



# HQEL Monitoring

# Monitoring and Evaluation

- **Child Age Verification (Question #10)**
- **Family Income Verification (Question #9)**
- **Most-In-Need Written Policy (Question #5)**
- **Written Wait List Protocol (Question #6)**
- **Staff Qualifications (Question #15)**
- **Staff Compensation (Question #16)**
- **Program Intensity (Questions #22-27)**
- **Program Quality (Questions 19-21)**
- **ECQUIP (Questions 2,3 & 4)**
- **K-Transition Plan (Question #8)**
- **Classroom Observation (Questions #22-27)**
- **Fiscal Auditing (Questions 31-34)**
- **EMAC (Question 8)**



# Licensing

**Licensing**

1. All PDG sites are licensed and in good standing with an applicable licensing agency. DHS/applicable licensing agency certificates are current, valid, and posted.

Yes  No

Are any sites currently or within the last 12 months in licensing enforcement action? Yes  No

If "Yes", list the sites and enforcement actions:

Confirm the licensing certificate for each site and review ["in good standing" status for all PDG sites.](#)

Evidence- Licensing certificate(s):

Site:  License Number:

Site:  License Number:

Site:  License Number:

Site:  License Number:

Site:  License Number:

Site:  License Number:

Site:  License Number:

Site:  License Number:

Notes:



ADHS Home Page | A-Z Index | Licensing Services | Search | Contact ADHS

## Child Care Provider : Search Form

Facility Search

This searchable database contains information about deficiencies found against facilities/providers by the Arizona Department of Health Services. Records may be searched by **facility/provider name, location, and provider type.**

- [Child Care Facility Survey Process](#)
- [Child Care Facility Enforcement Process](#)
- [Department of Health Services Division of Licensing Disclaimer](#)

Search Enforcement Actions Only

Provider Name:

Address:

City:

Zip Code:

Provider Type:

Start Search Res

[Tips for Successful S](#)

[Privacy Policy](#) | [Question](#)  
150 N. 18th Avenue, Phoen  
2007-2021 Arizona Depart

▶ Program Questionnaire	Cycle 1: Programmatic Overview	93	Desktop Review
▶ ECQUIP Self-Assessment	Cycle 2: Partnerships	93	Desktop Review
▶ ECQUIP Quality Enhancement Plan	Cycle 2: Partnerships	93	Desktop Review
▶ Most In Need Protocol	Cycle 3: Program Deliverables	93	Desktop Review
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<https://hsapps.azdhs.gov/ls/sod/SearchProv.aspx?type=CC>



# ECQUIP

## HNC ECQUIP/Community of Practice (specific to district/charter programs)

2. [ECQUIP Rubric](#) is completed with evidence collected and a standard for improvement has been selected.

Yes  No  N/A

Confirm in the district grantee is not a district

Evidence- ECQUIP  
Evidence (Other):

Notes:

3. [ECQUIP Quality Enhancement Plan](#) has been submitted on EMAQ

Yes  No  N/A

Evidence- ECQUIP  
Evidence (Other):

Date submitted in  
Date reviewed/accepted

Notes:

▶ Program Questionnaire	Cycle 1: Programmatic Overview	93	Desktop Review
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# Written Policies

HNC ECQUIP/Community of Practice (for all sub-grantees)	
<p>4. Sub-grantee participates in the local school district's ECQUIP self-evaluation process and attends meetings regularly (in person or electronically/telephonically).</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p>Evidence- ECQUIP Meeting agenda(s), s</p> <p>Evidence (Other): <input type="checkbox"/></p> <p>Notes: <input type="checkbox"/></p>
<p>5. Sub-grantee has in place and is following the HNC written protocol in place to determine "most in need" children/families.</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p>Evidence- Written protocol for "most in</p> <p>Notes: <input type="checkbox"/></p>
<p>6. Sub-grantee has in place and is following the HNC written protocol to share "wait list" for children/families.</p>	<p>Evidence- Written protocol for "waitlist</p> <p>How will the program share wait list inf</p> <p>programs? <input type="checkbox"/></p> <p>Notes: <input type="checkbox"/></p>

▶ Program Questionnaire	Cycle 1: Programmatic Overview	93	Desktop Review
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# SOW Documents

Yes <input type="checkbox"/> No <input type="checkbox"/>	
7. Sub-grantee participates in and offers the comprehensive services (LRE, Child Find, Family Engagement and other support services) that were identified by the HNC.	Evidence: <input type="checkbox"/> What comprehensive services does the program provide? <input type="checkbox"/> Notes: <input type="checkbox"/>
Yes <input type="checkbox"/> No <input type="checkbox"/>	
8. Sub-grantee has completed and submitted the appropriate PDG Scope of Work documents into EMAC system by the defined ADE ECE due date.	<p><i>Confirm PDG Scope of Work documents in EMAC.</i></p> <p>Evidence- Kindergarten Transition Plan: <input type="checkbox"/> Date submitted: Date Date reviewed/accepted by ADE ECE: Date</p> <p>Evidence- Written Attendance Policy: <input type="checkbox"/> Date submitted: Date Date reviewed/accepted by ADE ECE: Date</p> <p>Evidence- Written Assessment Protocol: <input type="checkbox"/> Date submitted: Date Date reviewed/accepted by ADE ECE: Date</p> <p>Evidence- Written Suspension and Expulsion Policy: <input type="checkbox"/> Date submitted: Date Date reviewed/accepted by ADE ECE: Date</p> <p>Evidence- Family Engagement Self-Assessment: <input type="checkbox"/> Date submitted: Date Date reviewed/accepted by ADE ECE: Date</p> <p>Evidence- Family Engagement Action Plan: <input type="checkbox"/> Date submitted: Date Date reviewed/accepted by ADE ECE: Date</p> <p>Notes: <input type="checkbox"/></p>
Yes <input type="checkbox"/> No <input type="checkbox"/>	

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## Assessment and Suspension/Expulsion



# Child and Family Eligibility

Income: Fillable PDF for Income Verification and Child Family Application  
 Age: HQEL Age Verification Form. Scan proof as one file and upload into EMAC

▶ Income Verification	Cycle 4: Data Reporting	93	Desktop Review
▶ Age Verification	Cycle 4: Data Reporting	93	Desktop Review
▶ Teacher Qualifications Verification	Cycle 4: Data Reporting	93	Desktop Review

## Child and Family Eligibility (see Age and Income Verification Visit results)

9. Sub-grantee ensures all children participating in the PDG program are income eligible.

Yes  No

How many files were reviewed on-site?

% of files in compliance

*Confirm all awarded slots for income eligibility including any slots filled since the age and income verification visit. Ensure that families are not charged additional fees during the PDG hours of operation. Follow up within 10 business days if % of files in compliance is not 100%.*

Evidence- PDG Child/Family Application:

Evidence(Other):

Notes:

10. Sub-grantee ensures that all children participating in the PDG program are 3 to 5 years of age before September 1 of the current school year.

Yes  No

How many files were reviewed?

% of files in compliance

*Confirm all enrollment records for age eligibility including any slots filled since the age and income verification visit. Follow up within 10 business days if % of files in compliance is not 100%.*

Evidence:

Notes:

Cycle 4: Data Reporting	185	Desktop Review
Cycle 4: Data Reporting	216	Desktop Review
Cycle 4: Data Reporting	244	Desktop Review
Cycle 4: Data Reporting	275	Desktop Review
Cycle 4: Data Reporting	305	Desktop Review
Cycle 4: Data Reporting	336	Desktop Review
Cycle 5:		



Onsite Monitoring



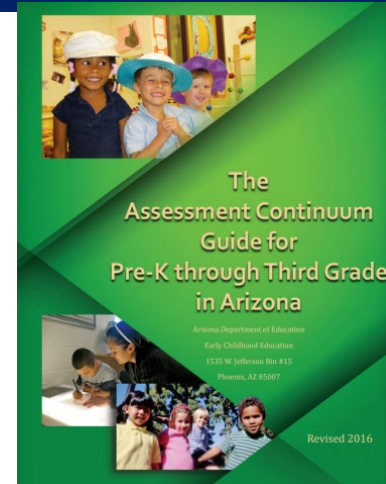
visit





# Early Childhood Assessment System

<p>11. A comprehensive written <a href="#">Early Childhood Assessment System</a> is being implemented.</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p>Evidence- Written protocol including 45 Day Screener, Evaluation, ongoing progress monitoring, protocol for data use, etc.: <input type="checkbox"/></p> <p>Notes: <input type="checkbox"/></p>
<p>12. Sub-grantee conducts a developmental screening on <u>all</u> children.</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>How many files were reviewed on-site? <input type="checkbox"/></p> <p>Tool used: <input type="checkbox"/></p> <p>% of files in compliance <input type="checkbox"/></p>	<p><i>Confirm all PDG enrollment records, and request evidence that screening is conducted at most within the first 45 days of the child's attendance in the program. Follow up within 15 days if % of files in compliance is not 100%.</i></p> <p>Evidence: <input type="checkbox"/></p> <p>Notes: <input type="checkbox"/></p>
<p>13. Teaching Strategies GOLD (TSG) data has been recorded to demonstrate ongoing progress of children and has been completed on <u>all</u> eligible participants.</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>a. Number of FT PDG slots awarded: <input type="checkbox"/></p> <p>b. Number of PT PDG slots awarded: <input type="checkbox"/></p> <p>c. Number of PDG Portfolios in TSG: <input type="checkbox"/></p> <p>Does the total number of awarded slots (a+b) equal the number of portfolios in TSG (<u>c</u>)?</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>How many portfolios were reviewed? <input type="checkbox"/></p>	<p><i>Review at least 10% of eligible portfolios/TSG data using "Child Observations and Portfolio Rubric" for the most recently completed Checkpoint, which can be reviewed prior to on-site visit.</i></p> <p>Evidence- Child Observations and Portfolio Rubric: <input type="checkbox"/></p> <p>Evidence (Other): <input type="checkbox"/></p> <p>Date Reviewed by ADE: Date <input type="checkbox"/></p> <p>Notes: <input type="checkbox"/></p>
<p>14. <u>All</u> eligible children have a valid AzEDS ID number in TSG.</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p><i>Verify that all children are assigned an AzEDS ID number in the online assessment tool. AzEDS numbers are randomly generated and are 8-9 numbers in length.</i></p> <p>Evidence: <input type="checkbox"/></p> <p>Notes: <input type="checkbox"/></p>



- Based on the number of children subgrantees stated would be funded with the HQEL monies.
  - TSG portfolios
  - Developmental Screenings
  - AzEDS numbers
- Assessment System (can add to EMAC)





# Teaching and Instructional Staff

<p>15. Instructional lead staff is appropriately qualified per the <a href="#">High Quality Program Guidelines</a> recommendations.</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p>Verify degree/certification and/or educational attainment of instructional staff.</p> <p>Evidence: <input type="checkbox"/></p> <p>Staff name and educational attainment level: <input type="checkbox"/></p> <p>Notes: <input type="checkbox"/></p>
<p>16. Certified instructional staff salaries are comparable to the salaries of the local district K-12 instructional staff.</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p>Cross check the local district's comparable certified program's grant application in GME.</p> <p>Evidence- District certified salary schedule: <input type="checkbox"/></p> <p>Evidence (Other): <input type="checkbox"/></p> <p>Notes: <input type="checkbox"/></p>
<p>17. Instructional staff are registered in the <a href="#">Arizona Early Childhood Workforce Registry</a>.</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p>Evidence- Print-out of Registry participant list: <input type="checkbox"/></p> <p>Evidence (Other): <input type="checkbox"/></p> <p>Notes: <input type="checkbox"/></p>

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▶ Monthly Absenteeism, Suspension, and Expulsion M6	Cycle 4: Data Reporting	336	Desktop Review
▶ <b>Onsite Monitoring</b>	Cycle 5: Program Monitoring	275	Onsite Visit

<p>18. Instructional staff are given sufficient preparation or planning time to complete lesson planning, GOLD entry, planning time with classroom instructional staff team, etc.</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p>Interview instructional staff regarding the sufficiency of prep/planning time for the "instructional staff".</p> <p>Evidence- Interview notes: <input type="checkbox"/></p> <p>Evidence (Other): <input type="checkbox"/></p> <p>Notes: <input type="checkbox"/></p>
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# Continuous Quality Improvement

19. The PDG sites are enrolled in Quality First, or

Yes  No

Evidence:

What is the sub-grantee's current star rating? Site:

1  2  3  4  5  Pending  Not Yet Assessed

What is the sub-grantee's current star rating? Site:

1

Additional

Notes:

▶ Program Questionnaire

▶ ECQUIP Self-Assessment

▶ ECQUIP Quality Enhancement Plan

▶ Most In Need Protocol

▶ Kindergarten Transition Plan

▶ Wait List Sharing Protocol

▶ Family Engagement Self-Assessment

▶ Family Engagement Plan

▶ Attendance Policy

Cycle 1: Programmatic Overview	93	Desktop Review
Cycle 2: Partnerships	93	Desktop Review
Cycle 2: Partnerships	93	Desktop Review
Cycle 3: Program Deliverables	93	Desktop Review
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Cycle 2: Partnerships	93	Desktop Review
Cycle 3: Program Deliverables	93	Desktop Review

20. The PDG site(s) are accredited by a Nationally  
Recognized accrediting body, or

Yes  No

Evidence:

Notes:

21. The PDG site(s) are implementing 80% of the  
guidelines and indicators identified within the  
High Quality Program Guidelines (if this option is  
selected a separate monitoring item related to  
this will need to be conducted.

Yes  No

Evidence:

Notes:



# Curriculum, Instruction, and Learning Env.

<p>22. Sub-grantee has an <a href="#">evidence-based curriculum</a> based on early learning standards, thoughtful planning, and design.</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p>Refer to "Preschool Curriculum".</p> <p>What curriculum is the program using? <input type="text"/></p> <p>Evidence: <input type="text"/></p> <p>Notes: <input type="text"/></p>
<p>23. Sub-grantee ensures developmentally appropriate, culturally, and linguistically responsive instruction.</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p>Conduct a brief classroom observation of at least 10% of the sub-grantee's classrooms with PDG slots. Refer to Standard 4 of the PGHQ.</p> <p>Evidence: <input type="text"/></p> <p>Notes: <input type="text"/></p>
<p>24. Sub-grantee adheres consistently to the ratios of 1 adult to 10 children and no more than 20 children in the classroom (regardless of size of room and/or number of teachers).</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p>Conduct a brief classroom observation of at least 10% of the sub-grantee's PDG funded classrooms and cross-check the number of children attending the program with the award letter.</p> <p>What is the ratio of children to instructional staff? <input type="text"/></p> <p>Evidence: <input type="text"/></p> <p>Notes: <input type="text"/></p>
<p>25. Sub-grantee ensures they are providing full-day services.</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p>Confirm that the classroom schedule reflects a 6-hour day and ask: How many hours per day are children in the PDG classroom? Children must be in the PDG classroom for at least 6 hours.</p> <p>Evidence: <input type="text"/></p> <p>Notes: <input type="text"/></p>
<p>26. Sub-grantee is enrolled in the <a href="#">Empower Program</a> and has written policies to address each of the 10 standards as a statement of intent or commitment</p>	<p>Evidence- Staff/program has <input type="text"/></p> <p>Evidence (Other): <input type="text"/></p> <p>Notes: <input type="text"/></p>

- Onsite Monitoring
- Preschool Programming Questionnaire
- Classroom Observation
- Teacher Interview
- Administrator Interview

<p>to implement the evidence-based health and safety standards.</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	
<p>27. Sub-grantee is implementing strategies to provide <a href="#">support</a> so all children have access and fully participate in the learning (i.e., Arizona's MTSS).</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p>Interview instructional staff and administrative staff as necessary to ensure the implementation of strategies to support all children to have access and participate in learning.</p> <p>Evidence- Lesson plans with notes regarding individualized instruction: <input type="text"/></p> <p>Evidence (Other): <input type="text"/></p> <p>Notes: <input type="text"/></p>



# Inclusion of Children with Special Needs

<p>28. Sub-grantee participates in the local school district's Child Find including referring children, providing resources and information to families, and collaborating with local partners.</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p><i>Request evidence requirements, collaborate with referrals, and</i></p> <p>Evidence: <input type="checkbox"/></p> <p>Notes: <input type="checkbox"/></p>	<table border="1"> <tr> <td data-bbox="1123 282 1888 415">▶ Program Questionnaire</td> <td data-bbox="1888 282 2079 415">Cycle 1: Programmatic Overview</td> <td data-bbox="2079 282 2257 415">93</td> <td data-bbox="2257 282 2458 415">Desktop Review</td> </tr> <tr> <td data-bbox="1123 415 1888 508">▶ ECQUIP Self-Assessment</td> <td data-bbox="1888 415 2079 508">Cycle 2: Partnerships</td> <td data-bbox="2079 415 2257 508">93</td> <td data-bbox="2257 415 2458 508">Desktop Review</td> </tr> <tr> <td data-bbox="1123 508 1888 608">▶ ECQUIP Quality Enhancement Plan</td> <td data-bbox="1888 508 2079 608">Cycle 2: Partnerships</td> <td data-bbox="2079 508 2257 608">93</td> <td data-bbox="2257 508 2458 608">Desktop Review</td> </tr> <tr> <td data-bbox="1123 608 1888 736">▶ Most In Need Protocol</td> <td data-bbox="1888 608 2079 736">Cycle 3: Program Deliverables</td> <td data-bbox="2079 608 2257 736">93</td> <td data-bbox="2257 608 2458 736">Desktop Review</td> </tr> <tr> <td data-bbox="1123 736 1888 865">▶ Kindergarten Transition Plan</td> <td data-bbox="1888 736 2079 865">Cycle 3: Program Deliverables</td> <td data-bbox="2079 736 2257 865">93</td> <td data-bbox="2257 736 2458 865">Desktop Review</td> </tr> <tr> <td data-bbox="1123 865 1888 993">▶ Wait List Sharing Protocol</td> <td data-bbox="1888 865 2079 993">Cycle 3: Program Deliverables</td> <td data-bbox="2079 865 2257 993">93</td> <td data-bbox="2257 865 2458 993">Desktop Review</td> </tr> <tr> <td data-bbox="1123 993 1888 1122">▶ Family Engagement Self-Assessment</td> <td data-bbox="1888 993 2079 1122">Cycle 3: Program Deliverables</td> <td data-bbox="2079 993 2257 1122">93</td> <td data-bbox="2257 993 2458 1122">Desktop Review</td> </tr> <tr> <td data-bbox="1123 1122 1888 1215">▶ Family Engagement Plan</td> <td data-bbox="1888 1122 2079 1215">Cycle 2: Partnerships</td> <td data-bbox="2079 1122 2257 1215">93</td> <td data-bbox="2257 1122 2458 1215">Desktop Review</td> </tr> <tr> <td data-bbox="1123 1215 1888 1349">▶ Attendance Policy</td> <td data-bbox="1888 1215 2079 1349">Cycle 3: Program Deliverables</td> <td data-bbox="2079 1215 2257 1349">93</td> <td data-bbox="2257 1215 2458 1349">Desktop Review</td> </tr> </table>	▶ Program Questionnaire	Cycle 1: Programmatic Overview	93	Desktop Review	▶ ECQUIP Self-Assessment	Cycle 2: Partnerships	93	Desktop Review	▶ ECQUIP Quality Enhancement Plan	Cycle 2: Partnerships	93	Desktop Review	▶ Most In Need Protocol	Cycle 3: Program Deliverables	93	Desktop Review	▶ Kindergarten Transition Plan	Cycle 3: Program Deliverables	93	Desktop Review	▶ Wait List Sharing Protocol	Cycle 3: Program Deliverables	93	Desktop Review	▶ Family Engagement Self-Assessment	Cycle 3: Program Deliverables	93	Desktop Review	▶ Family Engagement Plan	Cycle 2: Partnerships	93	Desktop Review	▶ Attendance Policy	Cycle 3: Program Deliverables	93	Desktop Review
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<p>29. Notification provided to parents regarding their placement options for child enrollment in the least restrictive environment (LRE).</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p><i>Request evidence continuum of p HNC/district. R</i></p> <p>Evidence: <input type="checkbox"/></p> <p>Notes: <input type="checkbox"/></p>																																					
<p>30. Sub-grantee participates in the HNC's system-building to improve outcomes for children with special needs to ensure that each classroom is serving at least 10% (or 1 child for every 10 in each PDG classroom) children with special needs.</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p>How many children in program? <input type="checkbox"/></p> <p>Evidence- Written Evidence (Other) <input type="checkbox"/></p> <p>Notes: <input type="checkbox"/></p>																																					



# Fiscal

31. Sub-grantee is enrolled in the DES CCA grant site and has submitted the current grant application.

Yes  No

Evidence:   
 Date submitted into DES CCA   
 Date reviewed/accepted by A   
 Notes:

32. Original and legible records are kept for all goods and services purchased with grant funds.

Yes  No

*Confirm records such as purchase orders for classroom(s) with PDG slots.*  
 Evidence:   
 Notes:

33. A record of employee time and effort is maintained.

Yes  No

Evidence:   
 Notes:

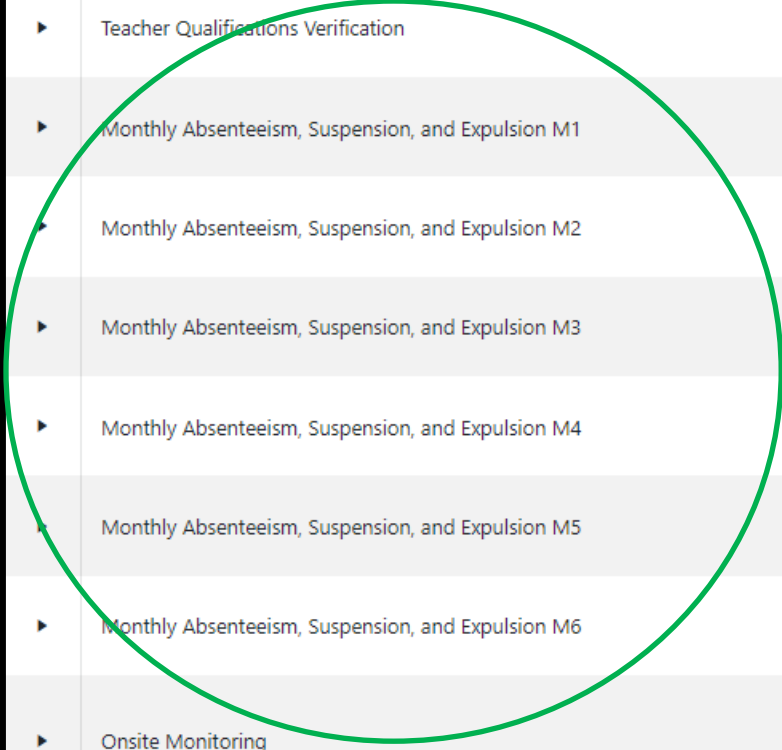
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▶ HQEL Monthly Fiscal Reporting September	Cycle 6: Fiscal Reporting	93	Desktop Review
▶ HQEL Monthly Fiscal Reporting October	Cycle 6: Fiscal Reporting	124	Desktop Review
▶ HQEL Monthly Fiscal Reporting November	Cycle 6: Fiscal Reporting	154	Desktop Review
▶ HQEL Monthly Fiscal Reporting December	Cycle 6: Fiscal Reporting	184	Desktop Review
▶ HQEL Monthly Fiscal Reporting January	Cycle 6: Fiscal Reporting	216	Desktop Review



# Attendance

Attendance					
34. Sub-grantee has a written attendance and an absentee policy in the parent handbook. Yes <input type="checkbox"/> No <input type="checkbox"/>	Evidence- Written a Evidence (Other): Notes:	▶ Income Verification	Cycle 4: Data Reporting	93	Desktop Review
35. Sub-grantee maintains records of attendance of children in PDG classroom(s). Yes <input type="checkbox"/> No <input type="checkbox"/>	How does the sub-g Evidence: Notes:	▶ Age Verification	Cycle 4: Data Reporting	93	Desktop Review
36. Sub-grantee has a written suspension/expulsion policy for children in the PDG classroom(s). Yes <input type="checkbox"/> No <input type="checkbox"/>	Evidence- Written s Evidence (Other): Notes:	▶ Teacher Qualifications Verification	Cycle 4: Data Reporting	93	Desktop Review
37. Sub-grantee has consistently documented monthly attendance/ suspension in the online portal by the 15 <sup>th</sup> of the month for the previous month's data. Yes <input type="checkbox"/> No <input type="checkbox"/>	Evidence: Notes:	▶ Monthly Absenteeism, Suspension, and Expulsion M1	Cycle 4: Data Reporting	185	Desktop Review
38. Have any children funded by PDG been suspended or expelled within the current fiscal year? Yes <input type="checkbox"/> No <input type="checkbox"/>	If "Yes", add item to reasons for and doc Evidence: Notes:	▶ Monthly Absenteeism, Suspension, and Expulsion M2	Cycle 4: Data Reporting	216	Desktop Review
		▶ Monthly Absenteeism, Suspension, and Expulsion M3	Cycle 4: Data Reporting	244	Desktop Review
		▶ Monthly Absenteeism, Suspension, and Expulsion M4	Cycle 4: Data Reporting	275	Desktop Review
		▶ Monthly Absenteeism, Suspension, and Expulsion M5	Cycle 4: Data Reporting	305	Desktop Review
		▶ Monthly Absenteeism, Suspension, and Expulsion M6	Cycle 4: Data Reporting	336	Desktop Review
		▶ Onsite Monitoring	Cycle 5: Program Monitoring	275	Onsite Visit



# EMAC- Cycles

High Quality Early Learning

Fiscal Year

2022

+ Program Info

Number of Assignments: 0 Task Count: 45

+ Program Configuration

- Cycles

+ Add New

Search...



Name	Sequence	Duration	Is Active	Action(s)
Cycle 1: Programmatic Overview	1	Yearly	✓	
Cycle 2: Partnerships	2	Yearly	✓	
Cycle 3: Program Deliverables	3	Yearly	✓	
Cycle 4: Data Reporting	4	Yearly	✓	
Cycle 5: Program Monitoring	5	Yearly	✓	





# EMAC- Data Collection

▶	Program Questionnaire	Cycle 1: Programmatic Overview	93	Desktop Review
▶	ECQUIP Self-Assessment	Cycle 2: Partnerships	93	Desktop Review
▶	ECQUIP Quality Enhancement Plan	Cycle 2: Partnerships	93	Desktop Review
▶	Most In Need Protocol	Cycle 3: Program Deliverables	93	Desktop Review
▶	Kindergarten Transition Plan	Cycle 3: Program Deliverables	93	Desktop Review
▶	Wait List Sharing Protocol	Cycle 3: Program Deliverables	93	Desktop Review
▶	Family Engagement Self-Assessment	Cycle 3: Program Deliverables	93	Desktop Review
▶	Family Engagement Plan	Cycle 2: Partnerships	93	Desktop Review
▶	Attendance Policy	Cycle 3: Program Deliverables	93	Desktop Review

Online Form	Upload
Program Questionnaire	ECQUIP SA
ECQUIP Plan	Most In Need
	K Transition Plan
	Wait List Sharing
	FE Self Assessment
	FE Plan



# EMAC- Data Collection

▶	Income Verification	Cycle 4: Data Reporting	93	Desktop Review
▶	Age Verification	Cycle 4: Data Reporting	93	Desktop Review
▶	Teacher Qualifications Verification	Cycle 4: Data Reporting	93	Desktop Review
▶	Monthly Absenteeism, Suspension, and Expulsion M1	Cycle 4: Data Reporting	185	Desktop Review
▶	Monthly Absenteeism, Suspension, and Expulsion M2	Cycle 4: Data Reporting	216	Desktop Review
▶	Monthly Absenteeism, Suspension, and Expulsion M3	Cycle 4: Data Reporting	244	Desktop Review
▶	Monthly Absenteeism, Suspension, and Expulsion M4	Cycle 4: Data Reporting	275	Desktop Review
▶	Monthly Absenteeism, Suspension, and Expulsion M5	Cycle 4: Data Reporting	305	Desktop Review
▶	Monthly Absenteeism, Suspension, and Expulsion M6	Cycle 4: Data Reporting	336	Desktop Review
▶	Onsite Monitoring	Cycle 5: Program Monitoring	275	Onsite Visit

## Online Form

Absenteeism,  
Suspension,  
and Expulsion

Spending/Exp  
enditures

Child  
Outcomes

## Upload

Income  
Verification

Age  
Verification

Teacher  
Verification



# EMAC- Data Collection

▶	ECE Snapshot Report- 1	Cycle 4: Data Reporting	93	Desktop Review
▶	Snapshot Report 2	Cycle 4: Data Reporting	216	Desktop Review
▶	Snapshot Report 3	Cycle 4: Data Reporting	305	Desktop Review



# ADE Connect



- [How to add an ADEConnect User](#)
- [Access ADEConnect Applications](#)
- [Edit ADEConnect Profile Information](#)
- [Remove ADEConnect Roles](#)
- [Add ADEConnect Roles](#)
- [Edit user](#)
- [Remove a user](#)







# Education Monitoring Assistance and Compliance (EMAC)

- [EMAC Administrator Guide](#)
- [EMAC User Guide](#)
- [EMAC Micro Training Modules](#)
- [Find a Monitoring Task Assigned to Me](#)
- [Overview of the Monitoring Task Details Page](#)
- [Complete and Submit an Online Form](#)
- [Upload Evidential Documents to a Monitoring Task](#)
- [Start to Finish Monitoring Task Completion Workflow](#)





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