

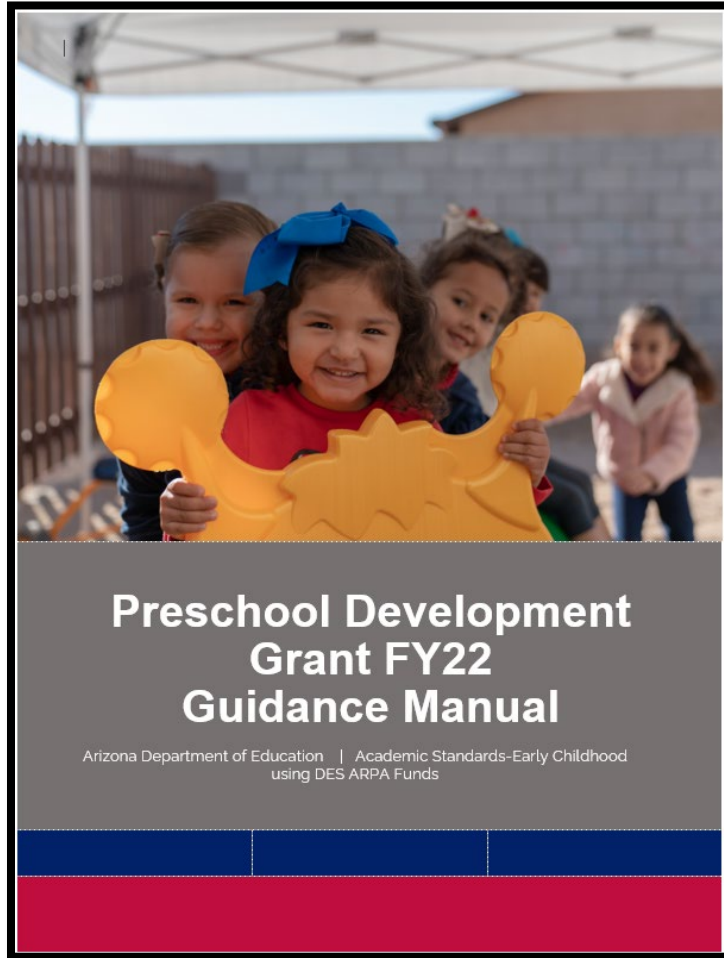


Early Care and Education Investments

An Overview: Eligible Subgrantees

2022-2024

HQEL Guidance Manual



WWW.AZED.GOV/ECE/HQEL

Table of Contents

- I. Overview
- II. High Needs Communities
- III. Alignment Within a Birth Through Third Grade Continuum
- IV. A Highly Qualified Workforce
- V. Quality Program Operations
- VI. Comprehensive Services
- VII. Grant Administration and Fiscal Requirements
- VIII. Program Evaluation

HQEL Guidance Manual

Table of Contents

I. Overview

High Quality Preschool Programming

The Purpose of the Preschool Development Grant 3rd edition (PDG 3.0), offered through the AZ DES-CCA, is to assist Arizona in developing and enhancing capacity to deliver high-quality preschool programming as well as implement and sustain high-quality preschool for eligible children in selected high-needs programs.



High Quality Preschool

Programs eligible for this grant will meet the definition of High-Quality Preschool. High-Quality Preschool means an early learning program that includes structural elements that are evidence-based and nationally recognized as important for ensuring program quality.

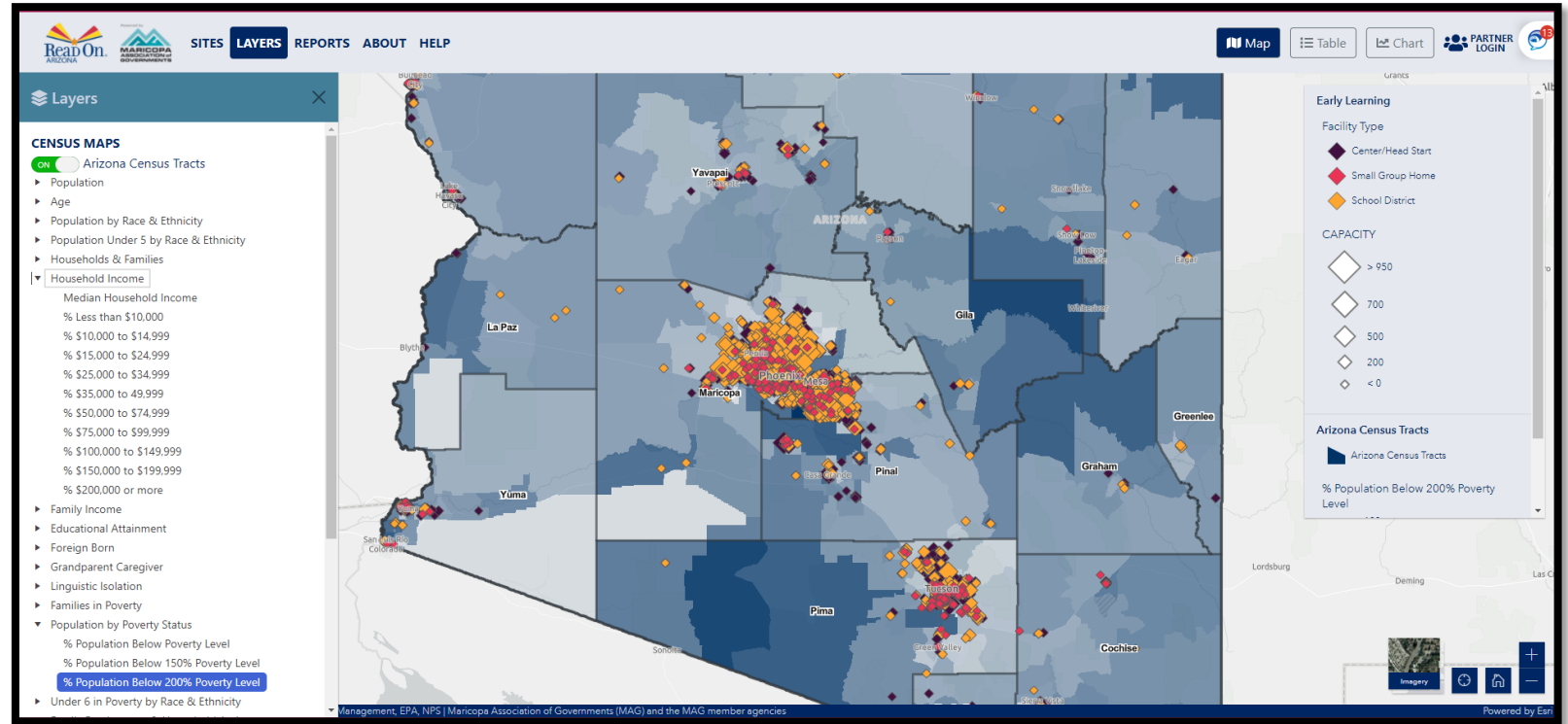
In Arizona, these elements of high-quality preschool programming are delineated in the [Program Guidelines for High Quality Early Education: Birth through Kindergarten \(PGHQ\)](#).

- Head Starts
- Nationally Accredited
- 3-5 Star QRIS
- Programming aligned to PGHQ as determined by ADE

HQEL Guidance Manual

Table of Contents

II. High Needs Communities



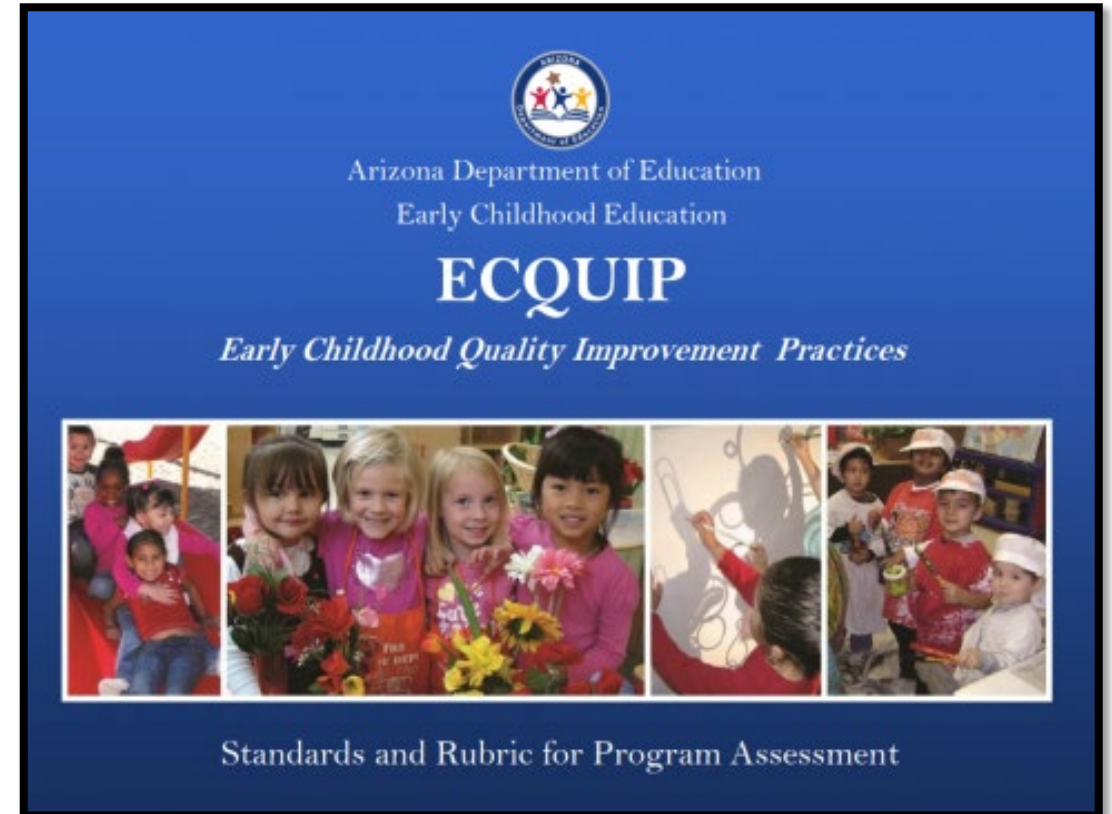
A High Needs Community (HNC) means a geographically defined area, such as a city, town, county, neighborhood, district, rural or tribal, or consortium thereof, with a high level of need as determined by the State Department of Education

HQEL Guidance Manual

Table of Contents

II. High Needs Communities

Sub-grantees must work with, and participate in, coordination and collaboration activities occurring within the HNC. There **may** 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. **If the local LEA does not currently engage in or host ECQUIP meetings, the subgrantee will convene and host the ECQUIP meeting. Sub-grantees can choose to create an ECQUIP collab of other subgrantees who are located within the boundaries of non-participating LEAs.**



<https://cms.azed.gov/home/GetDocumentFile?id=587957efaadebe0c98a8053c>

HQEL Guidance Manual

Table of Contents

II. High Needs Communities

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 Form

Sub-grantees can choose to use this form as an additional, supplemental tool to the required PDG FY21 Child/Family application.
Families must be verified to meet income- and age-requirements to be eligible for PDG slots.

PRESCHOOL DEVELOPMENT GRANT SELECTION CRITERIA

Child's Name: _____
Date of Birth: _____
Age: _____ Gender: M ☐ F ☐ Other _____

1) PDG Eligibility (no points; must meet eligibility criteria to receive PDG slot):
☐ 3 or 4 before September 1
☐ Income Eligible (300% of the FPL or below)

2) Automatic Selection: Enter 1 point for any eligible criteria.
☐ ANF/ DES
☐ Enrolled Foster Child
☐ Homeless/ McKinney Vento
☐ Eligible Child on IEP

3) Priorities: Enter 1 point for any eligible criteria.
☐ Single Parent Household
☐ Grandparents with Legal Custody
☐ Teen Parent of Child being Enrolled (age 19 or younger at time of birth)
☐ Parent Enrolled in School (GED, certification, Associate degree, or Bachelor degree)
☐ Serious Medical Problem with Doctor Certification
☐ Rehab Program (verified, drugs, alcohol)
☐ Domestic Violence
☐ Parent Currently Incarcerated (at time of intake)
☐ Department of Child Safety (DCS) Involvement
☐ Active Military Family
☐ Widowed Parent
☐ Any Immediate Family Member with Certified Disability Child Attended Program Last School Year

Total Points:

Form Completed By: _____
Date/Time: _____

HQEL Guidance Manual

Table of Contents

II. High Needs Communities



Child Recruitment, Enrollment, and Eligibility

Age Requirements – Children shall be 3 or 4 years of age before September 1st (and not yet enrolled in kindergarten) of the program year. Appropriate documentation should be obtained and kept on file to determine the child's eligibility (e.g., a copy of child's birth certificate, a copy of child's foreign passport).

Family Income – Families must meet all requirements listed below (this includes children with an IEP):

Family income must be at or below 300% of the [Federal Poverty Level \(FPL\)](#)

HQEL Guidance Manual

Table of Contents

III. Alignment Within a Birth Through Third Grade Continuum

Arizona's School Readiness Framework



KINDERGARTEN Transition Plan

Early Childhood Education

Step 2: Connections
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			
Family-School			



HQEL Guidance Manual

Table of Contents

IV. A Highly Qualified Workforce



- **Staff Compensation**
 - ☐ Goal: degreed and certificated
 - ☐ Goal: paid comparable to K teacher
 - ☐ Goal: Instructional support staff paid comparable to school district
- **Staff Preparation and Planning time**
 - ☐ Protected time
 - ☐ Paid time
 - ☐ Not when supervising children (this includes nap time)
- **Staff Qualifications**
 - ☐ BA degree +: or
 - ☐ Degree by Dec. 2024

HQEL Guidance Manual

Table of Contents

V. Quality Program Operations



- **Fully Operational**
 - ☐ 60 calendar days from start of fiscal year (July 1st): August 31st
 - ☐ Licensed by applicable body
 - ☐ ADE applications set up
 - ☐ OPM- TSG Account under ADE license
 - ☐ Curriculum in place
 - ☐ Applicable procedures written and in place
- **Empower Program**
 - ☐ Adoption of 10 Standards
 - ☐ Enroll if applicable
 - ☐ Included in policies and procedures

HQEL Guidance Manual

Table of Contents

V. Quality Program Operations



- **Environment**
 - ☐ Aligned to Standards
 - ☐ Intentionally Designed
- **Culturally and Linguistically Responsive**
 - ☐ Ongoing integration of language and culture
- **Curriculum, Standards, and Instructional Strategies**
 - ☐ Use of OPM Data
 - ☐ Curriculum is research or evidence based

HQEL Guidance Manual

Table of Contents

V. Quality Program Operations



- **Early Literacy**
 - ☐ Training in the Science of Reading
 - ☐ Access to ADE Reading Fundamentals Training
 - ☐ Early Literacy Coaching supports and resources
- **Child Screening**
 - ☐ Within first 45 calendar days
- **Inclusion of Children with Special Needs**
 - ☐ 10% of those served
 - ☐ ADE Technical Assistance

HQEL Guidance Manual

Table of Contents

V. Quality Program Operations

- **Local Attendance Policy**
 - ☐ Written Policy
 - ☐ Suspension and Expulsion protocol
 - ☐ Documenting child continued participation
- **Expulsion**
 - ☐ No Expulsion for social emotional concerns
 - ☐ Work with families
 - ☐ Leverage existing resources


ATTENDANCE

in the early grades


Who Is Affected

Kindergarten and 1st grade classes often have absenteeism rates as high as those in high school. Many of these absences are excused, but they still add up to lost time in the classroom.


1 in 10 kids
in kindergarten and 1st grade are chronically absent. In some schools, it's as high as 1 in 4.¹




2 in 10
low-income kids
miss too much school. They're also more likely to suffer academically.¹



2.5 in 10
homeless kids
are chronically absent.²



4 in 10
transient kids
miss too much school when families move.²

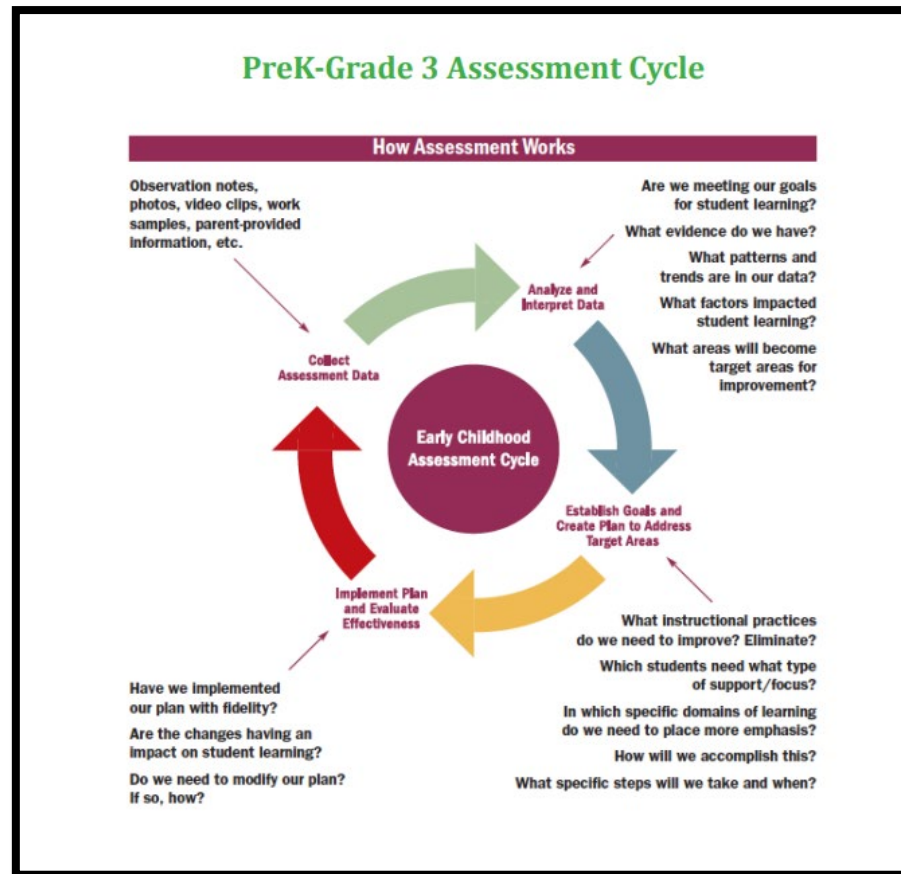


¹ Chang, Hedy; Romero, Mariajose, *Present, Engaged and Accounted For: The Critical Importance of Addressing Chronic Absence in the Early Grades*, National Center for Children in Poverty: NY: NY, September 2008.
² *Chronic Absence in Utah*, Utah Education Policy Center at the University of Utah, 2012.

HQEL Guidance Manual

Table of Contents

V. Quality Program Operations



- **Ongoing Progress Monitoring**

- ☐ Teaching Strategies GOLD (TSG)
- ☐ ADE License
- ☐ AzEDs
- ☐ Professional Learning

- **Hours of Operation**

- ☐ Full day of service (6-4-24)
- ☐ Align with School calendar

- **Quiet Time/Napping**

- ☐ Supplies available upon child request

- **Ratios**

- ☐ Per HQPG- best practice

- **PHLOTE**

- ☐ Located within TSG

HQEL Guidance Manual

Table of Contents

VI. Comprehensive Services



- **Family access to information**
 - ☐ What child is learning
 - ☐ Child Development
 - ☐ Child Health
- **Community Partnerships and Resources**
 - ☐ Family Resource Centers
 - ☐ Food Security
 - ☐ Literacy Supports
- **Sustainability Efforts**
 - ☐ Coordination of existing funds
 - ☐ Planning and Coordination Efforts

HQEL Guidance Manual

Table of Contents

VII. Grant Administration and Fiscal Requirements

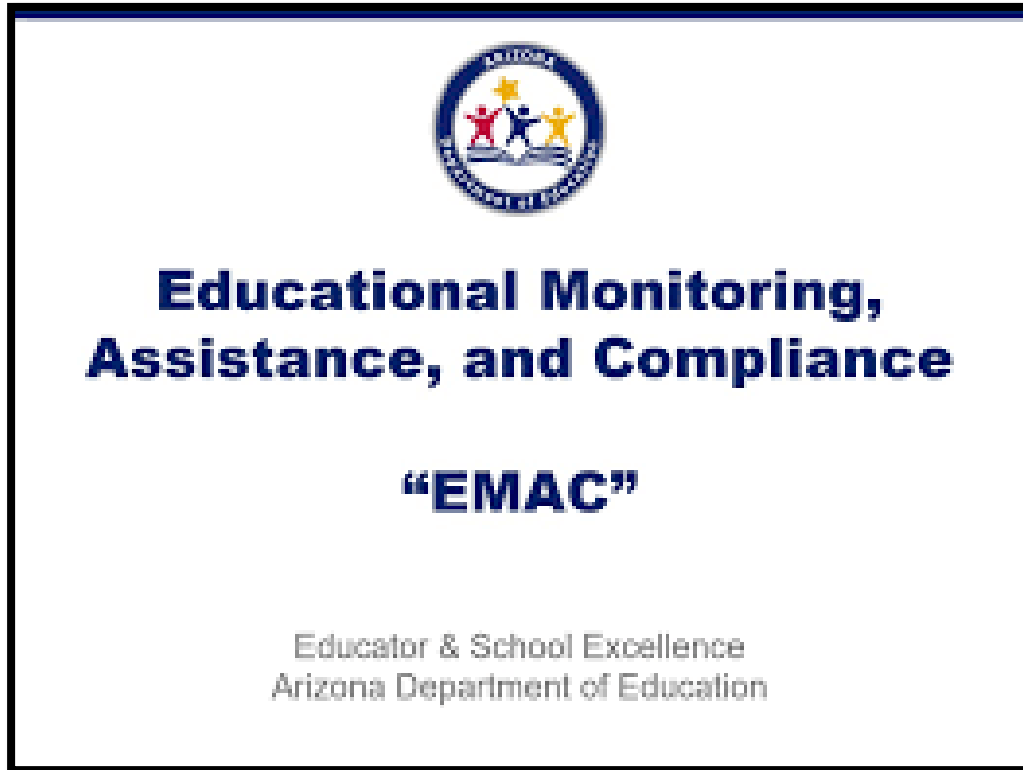


- **Proposals**
 - ☐ Competitive Grant
 - ☐ Eligible to apply list
 - ☐ Submitted via DES grant platform
 - ☐ Annual award amount
 - ☐ Monthly payments
- **Budget Requirements**
 - ☐ Correctly coded
 - ☐ Aligned to Uniform Systems of Financial Records
 - ☐ Allowable and Disallowable Expenditures
- **Duplicate Funding**
 - ☐ Follow supplement vs supplant rules

HQEL Guidance Manual

Table of Contents

VIII. Program Evaluation



- **Desktop (Fall)**
 - ☐ Written Policies and Procedures
 - ☐ Child OPM Data (Oct- Feb.-May/June)
 - ☐ ECQUIP Plan Review (Sept)
 - ☐ Child DOB validation
 - ☐ Teacher Qualification Data
- **Onsite (Spring)**
 - ☐ Classroom Observation
 - ☐ Administrator and Teacher Interviews
 - ☐ ECQUIP Documentation
 - ☐ Monitoring Season: February-June
- **ADE Applications (August)**
 - ☐ ADE Connect
 - ☐ EMAC
 - ☐ Staff Assignments



ECEInbox@azed.gov

602-364-1530

WWW.AZED.GOV/ECE/HQEL