of permanent installations (i.e. sunscreens, playground equipment, ramps, bathrooms, carpets, etc.)
- Non-instructional items, office equipment, office furniture
- Fire permits
- Refrigerators
- Fingerprint fees
- Organizational membership fees

IDEA Part B 619 Grant

Section 619 of the Individuals with Disabilities Education Act (IDEA) authorizes additional preschool formula grants to states that are eligible for grants under Section 611 of Part B. States are eligible if they make free appropriate public education (FAPE) available to all children with disabilities, ages three through five. While not mandatory, all states are currently providing IDEA services to preschool aged children. IDEA funds can be used to provide services to two-year old children with disabilities who will turn three during the school year, if consistent with state policy.

Structure and Oversight

State Agency	Arizona Department of Education Early Childhood Unit
Website	https://www2.ed.gov/about/offices/list/osers/osep/index.html
Regional Agency	N/A
Local Agency	N/A
Local Lead	N/A
Mission, Vision	To support the work of administrators and teachers in their effort to make high-quality educational opportunities available to all students and to improve student outcomes.
Monitoring	Monitoring implements a cycle-based monitoring framework for all public education agencies. Monitoring activities take place in year 4 of the 6-year monitoring cycle, with technical assistance (TA) provided in all other years. Monitoring activities continue to be differentiated based on the Risk Analysis Tool. In addition, ALL Early Childhood programs receiving 619 funds are required to take part in the ECQUIP & upload the enhancement plan annually into ALEAT.

Operations

Eligibility	Serving 3-5 years old children with an identified disability. ARS 15-771(a)(b) Section 300.208
Enrollment	Enrollment in an early childhood program is not required. However, the provision of services outlined in the child's IEP must be delivered per IDEA regulations. ARS 15-771
Age of Children Served	3-5 years old.
Program Hours	The provision of a minimum of 360 minutes per week of instruction in a program that meets at least 216 hours over the minimum number of days. ARS 15-801, 15-861, 15-901
Program Calendar	School Calendar ARS 15-801
Attendance	District policy & ARS 15-803
Communication with Families	Follow state & IDEA regulations ARS 15-766, 15-767, 15-763
Referrals	Yes. Follow IDEA regulations. Sec. 303.303
Transportation	IEP Team Decision; If necessary as a related service; Follow IDEA regulations Sec.300.139

Requirements

Class Size	N/A
Teacher-Child Ratio	N/A
Minimum Teacher Qualifications	Teacher certification requirements follow federal and state requirements.
	IDEA Section 300.156 and ASBE Rules: R7-2-401 (G)(4) and R7-2-611
Minimum Assistant Qualifications	Teacher certification requirements should follow state requirements. R7-2-611
Program Licensing	If there are more than 4 typical children in a site, program MUST be licensed by DHS.
Participation in QRIS (Y/N)	Voluntary
Required PD or Training	Instructional certified staff must maintain PD hours per certification requirements.

Child Development and Learning

Learning Standards	Arizona Early Learning Standards (AzELS).
Curriculum	Evidence-based.
Child Assessments	State Board approved tool.
Reporting Child Progress	Based on IDEA regulations for progress reporting.
	https://sites.ed.gov/idea/regs/b/d/300.320/a/3/ii

Behavior Supports and Requirements

Positive Behavior Supports	As required by IDEA. https://sites.ed.gov/idea/statute-chapter-33/subchapter-II/1414/d/3/B/i
Suspension & Expulsion	As required by IDEA. https://sites.ed.gov/idea/regs/b/e/300.530/e

Guidance and Resources

Useful Websites	Grants Information: http://www.azed.gov/specialeducation/operations/ Early Childhood Special Education Information: http://www.azed.gov/ece/early-childhood-special-education/
Publications	Help for Early Learning Professionals: https://cms.azed.gov/home/GetDocumentFile?id=5845ce3daadebe0cf0337eee

Additional Funding Information

Use of Funds	To pay for excess cost of providing special education and related services to children with disabilities ages 3 to 5. Funds under this program are combined with state and local funds to provide FAPE to children with disabilities. Use of a separate accounting system that includes an auditable trail of expenditure of funds is required.

To pay for CEIS to help children who need additional academic or behavioral support to be successful in school. They can include PD, educational & behavioral evaluations, services and supports. CEIS can be voluntary or mandatory.

15% of 619 and 611 can be used to implement CEIS.

Allowable Costs

Costs for special education teachers and administrators. Related services providers. Early intervening services (300.226).

- Administrative case management.
- Professional Development
- Child Find
- License fees renewal (every 3 years) to ensure an inclusive environment for ALL children.

Disallowable Costs

Anything not related to the program.

Commingling of funds:

- Attorney fees
- Custodial care
- Entertainment
- Religion
- Cost of a physician, school nurse or other medical personnel serving the health needs of all children within the district.
- Alcohol
- District wide PD not specifically directed at meeting the identified academic or developmental needs of students with disabilities
- General expenditures that will generally benefit all students in a district
- Vehicles
- Copiers
- Permanent fixed classroom units
- Construction or renovation of permanent installations (i.e. sunscreens, playground equipment, ramps, bathrooms, carpets, etc.)
- Non-instructional items, office equipment, office furniture
- Fire permits
- Refrigerators
- Fingerprint fees
- Organizational membership fees

Title I-A

To provide fair, equitable, and high-quality education to all children. The decision to fund preschool services must be based on a school needs assessment and included in the school targeted assistance or schoolwide plan. Title I-funded preschool programs must meet Head Start Performance Standards, unless they are following the Even Start model.

Structure and Oversight

State Agency	Arizona Department of Education
Website	http://www.azed.gov/titlei/
Mission, Vision	Closing educational achievement gaps to provide all children with a significant opportunity to receive a fair, equitable, and high-quality education.
Monitoring	Integrated Action Plan of fiscal monitoring that follows a cycle, as required for ALL programs receiving Title I-A funds. https://www.azed.gov/titlei/monitoring/

Operations

Eligibility	Targeted Assistance: Under 40% FPL (based on K-12 enrollment.)
	Schoolwide / Complete Consolidation: Enrollment must be greater than or equal to $40 FPL with a schoolwide plan of compliance in place.
	Schoolwide / Consolidate Federal Funds Only: Enrollment must be greater than or equal to 40% FPL with a schoolwide plan of compliance in place.
	Schoolwide / No Consolidation / Title I funding to be used on a schoolwide basis: Equal to or exceeds 40% FPL with a schoolwide plan of compliance in place.
	* A school may become a schoolwide program once 40% of its enrollment reaches the FPL. It may remain a schoolwide program thereafter, if the poverty level decreases below 40% of its enrollment, providing it qualifies to receive an allocation of Title I funds.
Enrollment	LEA determined.
Age of Children Served	Per ED non-regulatory guidance: From birth to the age that the LEA provides FAPE (0-21).
Program Hours	Based on school calendar.
Program Calendar	School calendar.
Attendance	District attendance policy.
Communication with Families	ECQUIP—Family Engagement policy should include Pre-K families. ESSA Section 1116(a)
Referrals	N/A
Transportation	Not an allowable cost for regular school hours. Only allowable for extracurricular activities.

Requirements

Class Size	DHS Licensing: Title I funded preschool programs MUST meet Head Start Performance Standards.
Teacher-Child Ratio	Title I funded preschool programs MUST meet Head Start Performance Standards (1:10).
Minimum Teacher Qualifications	Title I funded preschool programs MUST meet Head Start Performance Standards.
Minimum Assistant Qualifications	Title I funded preschool programs MUST meet Head Start Performance Standards.
Program Licensing	State Licensing (DHS) Title I funded preschool programs MUST meet Head Start Performance Standards.
Participation in QRIS (Y/N)	Participation is voluntary. By 2020 all Head Start Programs should be enrolled in QRIS.
Required PD or Training	All professional development activities must be aligned with and directly related to the academic goals of the school or LEA.

Child Development & Learning

Learning Standards	AZ Early Learning Standards. Head Start Early Learning Outcomes Framework.
Curriculum	Evidence-based curriculum.
Child Assessments	Pre-K: Head Start Performance Standard.
Reporting Child Progress	Yes. State selected tool.

Behavior Supports and Requirements

Positive Behavior Supports	Yes. LEA Determination and Head Start Performance Standards.
Suspension & Expulsion	Yes. LEA Determination and Head Start Performance Standards.

Guidance and Resources

Useful Websites   https://www2.ed.gov/policy/elsec/guid/preschoolguidance2012.pdf

https://www2.ed.gov/policy/elsec/leg/essa/essaswpguidance9192016.pdf

Publications   ESSA: Moving Toward a Well-Rounded Title I, Brustein & Manasevit

Additional Funding Information

Use of Funds   The decision to fund preschool services must be based upon a School Needs Assessment and included in the school's Targeted Assistance or Schoolwide Plan.

School Based Programs: In Title I SWPs, all children are eligible to be served; under this option, a SWP school may use its allocation to serve all preschoolers in its attendance area.

District operated programs: An LEA may operate a preschool program to serve all children in the district ONLY if ALL schools in the district are Title I schools operating on SWPs.

Supplementing other Programs: an LEA or school may choose to use funds to extend or enhance Head Start or other federal, state or community programs.

In all cases, Title I requirements such as student eligibility and oversight continue to apply.

The preschool program receiving Title I funds would become part of the funder's Title I program as reflected in the LEA or school plan.

Required Activities   Upload the Integrated Action Plan and Needs Assessment into ALEAT annually.

Allowable Costs
- Transportation for extracurricular activities.
- Parental involvement activities.
- Response to intervention strategies.
- Digital learning materials.
- Salaries and benefits of instructional staff.
- Professional development.
- Counseling and mental health programs.
- Instructional supplies.

Disallowable Costs   Transportation of students to and from school during regular school hours.

Migrant Title I-C

State and local educational agencies may use these funds for educational activities and instructional services for pre-school age children. As with Title I-A early childhood must be identified in the needs assessment and integrated education plan. In Arizona, funds from Title I-C are given either directly to the district or to some established consortia.

Structure and Oversight

State Agency	Arizona Department of Education - Migrant Education Program (MEP)
Website	http://www.azed.gov/migrant/
Regional Agency	N/A
Local Agency	N/A
Local Lead	N/A
Mission, Vision	To impact teaching and learning in K-12 classrooms, enabling migratory students to achieve high academic success.
Monitoring	Integrated Action Plan of fiscal monitoring that follows a 6 –year cycle, as required for ALL programs receiving Title I-C funds.

- Cycle 1: Needs Assessment and State Delivery Plan. It is due every June 30th.
- Cycle 2: Coordination of Services plan with the community and the state to serve migrant children including Preschool age (3-5) and out of school youth (5-22).
- Cycle 3: Migrant Advisory Council. LEAs must host 3 meetings a year and have an operating council, agendas must be submitted to ALEAT.
- Cycle 4: Onsite every 6 years, in collaboration with Title I-A.
- Cycle 5: On-site monitoring follow up.
- Cycle 6: Private Schools and Migrant Children (MEP Data Verification and MEP identification and recruitment).

Operations

Eligibility	LEA: Migrant student population large enough for allocation (over 100 kids); if not, they must join a consortium.
	Child (3-21): Parents must qualify by movement across district lines to seek qualification employment (i.e. employment related to agriculture or the fishing industry.)
Enrollment	Certificate of eligibility per student.
Age of Children Served	3-21
Program Hours	Based on school calendar. P.A.S.S. (Portable Assisted Study Sequence Program) enable credit deficient migrant and non-migrant students to accumulate credits toward graduation from specially designed competency-based courses that are aligned to Arizona academic standards. Students earn one-half credit for each correspondence course.
Program Calendar	Sept 1- Aug 30.
Attendance	District attendance policy.
Communication with Families	Quarterly meetings - SMPAC Family Advisory Council.
Referrals	Federal and State database.
Transportation	Specific to migrant children and families.

Requirements

Class Size	N/A
Teacher-Child Ratio	N/A
Minimum Teacher Qualifications	Certified teacher.
Minimum Assistant Qualifications	Core 3 specialties: Language, Reading and Math.
Program Licensing	K-12: N/A
	Pre-K: Per DHS licensing regulations.
Participation in QRIS (Y/N)	N/A
Required PD or Training	Federal data system. Identification, Recruitment, Data Processing.

Child Development & Learning

Learning Standards	AZ Education Standards.
Curriculum	N/A
Child Assessments	AZELLA, AZ Merit state assessments.
Reporting Child Progress	State assessment into M6.

Behavior Supports and Requirements

Positive Behavior Supports	N/A
Suspension & Expulsion	N/A

Guidance and Resources

Useful Websites	https://msix.ed.gov/msix/#!/login
	https://www2.ed.gov/about/offices/list/oese/ome/index.html
Publications	ESEA On-site review protocol Title I-C Migrant Education

Additional Funding Information

Use of Funds	Recruiter, coordinator, data clerk, instruction and support services.
Required Activities	Daily identification and recruitment of students.
	Parent advisory councils.
Allowable Costs	Title I and III must be used before using Title I-C.
Disallowable Costs	Anything not program-related (i.e. food or alcohol). Supplement not supplant provision.

Title II-A

Recognizing the importance and impact that great educators have on child outcomes, the U.S. Department of Education created guidance on providing meaningful support to educators. By providing meaningful support to educators we can also help to ensure that our most vulnerable children have greater access to effective and qualified staff. Title II-A permits the use of funds to support the professional development needs of early childhood educators. The availability of these funds to early childhood educators allows them to participate in joint professional development/learning to meet the needs of students through the age of 8 by increasing their knowledge regarding instruction and strategy and by jointly addressing efforts for elementary school transition.

Structure and Oversight

State Agency	Arizona Department of Education
Website	http://www.azed.gov/hetl/etl/
Regional Agency	N/A
Local Agency	N/A
Local Lead	N/A
Mission, Vision	Implementation of strategies to increase the quality, effectiveness, and number of teachers, principals, and other school leaders for optimal student academic achievement. Increasing the access of low-income and minority students to effective teachers, principals, and other school leaders.
Monitoring	Review and approval of grants. Fiscal monitoring following a cycle. Dependent upon the year of the grant, the LEA will get an on-site visit.

- Cycle 0:   Np funds
- Cycles 1-3:   Desk
- Cycle 4:   On-site
- Cycles 5-6:   Desk

Programmatic monitoring: Comprehensive needs assessment and the Integrated Action Plan.

Fiscal: 3 highest priority needs that require usage of funds.

Operations

Eligibility

Title II dollars continue to be allocated to states by formula. Under ESSA, there will be a shift away from an allocation formula that rewards communities with higher populations to a formula that rewards communities with higher percentages of families living in poverty.

80% Poverty

20% Minority

(U.S. Census projection of per-capita earnings shift expected by year 2020.)

Enrollment

N/A
Funds are used for instructional staff, not for children.

Age of Children Served

N/A

Program Hours

N/A

Program Calendar

15-month funding period.

Attendance

N/A

Communication with Families

Family and community engagement regulations. ESSA section 2223

Referrals

N/A

Transportation

Funds can be applied to travel costs for the instructional staff and administration to attend professional development.

Requirements

Class Size

N/A

Teacher-Child Ratio

N/A

Minimum Teacher Qualifications

ESSA maintains the requirement that teachers and paraprofessionals working in Title I schools meet state certification and licensure requirements.

Minimum Assistant Qualifications

ESSA maintains the requirement that teachers and paraprofessionals working in Title I schools meet state certification and licensure requirements.

Program Licensing

DHS if there are more than 4 children.

Participation in QRIS (Y/N)

N/A

Required PD or Training

Per certification requirements. Best practices, ongoing professional learning.

4 tiers of evidence:
- Beliefs, rationale
- Data
- Research study
- Extension of research study

Child Development & Learning

Learning Standards	N/A
Curriculum	N/A
Child Assessments	N/A
Reporting Child Progress	Reports progress of the plan.

Behavior Supports and Requirements

Positive Behavior Supports	N/A
Suspension & Expulsion	N/A

Guidance and Resources

Useful Websites	http://www.ascd.org/ASCD/pdf/siteASCD/policy/ESSA-Title-II-FAQ_Mar222016.pdf
	https://www2.ed.gov/policy/elsec/leg/essa/essatitleiipartaguidance.pdf
	https://cms.azed.gov/home/GetDocumentFile?id=59665be63217e102dcf5bdad
Publications	https://cms.azed.gov/home/GetDocumentFile?id=585b0819aadebe12481b8597
	https://cms.azed.gov/home/GetDocumentFile?id=585b0269aadebe12481b8589
	https://cms.azed.gov/home/GetDocumentFile?id=5965590b3217e1088c1d088f
	https://cms.azed.gov/home/GetDocumentFile?id=596559233217e1088c1d0894

Additional Funding Information

Use of Funds
Improving educator practice.

Activities for recruitment and retention of teachers and principals.

Required Activities
Upload the Integrated Action Plan and Needs Assessment into ALEAT annually.

Allowable Costs
SEA and LEA may use Title II, Part A funds to support early learning so that all children, no matter their zip code, begin kindergarten ready to succeed.

Title II, Part A funds may be used to support the professional development of early educators.

The allowable use of Title II funds is for the professional development of teachers across all subjects, and their entire staff including all administrators, support staff, aides, and paraprofessionals.

It recognizes that educators learn best when they can collaborate and immediately apply what they learn by explicitly requiring ongoing job-embedded activities to improve instruction.

ESSA provides support to educators as leaders through the creation of new programs designed to build and reward the leadership capacity of teachers (see question five).

Evidence-based activities.

To obtain certification (i.e. course work, class materials).

Disallowable Costs
Anything non-program related.

Funds are not for student services or certification fees.

Title III

The intent and focus of Title III is for the provision of services to support young English language learners and immigrant children. LEA's that receive Title III funds may choose to use these funds for supporting the professional development of teachers working with English language learners ages 3 and up and for developing effective language instruction for those children.

Structure and Oversight

State Agency	Arizona Department of Education
Website	http://www.azed.gov/oelas/
Regional Agency	N/A
Local Agency	N/A
Local Lead	N/A
Mission, Vision	To maximize the benefits customers received from their programs.
Monitoring	Program: Federally required on-site monitoring to 32 programs divided into 3 separate categories based upon the enrollment of English Language Learners.
	Fiscal: 20 are federally required to be monitored.
	http://www.azed.gov/oelas/monitoring/

Operations

Eligibility	PHLOTE: Enrollment Form Language assessment is needed based upon those two documents.
	AZELLA Test: A student is exited out once tested as proficient.
Enrollment	LEA responsible to provide the service, assign a service code, and report it to the state.
Age of Children Served	3-21
Program Hours	4 hours a day.
	1st year students (K-12) and 2nd year intermediate can have a reduction.
	Elementary 2nd year: 90 minutes per day, twice a day.
Program Calendar	School year.
Attendance	N/A
Communication with Families	30 days from the 1st day of school year to notify parents or 2 weeks after enrollment.
Referrals	A teacher can send a referral back to the program if the child keeps failing or if there is a concern.
Transportation	N/A

Additional Funding Information

Use of Funds   Supplemental only.

Required Activities
- Language Instruction Educational programs for ELS
- Professional Development
- Parent engagement provides program support.

(English classes for parents of ELS students provide them with strategies to teach English at home.)

Allowable Costs
- Supplemental salaries to provide EL supplemental services.
- PD for teachers to support EL students (including Pre-K teachers.)
- Stipends for teachers attending PD outside of contract time.
- Instructional Supplies beyond what LEA is already providing (usually technology).
- Travel costs for conferences (if conference is approved, so is travel), but not if other staff from district are attending.
- Membership fees, other indirect costs.
- After-school / Summer tutoring and programs.

Disallowable Costs
- Teacher of record salaries.
- Administrative expenses exceeding 2% of current year grant award.
- Any supplies, programs and services that are provided to all students.

Title VI Indian Education

The purpose of Title VI, Part A is to support the efforts of local education agencies (LEA), Indian tribes and organizations, post-secondary institutions, and other entities. The LEA must have an American Indian or Alaska Native enrollment of 50% or receive more than $40,000 in funding under the Indian, Native Hawaiian, and Alaska Native Formula Program.

Structure and Oversight

State Agency	Arizona Department of Education
Website	https://www.azed.gov/oie/
Regional Agency	N/A
Local Agency	NA
Local Lead	Indian Education Committee or Parent Advisory Committee per LEA.
Mission, Vision	The purpose of Title VI, Part A is to support the efforts of local education agencies (LEA), Indian tribes and organizations; post-secondary institutions, and other entities.
Monitoring	Performed by Office of Indian Education in Washington, D.C.

Operations

Eligibility	Child: Status of the child as an Indian child eligible for assistance.
	Entity: a local educational agency (LEA), including a public charter school that is the LEA under state law, a school operated by the Bureau of Indian Education, a private, tribal or Alaska Native nonprofit organization, or a nontribal for-profit organization.
	The LEA must have an American Indian or Alaska Native enrollment of 50% or receive more than $40,000 in funding under the Indian, Native Hawaiian, and Alaska Native Formula Program.
Enrollment	The school that the students are enrolled in collects 506 forms (see attached) to determine eligibility for the Title VI program.
	25% of children enrolled in school must be Native American children.
Age of Children Served	N/A
Program Hours	LEA Determined.
Program Calendar	School Year.
Attendance	LEA Policy.
Communication with Families	Most of the decisions made for use of Title VI funds are made by the Indian Education Committee or Parent Advisory Committee, which is made up of parents of eligible Native American students, with data and other pertinent information provided by the LEA. The parents have the final approval of use of funds.
Referrals	N/A
Transportation	N/A

Requirements

Class Size	N/A
Teacher-Child Ratio	N/A
Minimum Teacher Qualifications	Teacher certification requirements should follow state requirements. R7-2-601 to R7-2-622
Minimum Assistant Qualifications	Teacher certification requirements should follow state requirements. R7-2-601 to R7-2-622
Program Licensing	• Tribal • Department of Health Services (DHS)
Participation in QRIS (Y/N)	N/A
Required PD or Training	PD for teachers and instructional support to improve the skills of qualified Indian individuals who serve Indian children.

Child Development & Learning

Learning Standards	LEA Determined.
Curriculum	LEA Determined.
Child Assessments	LEA Determined.
Reporting Child Progress	Assessment to report progress of all children enrolled.

Behavior Supports and Requirements

Positive Behavior Supports	LEA Determined.
Suspension & Expulsion	LEA Determined.

Guidance and Resources

Useful Websites	
Publications	Title Vi-Indian, Native Hawaiian, and Alaska Education. ESSA Section 6101-6306

Additional Funding Information

Use of Funds	Early childhood and family programs that emphasize school readiness.
Allowable Costs	To best meet the needs of the children served, no more than 5% of the funds provided to a grantee under this subpart for any fiscal year may be used for administrative purposes, to provide in-service training to teachers (including teachers who are not Indians) or to the schools of local educational agencies with substantial numbers of Indian children enrolled.
Disallowable Costs	Funds provided to a grantee under this subpart may not be used for long-distance travel expenses for training activities that are available locally or regionally.

Head Start

The Arizona Head Start Association (ASHA) strengthens its member agencies, partners and others who enrich the lives of young children and families by serving as the unified voice of the diverse Head Start / Early Head Start community through advocacy, collaboration and education. A child is eligible if the family's income is equal to or below the poverty line; or the family is eligible for, or in absence of child care, would be potentially eligible for public assistance; including TANF child-only payments; or the child is homeless, as defined in Part 1305; or the child is in foster care.

Structure and Oversight

State Agency	Head Start Collaboration Office
Website	http://www.region9hsa.org/ https://www.ecfr.gov/cgi-bin/text-idx?SID=507cfac1519b49a7eb9e0d6fb98dac74&mc=true&node=pt45.1.75&rgn=div5
Regional Agency	Region IX
Local Agency	Regionally determined http://azheadstart.org/head-start-programs.php
Local Lead	Regionally determined http://azheadstart.org/head-start-programs.php
Mission, Vision	The Arizona Head Start Association (AHSA) strengthens its member agencies, partners and others who enrich the lives of young children and families by serving as the unified voice of the diverse Head Start / Early Head Start community through advocacy, collaboration and education.
Monitoring	Monitoring and reporting program performance. §75.341 - 75-360

Operations

Eligibility	A child is eligible if:

- The family's income is equal to or below the poverty line; or
- The family is eligible for, or, in the absence of child care, would be potentially eligible for public assistance, including TANF child-only payments; or
- The child is homeless, as defined in Part 1305; or
- The child is in foster care.

If the family does not meet a criterion under paragraph (c)(1) of this section, a program may enroll a child who would benefit from services, provided that these participants only make up to 10% of a program's enrollment in accordance with paragraph (d) of this section.

A program may enroll an additional 35% of participants whose families do not meet a criterion described in paragraph © of this section and whose incomes are below 130% of the poverty line.

Head Start performance Standards §1302.12

Operations (cont.)

Enrollment
A program must develop and implement a recruitment process designed to actively inform all families with eligible children within the recruitment area of the availability of program services, and encourage and assist them in applying for admission to the program. A program must include specific efforts to actively locate and recruit children with disabilities and other vulnerable children, including homeless children and children in foster care.

Head Start Performance Standards §1302.13

Age of Children Served
For Early Head Start, child must be an infant or toddler younger than 3 years old.

For Head Start, a child must be at least 3 years old, or turn 3 years old by the date used to determine eligibility for public school in the community in which the Head Start program is located; and

Be no older than the age required to attend school.

Program Hours
Early Head Start: Program must provide 1,380 annual hours of planned class operations for all enrolled children. §1302.21

Head Start: At least 160 days per year of planned class operations if open for five days per week, or at least 128 days per year if it is open four days per week. Classes must operate for a minimum of 3.5 hours per day.

Program Calendar
Program calendar is based on the community assessment. HSPPS 1302.20

Attendance
As described on the HSPPS §1302.16.

Communication with Families
As described on the HSPPS §1302.34 .

Referrals
Referrals for comprehensive services.

HSPPS §1302.40

Transportation
Yes. HSPPS §1303.70

Requirements

Class Size
Under 3 years old, no older than 9.
3 years old - no older than 17.
4 and 5 years old no older than 20.

HSPPS §1302.21

Teacher-Child Ratio
Under 3 years old - 2:8 (or 9).
3 years old - 2:15 (or 17).
4 & 5 years old - 2:17 (or 20).

HSPPS §1302.21

Minimum Teacher Qualifications
Program must ensure all center-based teachers have at least an Associate's or Bachelor's Degree in Child Development or Early Childhood Education, equivalent coursework, or otherwise meet the requirements of Section 648(A)(3)(B) of the Act

HSPPS 1302.91

Minimum Assistant Qualifications
Program must ensure Head Start assistant teachers, at a minimum, have a CDA credential, or a state-awarded certificate that meets or exceeds the requirements for a CDA credential, are enrolled in a program that will lead to an associate or baccalaureate degree or, are enrolled in a CDA credential program to be completed within two years of the time of hire.

Requirements (cont.)

Program Licensing   Department of Economic Security (DES), Department of Health Services (DHS)

Participation in QRIS (Y/N)   All programs (except American Indian and Alaskan Native programs) must participate in state or local Quality Rating & Improvement System (QRIS).
HSPPS 1302.53

Required PD or Training   A program must establish and implement a systematic approach to staff training and professional development designed to assist staff in acquiring or increasing the knowledge and skills needed to provide high-quality, comprehensive services within the scope of their job responsibilities—it is also attached to academic credit as appropriate.
HSPPS §1302.92

Child Development & Learning

Learning Standards   Head Start Learning Outcomes Framework

Curriculum   Evidence-based research. HSPPS 1302.32

Child Assessments   A program must conduct standardized and structured assessments, which may be observation-based or direct, for each child that provides ongoing information to evaluate the child's developmental level and progress in outcomes aligned to the goals described in the Head Start Early Learning Child Outcomes Framework: Ages Birth to Five.
HSPPS §1302.33

Reporting Child Progress   The Head Start Program Performance Standards (HSPPS) proscribe the management of program data and support its availability, usability, integrity, and security. A program must establish procedures on data management; then, through ongoing assessment, use the data to effectively oversee progress toward addressing program needs, evaluate compliance, and successfully achieve program goals. HSPPS §1302.100

Behavior Supports and Requirements

Positive Behavior Supports   To support a program-wide culture that promotes children's mental health, social and emotional well-being, and overall health.
HSPPS §1302.45

Suspension & Expulsion   Suspension and Expulsion policy HSPPS 1302.17

Guidance and Resources

Useful Websites   http://azheadstart.org/index.php

https://www.ecfr.gov/cgi-bin/text-idx?SID=507cfac1519b49a7eb9e0d6fb98dac74&mc=true&node=pt45.1.75&rgn=div5

https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/hspps-final.pdf

Publications   Head Start Program Performance Standards

Additional Funding Information

Use of Funds   To promote the school readiness of low-income children by enhancing their cognitive, social and emotional development:

(1) In a learning environment that supports children's growth in language, literacy, mathematics, science, social and emotional functioning, creative arts, physical skills, approaches to learning; And
(2) Accomplished through the provision of health, educational, nutritional, social and other services to low-income children and their families as determined based upon Family Needs Assessment.

Allowable Costs   N/A

Disallowable Costs   N/A

CACFP (Child and Adult Care Food Program) / National School Lunch Program (NSLP)

The National School Lunch Program (NSLP) is a federally assisted meal program operating in public and nonprofit private schools and residential child care institutions. It provides nutritionally balanced, low-cost or free lunches to children each school day. The program was established under the National School Lunch Act, signed by President Harry Truman in 1946. School districts may choose to use NSLP or CACFP for preschools being served in a school district. Grades K-3 will all be on NSLP. All schools that have more than 100 children are required to be on NSLP. It is child specific for the purposes of counting meals and receiving reimbursement. Must follow UDSA guidelines for meal patterns. Will serve residential childcare institutions. Definition of school is from the CFT not the ARS.

Structure and Oversight

State Agency	Arizona Department of Education
Website	http://www.azed.gov/hns/cacfp/
Mission, Vision	To maximize the benefits of customers received from their programs.
Monitoring	Program and Fiscal: Once every 3 years (1/3 of sponsors each year). Additional compliance monitoring for high-risk providers.
	Fiscal and Programmatic: Agreed upon procedures (AUP's) for outside auditing firms. Integrity USD for AUP's and training.
	Fiscal: Appropriate meals claimed and other expenses.
	CNP Web (specific for AZ built by HN in 2000).

Operations

Eligibility	Center: All non-profit child care centers are eligible (i.e. churches, Boys & Girls' clubs).
	For-Profit centers: 25% of the enrollment must be eligible for the Free & Reduced Lunch Program based on family income. If the enrollment decreases below 25%, the center cannot claim for that month.
	Home Providers: Sponsor submits the claims to the state based on the meal count per provider. Every provider that applies will be eligible.
	Reimbursement rates depend upon the tier.
	Tier 1: Low-income areas
	Tier 2: More affluent areas (High-income based; Low-area based)
Enrollment	Meal and Benefit form completed by all families for their children to be eligible.
	Enrollment in a participating center = All children benefit.
	Home Provider participating in the program = All children benefit.

Operations (cont.)

Age of Children Served	0-5 years old.
	Can be up to 12 for after care or before school.
	Home provider: Up to 13 years old.
Program Hours	Center hours or Home Provider hours.
	2 meals + 1 snack *or* 2 snacks + 1 meal
Program Calendar	Oct 1- Sept 30
	Rates change in July to adjust for inflation.
Attendance	At least 1 day per month to be included on the claiming roster.
	Must be signed in and signed out on claiming roster and meal count sheet.
Communication with Families	Required to send home the application each year.
	Notification regarding eligibility.
	Media release about NSLP participation.
Referrals	N/A
Transportation	N/A

Requirements

Class Size	N/A
	DHS & DES licensing.
Teacher-Child Ratio	DHS licensing.
	Home provider: DHS 15 (10 for compensation); 6 (4 for compensation)
Minimum Teacher Qualifications	N/A
	Home Provider: High School Diploma
Minimum Assistant Qualifications	N/A
	(Enough staff to run the program. Their job descriptions must show CACFP responsibilities.)
	Home Provider: High School Diploma
Program Licensing	Home Provider: DHS
Participation in QRIS (Y/N)	N/A
Required PD or Training	Annual training required for Center Directors.
	Center Directors must train their staff in 6 required topics.
	Home Providers: Home Providers receive training on a yearly basis from sponsors trained by the state.

Child Development & Learning

Learning Standards	Health and Nutrition Standards: Meal Pattern
Curriculum	N/A
Child Assessments	N/A
Reporting Child Progress	N/A

Behavior Supports and Requirements

Positive Behavior Supports	N/A
Suspension & Expulsion	N/A

Additional Funding Information

Use of Funds
Supplemental only. No federal regulation that all funds must go towards food. Best practice is to use 50% on food.

FREE - 135% Federal Poverty Level (FPL)
REDUCED - 185% Federal Poverty Level (FPL)

Required Activities
- Annual Renewal
- Required trainings
- Complete "How to Operate" training
- Complete reviews
- Conferences

Allowable Costs
Food, program-related supplies (cups, napkins, etc. - reusable or not).

Administrative and operational labor: (Up to 1.5 for teachers in the classroom serving and preparing the food.)

Cook, Director, Classroom Teachers: CAP of 15% on Admin.

Kitchen Rent and Utilities: The center must maintain Non-Profit status.

Home Providers: Sponsor: Supplies, equipment (i.e., copy machines), utilities, rent, salaries, benefits, training, space and materials.

Providers: Only food.

Disallowable Costs
Nutrition education-specific items (i.e., books, stickers) intended for distribution to students.

Grain-based desserts, sweet treats, high-sugar foods.

Anything not related to the administration and provision of the food service program.

Home providers: Anything that is not program-related (i.e. water service).

Impact Aid

Impact Aid was created to fulfill the federal responsibility to assist with the provision of educational services to federally connected children in a manner that promotes control by local educational agencies. Title VII - Sec. 7001. Local school districts that have lost significant local assessed value due to the acquisition of property by the federal government are eligible for this funding source. The concentration of children who reside on Indian lands, military bases, low-rent housing properties, and other federal properties, or have parents in the uniformed services or employed on eligible federal properties.

Structure and Oversight

State Agency	Arizona Department of Education
Website	http://www.azed.gov/finance/
Regional Agency	N/A
Local Agency	N/A
Local Lead	N/A
Mission, Vision	To fulfill the Federal responsibility to assist with the provision of educational services to federally connected children in a manner that promotes control by local educational agencies. Title VII- Sec.7001
Monitoring	Subject to Federal Review.

Operations

Eligibility	Local school districts that have lost significant local assessed value due to the acquisition of property by the federal government.
	The concentration of children who reside on Indian lands, military bases, low-rent housing properties, and other federal properties, or have parents in the uniformed services or employed on eligible federal properties.
	To be eligible for assistance, a local school district must educate at least 400 such children in average daily attendance, or the federally connected children must make up at least 3% of the school district's average daily attendance. Title VII. Sec.7002(2)
Enrollment	N/A
Age of Children Served	3-21 years old (preschool but not beyond grade 12).
Program Hours	Must operate in accordance with state ADM rules (ARS 15-902) as payment is calculated based on .35 of ADM. Title VII-7003.Payments for federally connected children
Program Calendar	Must operate in accordance with state ADM rules (ARS 15-902) as payment is calculated based on .35 of ADM. Title VII-7003.Payments for federally connected children

Operations *(cont.)*

Attendance	Must operate in accordance with state ADM rules (ARS 15-902) as payment is calculated based on .35 of ADM.
	Title VII-7003.Payments for federally connected children
Communication with Families	N/A
Referrals	N/A
Transportation	Yes.

Requirements

Class Size	N/A
Teacher-Child Ratio	N/A
Minimum Teacher Qualifications	Teacher certification requirements should follow state requirements. R7-2-611
Minimum Assistant Qualifications	Teacher certification requirements should follow state requirements. R7-2-611
Program Licensing	By applicable regulatory body.
Participation in QRIS (Y/N)	Voluntary.
Required PD or Training	Instructional certified staff must maintain PD hours per certification requirements. R2-7-611

Child Development & Learning

Learning Standards	N/A
Curriculum	N/A
Child Assessments	N/A
Reporting Child Progress	N/A

Behavior Supports and Requirements

Positive Behavior Supports	LEA Determined.
Suspension & Expulsion	LEA Determined.

Guidance and Resources

Useful Websites https://www2.ed.gov/policy/elsec/leg/essa/legislation/title-vii.pdf

https://www2.ed.gov/about/offices/list/oese/impactaid/whatisia.html

Publications N/A

Additional Funding Information

Use of Funds Most Impact Aid funds, except for the additional payments for children with disabilities and construction payments, are considered general aide to the recipient school districts, these districts may use the funds in whatever manner they choose in accordance with their local and state requirements.

Allowable Costs
- Teacher salaries
- Teacher aides
- Textbooks
- Computers
- Increased cost of educating federally connected children with disabilities
- Construction and repair of school buildings.

Disallowable Costs

Preschool Development Grant

The Preschool Development Grants competition supports States to build or enhance a preschool program infrastructure that would enable the delivery of high-quality preschool, and expand high-quality preschool programs in targeted high-need communities. Arizona wrote for and received 20 million dollars annually for up to 4 years totaling 80 million dollars during the development phase. Over the next 4 years 65% of the funding will go directly to Arizona sub grantees to provide high-quality, comprehensive preschool program services for eligible children. Thirty five percent of the funding will be used by the State for infrastructure development needed to support high-quality preschool systems. This will be achieved through increasing access to Quality First (Mental Health Consultation, Inclusion Coaching, Child Care Health Consultation), providing high level coursework leading to teacher certification, Institutes of Higher Education capacity building efforts, and the Arizona Department of Education Longitudinal Data System (SLDS).

Structure and Oversight

State Agency	Arizona Department of Education Early Childhood Education Unit
Website	http://www.azed.gov/ece
Regional Agency	N/A
Local Agency	N/A
Local Lead	N/A
Mission, Vision	To support the work of administrators and teachers in their effort to make high-quality educational opportunities available to all students and to improve student outcomes.
Monitoring	- On-site - TSG Portfolio Review - Age Verification - Household Income - Staff Qualifications

Operations

Eligibility	Programs: Must submit proposals with data related to ELL Population or Tribal Population (i.e. Free and Reduced Lunch Program data), that serves children identified with special needs for consideration.
	Licensed by regulatory body an din good standing. Willing to participate in the Statewide QRIS system.
	Child: Age 4 by August 31st of calendar year and household income is 200% or less of federal poverty level.
Enrollment	- GME - ALEAT - TSG - Quality First

Operations *(cont.)*

Age of Children Served	Age 4 by August 31st of current calendar year.
Program Hours	Must operate a minimum of 6 hours per day, 24 hours per week, over a minimum of 4 days.
Program Calendar	Must follow local school district and be open for at least 180 days or 900 hours.
Attendance	LEA Policy.
Communication with Families	Family Engagement is a required component per the PDG Scope of Work (SOW).
Referrals	Yes.
Transportation	No.

Requirements

Class Size	No more than 20 children in a classroom.
Teacher-Child Ratio	1:10
Minimum Teacher Qualifications	To be considered a High-Quality Program per Federal Guidelines, teacher should have a BA degree or higher in any content area. R7-2-601 to R7-2-622
Minimum Assistant Qualifications	None. But prefer teacher with AA degree or higher and/or on education attainment plan. R7-2-601 to R7-2-622
Program Licensing	By applicable regulatory body.
Participation in QRIS (Y/N)	Yes.
Required PD or Training	ADE Sponsored Conferences.

Child Development & Learning

Learning Standards	AzELS
Curriculum	Evidence-Based.
Child Assessments	State Board approved tool.
Reporting Child Progress	State Board approved tool.

Behavior Supports and Requirements

Positive Behavior Supports	Yes.
Suspension & Expulsion	Not permitted for challenging behaviors.
	Must have a written policy.

Guidance and Resources

Useful Websites   http://www.azed.gov/ece/current-initiatives/

https://www2.ed.gov/programs/preschooldevelopmentgrants/index.html

Publications   PDG Manual.

Program Guidelines for High Quality Early Education: Birth through Kindergarten.

AZ Early Learning Standards (4th ed.)

Additional Funding Information

Use of Funds   To implement and sustain high-quality preschool for eligible children.

Allowable Costs
- Personnel
- Contracted services
- Supplies
- Classroom furniture for the students
- Child assessment portfolios
- Professional development
- Family engagement activities
- Licensing fees

Disallowable Costs
- Overtime
- Refrigerators
- Animals
- Copiers
- Attorney fees
- Custodial care
- Before and after school care
- Entertainment
- Religion
- Alcohol, Food (only allowable food is as described under 6600)
- Program wide PD not specifically directed at meeting the identified academic or developmental needs of the PDG students
- General expenditures that will generally benefit all students in a program
- Vehicles
- Food Preparation Equipment
- Permanent fixed classroom units
- Construction or renovation of permanent installations (i.e. sunscreens, playground structure, ramps, bathrooms, carpets, etc.)
- Non-Instructional items
- Office equipment
- Office furniture

State Funding Opportunities

Quality First Scholarships

First Things First prioritizes access to quality early learning programs by funding Quality First scholarships. This evidence-based strategy provides financial assistance in the form of scholarships for children from low-income families (200% of Federal Poverty Level and below) to attend quality early care and education programs. The intended outcome for children and families is increased access to quality early care and education settings that promote readiness for kindergarten. In addition, scholarships support continuity of care for children so that previously formed supportive relationships with caregivers can remain in place.

Structure and Oversight

State Agency	First Things First
Website	http://www.qualityfirstaz.com/
Regional Agency	Valley of the Sun United Way Scholarship Team
Local Agency	N/A
Local Lead	N/A
Mission, Vision	First Things First is one of the critical partners in creating a family-centered, comprehensive, collaborative, and high-quality early childhood system that supports the development, health and early education of all Arizona's children from birth to age 5.
Monitoring	• ITERS • ECERS • CLASS • Point Scale done bi-annually for 3-5 Star programs and annually for 2 Star programs

Operations

Eligibility	• Licensed by a regulatory body. • Quality First application process. • Child: Household income does not exceed 20% of Federal Poverty Level • Must be in a region that funds scholarships to receive scholarship monies.
Enrollment	Center: Quality First Application Process.
Age of Children Served	Birth to age 5, not eligible for kindergarten.
Program Hours	Part Time hours are defined as a minimum of: • 400 instruction hours annually • 34 hours monthly, and 8 days of scheduled time per month Full Time hours are defined as a minimum of: • 1,120 instruction hours annually • 93 hours monthly, and 8 days of scheduled time per month
Program Calendar	*See Program Hours*
Attendance	Scholarship reimbursement is based on a child's scheduled hours of instruction. Attendance of 85%or better.

Operations *(cont.)*

Communication with Families	The process of parental communication to keep families informed directly impacts the program's Quality Star rating.
	For regions where scholarships are funded, the Quality Star rating impacts the total scholarship amount.
Referrals	N/A
Transportation	N/A

Requirements

Class Size	Recommendations based on Program Guidelines.
	For regions where scholarships are funded the Quality Star rating impacts the total scholarship amount.
Teacher-Child Ratio	Recommendations based on Program Guidelines.
	For regions where scholarships are funded the Quality Star rating impacts the total scholarship amount.
Minimum Teacher Qualifications	Recommendations based on Program Guidelines.
	Impacts Quality Star rating.
	For regions where scholarships are funded the Quality Star rating impacts the total scholarship amount.
Minimum Assistant Qualifications	Recommendations based on Program Guidelines.
	Impacts Quality Star rating.
	For regions where scholarships are funded the Quality Star rating impact the total scholarship amount.
Program Licensing	By applicable regulatory body.
Participation in QRIS (Y/N)	Yes.
Required PD or Training	N/A

Child Development and Learning

Learning Standards	AzELS and ITDG
Curriculum	Evidence-based is recommended.
Child Assessments	Specific tool is not required but an ongoing progress monitoring process is required.
Reporting Child Progress	Must have child portfolios.

Behavior Supports and Requirements

Positive Behavior Supports
Mental health consultants are skilled specialists in early childhood social-emotional development who support educators and staff in creating positive environments and relationships so that all children in the program are engaged in learning. Available dependent on regional funding.

Suspension & Expulsion
N/A

Guidance and Resources

Useful Websites
http://www.qualityfirstaz.com/providers/how-quality-first-works/FY19_Participant_Guide.pdf

Publications
Quality First Participant Guide

Additional Funding Information

Use of Funds
Incentive Funds: Quality First provides financial support to all enrolled centers and homes for the purchase of educational materials, equipment and other resources that help improve the quality of the program. Use of funding is decided in partnership with a coach according to a quality improvement plan.

Funds are available annually and the amount is based on the licensed capacity of children aged birth to 5 that each program serves.

Scholarship Funds: Funds are to support the quality operation of the preschool program. There are a variety of categories that would be acceptable to use the funding for the early care and education program on your campus that is enrolled in Quality First.

Allowable Costs
First Things First also supports Quality First providers whose programs are regulated by the Department of Health Services (DHS) with financial assistance to pay for 50% of their licensing fees, which are due every three years.

- Staffing for the early care and education program
- Materials and supplies for the early care and education program
- Professional development for the staff of the early care and education program
- Furniture and equipment for the early care and education program
- Curriculum and child assessment tools for the early care and education program

Disallowable Costs
N/A

Average Daily Membership (ADM)

An average daily membership (ADM) represents the average of a student's enrollment by the student FTE over the first 100 days of school. There are age requirements and validation for this funding, but it is allowable to use a portion of the school's ADM on funding a preschool. This is the general amount of funding every student generates when they are eligible for enrollment in a school district or charter.

Structure and Oversight

State Agency	Arizona Department of Education
Website	http://www.azed.gov/finance/
Regional Agency	N/A
Local Agency	N/A
Local Lead	N/A
Mission, Vision	N/A
Monitoring	Disability and enrollment are audited by ADE - Audit Unit.

Operations

Eligibility	SEA and LEA per ARS 15-943 for children who generate state funds based on service category. ARS 15-771(a)(b)
	Past Integrity date - AzEDS Report
Enrollment	An average daily membership represents the average of a student's enrollment multiplied by the student FTE over the first 100 days of school. ARS 15-771
	Current year funded after 40 calendar days.
Age of Children Served	3-22 years old.
Program Hours	The provision of a minimum of 360 minutes per week of instruction in a program that meets at least 216 hours over the minimum number of days. ARS 15-801 15-861 15-901
Program Calendar	School Calendar ARS 15-801
Attendance	District policy and ARS 15-803
Communication with Families	Follow state and IDEA regulations. ARS 15-766 15-767 15-763
Referrals	Yes. Follow IDEA regulations. Sec. 303.303
Transportation	If necessary for the child to benefit from or participate in the services provided under this part, a parentally-placed private school child with a disability must be provided with transportation.
	Follow IDEA regulations Sec.300.139

Requirements

Class Size	N/A
Teacher-Child Ratio	N/A
Minimum Teacher Qualifications	Teacher certification requirements should follow state requirements. R7-2-611
Minimum Assistant Qualifications	Teacher certification requirements should follow state requirements. R7-2-611
Program Licensing	N/A
Participation in QRIS (Y/N)	N/A
Required PD or Training	N/A

Child Development and Learning

Learning Standards	N/A
Curriculum	N/A
Child Assessments	N/A
Reporting Child Progress	N/A

Behavior Supports and Requirements

Positive Behavior Supports	N/A
Suspension & Expulsion	N/A

Guidance and Resources

Useful Websites	N/A
Publications	2018-2019 Arizona Education Laws and Rules

Additional Funding Information

Use of Funds	ARS 15-763
Allowable Costs	Costs need to support FAPE of children with and without disabilities.
Disallowable Costs	

DES State Subsidy

Using both state and federal monies, the Department of Economic Security oversees the administration of childcare programs whose mission is to aid parents/families with the cost of childcare. These state and federally funded programs enable families to actively participate in employment and educational/training activities related to employment. In order for families to be eligible for childcare subsidies, families must meet certain eligibility criteria regarding family size and gross annual income. Childcare centers, group homes, and family home providers may seek contracts with DES in order to provide subsidized childcare to eligible families.

Structure and Oversight

State Agency	Department of Economic Security
Website	https://des.az.gov/services/basic-needs/child-care/how-become-des-certified-child-care-provider
Regional Agency	N/A
Local Agency	N/A
Local Lead	N/A
Mission, Vision	The Arizona Department of Economic Security makes Arizona stronger by helping Arizonans reach their potential through the provision of temporary assistance to those in need, and care to the vulnerable.
Monitoring	Annual fiscal monitoring for home providers and child care centers.

Operations

Eligibility	Center: DHS or DES Licensed. Family: • Employed low-income families whose income is at or below 165% of the Federal Poverty Level (FPL) • Teen parents enrolled in high school or GED classes • Homeless or domestic violence shelter residents • Individuals unable to work due to physical or emotional conditions.
Enrollment	Must be a center approved by a DES subsidy.
Age of Children Served	0-12
Program Hours	Home Provider or Center determine hours. However, to get reimbursed for the full day rate child must be present for 6 or more hours per day. To get reimbursed at a partial-day rate child must be present less than 6 hours per day.
Program Calendar	Determined by provider.
Attendance	DES will pay for two paid absences per month. If the child exceeds the two absences a month the family will incur additional charges equivalent to the daily reimbursement rate.
Communication with Families	CCDF Family Engagement Policy.
Referrals	CCFR
Transportation	Allowable to transport children within a reasonable distance.

Requirements

Class Size	DHS regulations.
Teacher-Child Ratio	DHS regulations.
Minimum Teacher Qualifications	DHS regulations.
Minimum Assistant Qualifications	DHS regulations.
Program Licensing	DES, DHS.
Participation in QRIS (Y/N)	Participation is voluntary.
Required PD or Training	Per DHS regulations 18 hours annually.

Child Development and Learning

Learning Standards	Health & Safety Standards & Requirements for CCDF.
Curriculum	N/A
Child Assessments	N/A
Reporting Child Progress	N/A

Behavior Supports and Requirements

Positive Behavior Supports	Pyramid Model Positive Behavior Support
Suspension & Expulsion	Follow DES & DHS policy

Guidance and Resources

Useful Websites	https://des.az.gov/services/basic-needs/child-care/how-become-des-certified-child-care-provider
Publications	Maximum reimbursement rates for child care.

Additional Funding Information

Use of Funds
- Salaries
- Benefits
- Supplies
- Materials
- Equipment
- Administrative costs

Required Activities
- Family engagement
- Annual monitoring
- Health & Safety Standards
- Standard trainings required.
- Comprehensive background checks completed on staff.

Allowable Costs	N/A
Disallowable Costs	N/A

Tribal Funding Opportunities

Navajo Preschool Grant

To meet the responsibility of provision of special education and related services for Navajo children with disabilities aged 3-5, inclusive, residing on the Navajo Reservation located within the State of Arizona.

Structure and Oversight

State Agency	Arizona Department of Education
Website	http://www.azed.gov/specialeducation/
Regional Agency	N/A
Local Agency	N/A
Local Lead	N/A
Mission, Vision	To meet the responsibility of provision of inclusive special education and related services for Navajo children with disabilities aged 3-5, residing on the Navajo Reservation located within the State of Arizona.
Monitoring	Supplemental to IDEA. Follows same guidance as 619 funds.

Operations

Eligibility	3-5 years old with an identified disability residing in the Navajo Nation.
Enrollment	Enrollment in an early childhood program is not required. However, the provision of services outlined in the child's IEP must be delivered per IDEA regulations.
Age of Children Served	3-5 years old.
Program Hours	The provision of a minimum of 360 minutes per week of instruction in a program that meets at least 216 hours over the minimum number of days.
Program Calendar	School calendar.
Attendance	District policy.
Communication with Families	Follow IDEA regulations.
Referrals	Yes. Follow IDEA regulations.
Transportation	Per IEP.

Requirements

Class Size	N/A
Teacher-Child Ratio	N/A
Minimum Teacher Qualifications	Teacher certification requirements should follow state requirements. R7-2-611
Minimum Assistant Qualifications	Teacher certification requirements should follow state requirements. R7-2-611
Program Licensing	If there are more than 4 typical children in a site, program MUST be licensed by an applicable regulatory body.
Participation in QRIS (Y/N)	Voluntary.
Required PD or Training	Instructional certified staff must maintain PD hours per certification requirements. R2-7-611

Child Development and Learning

Learning Standards	Arizona Early Learning Standards (AzELS).
Curriculum	Evidence-based.
Child Assessments	State Board approved tool.
Reporting Child Progress	State Board approved tool.

Behavior Supports and Requirements

Positive Behavior Supports	If identified in child's IEP
Suspension & Expulsion	Mandated to report.

Guidance and Resources

Useful Websites	http://ectacenter.org/
	http://www.azed.gov/specialeducation/
	https://www2.ed.gov/about/offices/list/osers/osep/index.html
Publications	IGA ADE13-01-ED

Additional Funding Information

Use of Funds	To meet the responsibility of provision of special education and related services for Navajo children with disabilities aged 3-5, inclusive, residing on the Navajo Reservation located within the State of Arizona.

Allowable Costs

- Costs for special education teachers and administrators.
- Related service providers.
- Early intervention services 300.226
- Administrative case management.
- Professional development.
- Child Find.

Disallowable Costs

Anything not related to the program.

Commingling of funds:

- Attorney fees
- Custodial care
- Entertainment; field trips
- Religion
- Cost of a physician, school nurse or other medical personnel serving the health needs of all children within the district
- Alcohol
- District wide PD not specifically directed at meeting the identified academic or developmental needs of students with disabilities
- General expenditures that will generally benefit all students in a district
- Vehicles
- Copiers
- Food preparation equipment
- Permanent fixed classroom units
- Construction or renovation of permanent installations (sunscreens, playground equipment, ramps, bathrooms, carpets, etc.)
- Non-instructional items, office equipment, office furniture
- Fire permits
- Refrigerators
- Fingerprint fees
- Organizational membership fees

Glossary of Terms & Acronyms:

ADE	Arizona Department of Education		*ESS*	Exceptional Student Services
ADM	Average Daily Membership		*ESSA*	Every Student Succeeds Act
ARS	Arizona Retirement System		*FAPE*	Free and Appropriate Public Education
ASBE	Association for Small Business & Entrepreneurship		*FPL*	Federal Poverty Level
AUP	Agreed Upon Procedures		*FTF*	First Things First
AZELLA	Arizona English Language Learner Assessment		*GME*	Grants Management Enterprise
AzELS	Arizona Early Learning Standards		*HSPPS*	Head Start Program Performance Standards
AzEIP	Arizona Early Intervention Program		*HSSCO*	Head Start State Collaboration Office
CACFP	Child and Adult Care Food Program		*IDEA*	Individuals with Disabilities Education Act
CCDF	Child Care and Development Fund		*IEP*	Individualized Education Plan
CCFR	Child Care and Family Resources		*ILLP*	Individual Language Learner Plan
CDA	Comprehensive Development Assessment		*ITDG*	Infant Toddler Development Guidelines
CEIS	Coordinated Early Intervening Services		*ITERS*	Infant/Toddler Environment Rating Scale
CFI	Composite Financial Index		*LEA*	Local Educational Agency
CNP	Child Nutrition Program		*MEP*	Migrant Education Program
CLASS	Classroom Assessment Scoring System		*NSLP*	National School Lunch Program
DES	Department of Economic Security		*P.A.S.S.*	Portable Assisted Study Sequence
DHS	Department of Health Services		*PD*	Professional Development
ED	Emotional Disability		*PDG*	Preschool Development Grant
ECERS	Early Childhood Environment Rating Scale		*QF*	Quality First
ECQUIP	Early Childhood Quality Improvement Process		*QRIS*	Quality Rating Improvement System
ECLKC	Early Childhood Learning & Knowledge Center		*SMPAC*	State Migrant Parent Advisory Council
ELS	Early Learning Standards		*TSG*	Teaching Strategies Gold
ELP	English Language Proficiency		*SEA*	State Education Agency (ADE)
ESEA	Elementary and Secondary Education Act (1965)		*SEI*	Structured English Immersion