



Supporting and Sustaining High Quality Preschool Programs

The Arizona Department of Education
Early Childhood Unit

Objectives

- Understand the history and importance of funding high quality preschool programming.
- Identify available funding streams that may be used to support and sustain high quality preschool programming.
- Understand how the permissible use of funds for identified funding streams.
- Understand how to braid these funds from two or more funding sources.





Show Me The Funding

What funding sources does your program currently use to support high quality preschool?





*“Full educational
opportunity should be our
first national goal.”*



The Importance of Early Childhood

- Children who attend high-quality early learning programs, and more specifically preschool programs for 3- and 4-year-olds, are less likely to need special education services or be retained, and are more likely to graduate from high school, go on to college, and succeed in their careers than those who have not attended such programs.





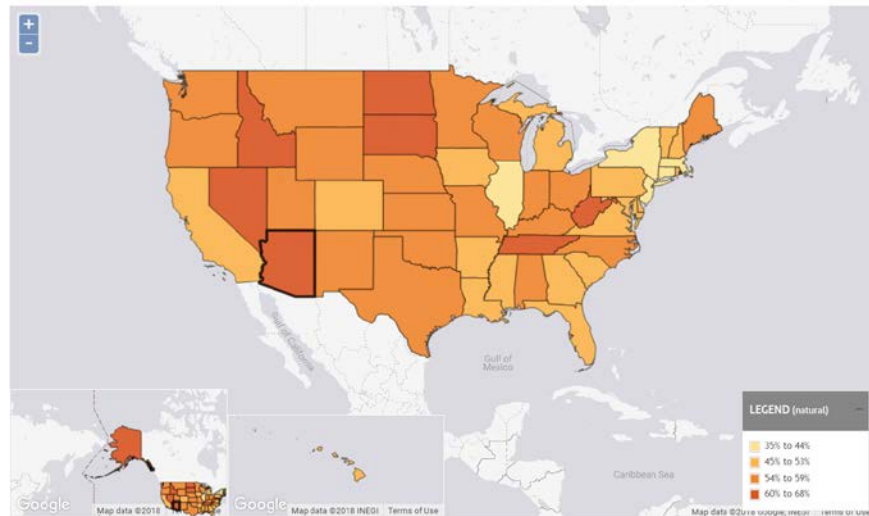
Funding Quality Early Childhood

At both the State and Federal levels there are not enough funds to implement programs of sufficient size or scope to meet the demands and address the growing and diverse needs of **ALL** young children and their families. Many early childhood programs are unable either to serve all eligible children or do not provide the level of resources needed to support and sustain high-quality services

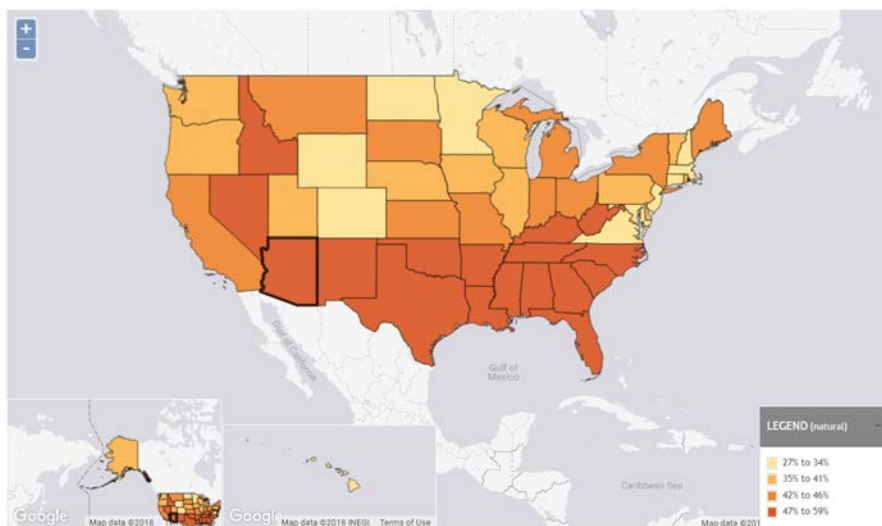


Funding Quality Early Childhood

Although only a few programs under the *ESSA* require that funds be used to support early learning, others allow early learning as one of many uses of funds.



Percentage of young children not in school.



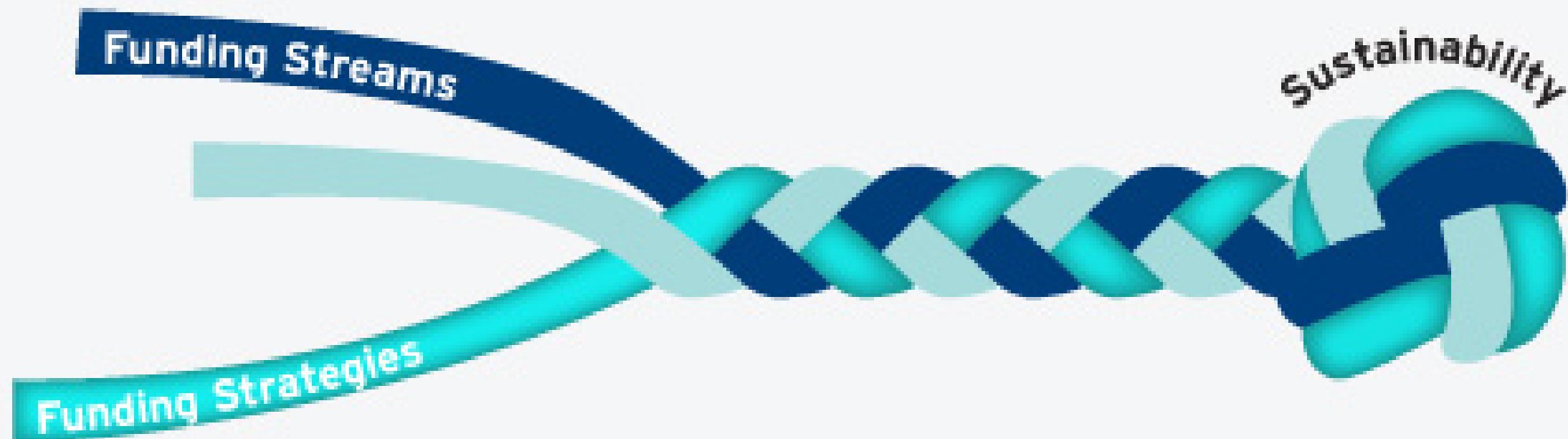
Percentage of young children at or below 200% of poverty

Arizona's Early Childhood Landscape

High-quality prekindergarten programs for 3- and 4-year-olds can improve school readiness, with the greatest gains accruing to the highest-risk children. Head Start and the expansion of state-funded programs since the 1990s have greatly increased access to preschool. But many children continue to be left out, exacerbating socioeconomic differences in educational achievement.



BRAIDED FUNDING



Supporting and Sustaining Through Braiding Funds



Braiding Funds

Two or more funding sources are coordinated to support the total cost of services to individual children, but revenues are allocated and expenditures tracked by categorical funding source. In braiding, cost allocation methods are required to assure that there is no duplicate funding of service costs and each funding source is charged its fair share of program and administrative costs



Title I Part A

<http://www.azed.gov/titlei/>

The decision to fund preschool services must be based on a school needs assessment and included in the school targeted assistance or school wide plan. The use of Title I funds for preschool is locally determined.

- Funds may be used for:
 - Staff salaries and benefits
 - Professional Development
 - Instructional Supplies
- Funds may not be used for:
 - Student Transportation to and from school

Use of Funds

Table 1. Mechanisms by which schools and LEAs can use *Title I, Part A* funds to support preschool programs

<p>School-Operated: A <i>Title I</i> school may use all or a portion of its <i>Title I</i> funds to operate a preschool program for eligible children.</p> <ul style="list-style-type: none">• Schoolwide Program: If a school operates a preschool program in a schoolwide program school, all preschool children who reside in the school's attendance area are eligible to be served. A <i>Title I</i> school may operate a schoolwide program if a minimum of 40 percent of the students enrolled in the school, or residing in the attendance area served by the school, are from low-income families. A <i>Title I</i> school with less than 40 percent poverty may request a waiver from the SEA to operate a schoolwide program. Guidance on schoolwide programs can be found in Supporting School Reform by Leveraging Federal Funds in a Schoolwide Program.• Targeted Assistance Program: A school may serve preschool children who reside in its attendance area and whom the school identifies as at risk of failing to meet the State's academic achievement standards when they reach school age.
<p>District (LEA)-Operated: An LEA may reserve a portion of funds from its <i>Title I</i> allocation to operate a preschool program for eligible children in the LEA as a whole or in a portion of the LEA.</p> <ul style="list-style-type: none">• District (LEA) as a Whole: An LEA may serve preschool children who reside throughout the LEA and whom the LEA identifies as eligible because they are at risk of failing to meet the State's academic achievement standards when they reach school age. An LEA may not use <i>Title I</i> funds to implement a preschool program throughout the district to benefit all preschool students in the LEA unless all the schools in the LEA are <i>Title I</i> schools operating schoolwide programs.• Portion of the District (LEA): An LEA may serve preschool children who reside in specific <i>Title I</i> school attendance areas (e.g., its highest-poverty school attendance areas) served by some or all of its <i>Title I</i> schools if, for example, an LEA does not have sufficient <i>Title I</i> funds to operate a preschool program for the district as a whole.
<p>Coordination with Other Early Childhood Programs: An LEA or school may use <i>Title I</i> funds to improve the quality or extend the day or number of days of State preschool, Head Start, child care, or other community-based early learning programs for eligible children. <i>Title I</i> funds may be used to provide preschool services for <i>Title I</i> eligible children who</p> <ul style="list-style-type: none">• are not eligible for Head Start services based on income requirements;• are eligible for Head Start but not served in a Head Start center due to unmet need;• are enrolled in a State preschool, Head Start, child care, or community-based early learning program and are in need of additional services (e.g., extending the day, increasing number of days, etc.); or• would benefit from home visiting because they are most at risk of failing to meet the State's challenging academic standards.

Title I-C Migrant Education Program

State and local educational agencies may use these funds for educational activities and instructional services for preschool 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 n established consortia.

- Funds must be used for:
 - Data and recruiting clerk
- Funds may be used for:
 - Transportation of migrant children
 - Staff Salaries and benefits
- Funds may not be used for:
 - Non-migratory children
 - Supplanting- (Other funds must be extinguished first)
 - Must be above and beyond Title I-A





Title II Part A Effective Teachers and Leaders

Title II, Part A funds may be used to support the professional development of early educators. The Department issued [Non-Regulatory Guidance for Title II, Part A: Building Systems of Support for Excellent Teaching and Leading](#).

Allowable Use of Funds:

- *Joint Professional Learning*
- *Training to support identification of gifted and talented children.*
- *Activities to support the transition to elementary school.*
- *Trainings to help understand how to meet the needs of children up to age 8.*
- *Family and community engagement*

Disallowable Use of Funds:

- Funds may not be spent on providing direct services to children.
- Those not outlined in the Integrated Action Plan

Title III- The Office of English Language Acquisition Services

An important purpose of *Title III* is to help ELs and immigrant children and youths attain English language proficiency and meet the same challenging State academic standards as their non-EL peers. The Department issued [*Non-Regulatory Guidance: English Learners and Title III of the Elementary and Secondary Education Act \(ESEA\), as amended by the Every Student Succeeds Act \(ESSA\)*](#)

- Allowable Use of Funds
 - May be used for professional development to improve the skills and knowledge of teachers of ELs, including preschool teachers and school leaders
 - *Title III* funds must be used to supplement, and not supplant, the level of federal, State, and local funds that, in the absence of *Title III* funds, would have been expended for programs for ELs and immigrant children and youths
 - Family engagement
- Disallowable Use of Funds
 - Administrative expenses that exceed 2% of the allocation
 - Salaries for teacher of record



Table 4. Examples of how *Title I*, Part A; *Title II*, Part A; and *Title III*, Part A funds can be used to support early learning professional development and capacity building.

Use of Funds (All examples are for illustrative purposes only. SEAs and LEAs must ensure funds are used according to their expressed purposes, conform to all the requirements in the specific title, and support the students for whom they are intended.)	<i>Title I</i> (disadvant- aged students)	<i>Title II</i> (teachers and leaders)	<i>Title III</i> (English learners)
Align the early learning and K–12 systems at the State level			
<ul style="list-style-type: none"> Use the <i>Title II</i> State activities funds and the optional 3 percent set aside from LEA subgrants to build capacity of preschool through third grade principals and other school leaders. Design school districts’ <i>Title II</i> applications to encourage the use of <i>Title II</i> funding for building early learning capacity. 		✓	
<ul style="list-style-type: none"> Update and align certification and licensing standards for early childhood educators, including administrators working with young children from preschool through third grade. 		✓	
Build early learning capacity through SEA efforts			
<ul style="list-style-type: none"> Support joint training for teachers, principals, other school leaders, paraprofessionals, early childhood education program directors, and other early childhood education program providers to develop strong strategies to help children transition to elementary school. Build early learning capacity of school and district leaders. 	✓	✓	
	✓	✓	
Build teacher capacity to support ELs in ways consistent with the program’s non-supplanting requirement			
<ul style="list-style-type: none"> Train early learning teachers to support ELs in developing English language proficiency and academic readiness, including training in instruction strategies, the use of appropriate language support services, and use of curricula. 	✓	✓	✓
<ul style="list-style-type: none"> Support efforts to increase the number of effective bilingual teachers in early learning programs. 	✓	✓	✓
<ul style="list-style-type: none"> Develop and implement new English language instruction educational programs for early learning, including dual-language programs, or supplement existing ones. 	✓	✓	✓
<ul style="list-style-type: none"> Improve coordination between early childhood programs and elementary school for ELs by aligning EL-related curricula and instruction, conducting transition activities for ELs entering kindergarten, and implementing two-way data sharing on ELs between the school district and Head Start or other early childhood programs, consistent with privacy laws. 	✓		✓

Use of Funds (All examples are for illustrative purposes only. SEAs and LEAs must ensure funds are used according to their expressed purposes, conform to all the requirements in the specific title, and support the students for whom they are intended.)	<i>Title I</i> (disadvant- aged students)	<i>Title II</i> (teachers and leaders)	<i>Title III</i> (English learners)
Support the inclusion of children with disabilities or address challenging behaviors			
<ul style="list-style-type: none"> Provide coaching for early learning providers and school administrators to promote children’s social, emotional, and behavioral development and appropriately address challenging behaviors. Provide ongoing professional development for early learning providers on how to individualize instruction, and provide the necessary accommodations and services to meet the learning needs and support the participation of children with disabilities across all learning opportunities. 	✓	✓	
	✓	✓	
Increase the skills of early educators in schools and community-based settings supported by LEAs			
<ul style="list-style-type: none"> Focus on effectively supporting children’s language/reading, math, social, and emotional development; and on differentiating instruction for young learners. Provide support and ongoing training to early learning teachers on the interactive use of technology for enhancing classroom instruction and reaching out to families. Ensure regular observations of classroom practices to assess and improve teachers’ effectiveness in creating high-quality instructional, social, and emotional climates. Develop partnerships with institutions of higher education to establish early learning teacher training programs that provide prospective and novice teachers with an opportunity to work under the guidance of experienced teachers and college faculty. Provide professional development for local agency and school personnel, including early childhood educators, parents, and family members, regarding parent and family engagement strategies. 	✓	✓	
	✓	✓	
	✓	✓	
	✓	✓	
	✓	✓	
Build early learning capacity at the LEA level			
<ul style="list-style-type: none"> Facilitate the sharing of research-based, effective professional development that brings preschool through grade three teachers, principals, staff, and program leaders together for joint professional learning and collaboration. Provide programs to increase the knowledge base of principals, K–3 teachers, or other school leaders on appropriate instruction in the early grades and on strategies to measure whether young children are progressing. Provide annual joint professional development related to the learning and development of children from birth through age 8. Establish and implement effective induction programs and ongoing supervision/evaluation of site administrators and teachers who work in preschool through third grade settings. Provide compensation for additional responsibilities and activities related to teacher leadership, such as peer-led professional development, mentorship and induction, recruitment and retention, curriculum design, and advising on public policy. Provide training for educators on how to develop a comprehensive plan to support and engage families in the education of their children. 	✓	✓	
	✓	✓	
	✓	✓	
	✓	✓	
	✓	✓	
	✓	✓	

Title Use of Funds

Preschool Development Grant

The goal of PDG is 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.

- Allowable Use of Funds
 - Personnel
 - Professional development
 - Licensing (1x/3 years)
 - Supplies
- Disallowable Use of Funds
 - Food preparation equipment
 - Overtime
 - Permanent Structures
 - Construction



Head Start

Head Start funds are to be used to promote the school readiness of low-income children by enhancing their cognitive, social, and emotional development.

- Allowable Use of Funds
 - Supplies
 - Meals
 - Salaries and Benefits
 - Travel
- Disallowable Use of Funds
 - Entertainment
 - Membership dues without prior authorization from regional office





Title VII- Impact Aid

For use by 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.

- Allowable Use of Funds
 - Based on three components: In-Lieu, Special Education, and Construction
 - Teacher Salaries
 - Textbooks
 - School Repairs
- Disallowable Use of Funds
 - Money must be expended for it's intended purpose
 - Money must be used in accordance with state law

Quality First

- 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 your program.
- How you use your funding will be decided in partnership with your coach according to your quality improvement plan.
- Licensing Fees
- Funds are available annually, and the amount is based on the licensed capacity of children birth to 5 that your program serves.



Program Type	Child's Age	Hours	2 Star	3 – 5 Stars
Center	0 – 2 years	Full Time, 12 Month Rate	\$7,970.00	\$11,300.00
		Full Time Monthly Rate (minimum 93 hours)	\$664.00	\$942.00
		½ Time Monthly Rate (minimum 68 hours)	\$498.00	\$706.00
		Part Time, 12 Month Rate	\$3,985.00	\$5,650.00
		Part Time Monthly Rate (minimum 34 hours)	\$332.00	\$471.00
		¼ Monthly Rate (minimum 17 hours)	\$166.00	\$235.00
Program Type	Child's Age	Hours	2 Star	3 – 5 Stars
Center	3 – 5 years	Full Time, 12 Month Rate	\$6,000.00	\$7,300.00
		Full Time Monthly Rate (minimum 93 hours)	\$500.00	\$608.00
		½ Time Monthly Rate (minimum 68 hours)	\$375.00	\$456.00
		Part Time, 12 Month Rate	\$3,000.00	\$3,650.00
		Part Time Monthly Rate (minimum 34 hours)	\$250.00	\$304.00
		¼ Monthly Rate (minimum 17 hours)	\$125.00	\$152.00
Program Type	Child's Age	Hours	2 Star	3 – 5 Stars
Family Child Care Home	0 – 2 years	Full Time, 12 Month Rate	\$5,625.00	\$7,600.00
		Full Time Monthly Rate (minimum 93 hours)	\$467.00	\$633.00
		½ Time Monthly Rate (minimum 68 hours)	\$352.00	\$475.00
		Part Time, 12 Month Rate	\$2,813.00	\$3,800.00
		Part Time Monthly Rate (minimum 34 hours)	\$234.00	\$317.00
		¼ Monthly Rate (minimum 17 hours)	\$117.00	\$158.00
Program Type	Child's Age	Hours	2 Star	3 – 5 Stars
Family Child Care Home	3 – 5 years	Full Time, 12 Month Rate	\$4,875.00	\$6,200.00
		Full Time Monthly Rate (minimum 93 hours)	\$406.00	\$517.00
		½ Time Monthly Rate (minimum 68 hours)	\$305.00	\$388.00
		Part Time, 12 Month Rate	\$2,438.00	\$3,100.00
		Part Time Monthly Rate (minimum 34 hours)	\$203.00	\$258.00
		¼ Monthly Rate (minimum 17 hours)	\$102.00	\$129.00

DES Child Care Subsidy

The Arizona Department of Economic Security (DES) certifies providers to care for children whose parents qualify for childcare assistance.

- Child Care subsidy funds should be used to provide direct services to eligible children.
- Participating providers are subject to audits.
- The maximum amount of subsidy billed is based upon the maximum number of authorized units.
- Participating providers must comply with ADHS license and certification requirements.
- Fraud and Termination of services with CACFP could result in termination of DES subsidy contract per the [Childcare Provider Registration Agreement](#).

MAXIMUM REIMBURSEMENT RATES FOR CHILD CARE Based on the 75th percentile of the 2000 Child Care Market Rate Survey

CENTERS*

Age Group		District I	District II	District III	District IV	District V	District VI
0- 1yr:	Full day	30.20	27.00	22.40	21.00	30.00	32.00
	Part day	22.40	19.80	18.40	19.00	25.00	25.00
1 yr < 3 yrs:	Full day	26.60	25.00	20.80	19.00	28.00	20.80
	Part day	20.00	18.16	18.00	18.00	15.00	17.60
3 yr < 6 yrs:	Full day	23.80	22.09	20.00	18.00	20.00	19.00
	Part day	17.00	16.00	15.00	16.00	12.40	13.00
6 yr < 13 yrs:	Full day	23.40	22.00	17.00	17.00	20.00	19.00
	Part day	16.00	15.00	14.00	15.00	13.33	13.00

GROUP HOMES*

Age Group		District I	District II	District III	District IV	District V	District VI
0- 1yr:	Full day	24.00	22.00	23.00	20.00	19.00	21.20
	Part day	16.00	16.00	23.00	14.00	12.50	18.00
1 yr < 3 yrs:	Full day	22.00	22.00	22.00	18.00	19.00	21.25
	Part day	15.00	16.00	15.00	12.00	12.00	17.00
3 yr < 6 yrs:	Full day	20.00	20.00	22.00	18.00	19.00	18.50
	Part day	15.00	16.00	13.95	12.00	12.00	16.00
6 yr < 13 yrs:	Full day	18.00	20.00	17.00	18.00	19.00	18.50
	Part day	14.00	15.81	13.95	12.00	12.00	17.00

CERTIFIED FAMILY HOMES AND CERTIFIED IN-HOME PROVIDERS*

Age Group		District I	District II	District III	District IV	District V	District VI
0- 1yr:	Full day	20.00	19.00	18.00	18.00	20.00	18.00
	Part day	14.00	12.00	10.00	10.50	12.00	10.00
1 yr < 3 yrs:	Full day	20.00	18.00	17.00	17.00	20.00	17.00
	Part day	13.00	12.00	10.00	10.50	11.00	10.00
3 yr < 6 yrs:	Full day	18.00	18.00	16.00	17.00	18.00	16.00
	Part day	12.00	12.00	10.00	10.50	10.00	10.00
6 yr < 13 yrs:	Full day	17.00	18.00	16.00	16.00	18.00	16.00
	Part day	12.00	11.00	10.00	10.00	10.00	10.00

NON-CERTIFIED RELATIVE PROVIDERS

Age Group		District I	District II	District III	District IV	District V	District VI
0- 12yr:	Full day	10.50	10.50	10.50	10.50	10.50	10.50
	Part day	6.00	6.00	6.00	6.00	6.00	6.00

SPECIAL NEEDS RATES

Age Group		District I	District II	District III	District IV	District V	District VI
0- 12yr:	Full day	47.00	47.00	47.00	47.00	47.00	47.00
	Part day	34.00	34.00	34.00	34.00	34.00	34.00

*Effective 4/1/2018 the reimbursement rates are increased by 10% for child care providers who have a four-star rating by First Things First's Quality First program or by 20% for child care providers who are nationally accredited or have a five-star rating by First Things First's Quality First program.

The actual reimbursement amount is equal to the reimbursement rate minus any DES designated co-payment. However, in no event shall the amount reimbursed exceed the lesser of the provider's actual charges or the maximum reimbursement rate minus any DES designated co-payment.

Full day = six or more hours per day. Part day = less than six hours per day.

DES defines six local areas based upon geographic proximity/common characteristics, as Districts.

They are comprised of the following counties:

District I – Maricopa

District II – Pima

District III – Apache, Coconino, Navajo and Yavapai

District IV – La Paz, Mohave and Yuma

District V – Gila and Pinal

District VI – Cochise, Graham, Greenlee and Santa Cruz



Child's Name:	John Davis
Maximum Authorized Units (D/L)	23
Maximum Daily Reimbursement Rate FT	23.8
Maximum DRR PT:	17
max # billable days 08/2018	23
# FT days attended	23
# PT days attended	0
Family Daily Co-Pay	1
Daily billable rate to DES (max rate - co-pay)	22.8
Weekly Tuition	165
DES Portion (5 days FT)	114
Family Co-Pay Portion (5 days FT)	5
DES Portion + co-pay	119
Balance remaining	46
Monthly Tuition	665
DES Portion (23 days FT)	524.4
Family Co-Pay Portion (23 days FT)	23
DES Portion + Co-pay	547.4
Balance Remaining	117.6

CC-218-PD (7-14)		ARIZONA DEPARTMENT OF ECONOMIC SECURITY							
		SIGN-IN/SIGN-OUT RECORD							
PENALTY WARNING: By signing this document the parent, guardian, or other authorized person verifies, under penalty of perjury, that the times recorded are the actual times the child was in attendance.									
CHILD CARE PROVIDER'S NAME		CHILD'S NAME			PARENT/GUARDIAN'S NAME			MONTH AND YEAR	
ABC Preschool		John Davis			John Davis, Sr			August 2018	
Date	Time In AM	Signature	Time Out AM	Signature	Time In PM	Signature	Time Out PM	Signature	Unit of Care
1	06:00	John Davis, Sr					5:00	John Davis, Sr	D
2	06:30	John Davis, Sr					4:00	John Davis, Sr	D
3	06:00	John Davis, Sr					6:30	John Davis, Sr	D
4	07:00	John Davis, Sr					3:00	John Davis, Sr	D
5	06:45	John Davis, Sr					5:30	John Davis, Sr	D
6									
7									
8									
9									
10									
11									
12									
13									
14									


DES Childcare Subsidy



Child and Adult Care Food Program

The CACFP provides Federal funds to nonresidential child and adult care facilities, emergency shelters, eligible after school programs and family day care providers who serve nutritious meals and snacks.

- Allowable Use of Funds
 - Program related supplies (plates, napkins, cups reusable or not).
 - Administrative and operational labor
 - Can attribute some funds to part of rent, utility bills based on square footage of program
- Disallowable Use of Funds
 - No more than 15% on Admin cost and operational
 - Nutrition education
 - Nutrition books and stickers for children
 - Must be related to administering and operating the food program

A young girl with dark hair, wearing a white dress with a ruffled collar and a pink tutu, is sitting on a wooden bench. She is pointing her right index finger towards a mural on the wall. The mural features a large pineapple with green leaves and two small red strawberries. To the left of the girl, there is a plaque on the wall that reads "THERE WAS NOT AN ANIMAL JEAN GRIEGER WHO NOT LIKE". The background is a textured, light-colored wall. A large, dark, semi-transparent circle is overlaid on the right side of the image, containing text about the National School Lunch Program.

National School Lunch Program

The national School Lunch Program is a federally assisted meal program operating in public and nonprivate schools and residential child care institutions.

Allowable Use of Funds:

- May be used for food service operation
- Salaries and Benefits
- Nutrition Education Materials

Disallowable Use of Funds;

- Foods that do not align with the meal pattern
- Must supplement not supplant

Title VI Indian Education

ESSA includes early learning as an allowable activity in several Indian Education programs. However, funded activities vary by program.

Table 2. Supports for Children who are American Indians, Alaska Natives, and Native Hawaiians

<i>American Indians and Alaska Natives</i>	Under the <i>Title VI</i> , Part A Indian Education Grants to LEAs formula grant program, funds can be used for early childhood programs that emphasize school readiness (<i>ESEA</i> section 6115 (b)(3)). Also in <i>Title VI</i> , Part A, the Indian Education Demonstration Grants program authorizes the use of grant funds to support preschool and kindergarten programs as long as those programs are effective in preparing children to make sufficient academic growth by third grade (<i>ESEA</i> section 6121 (c)(7)).
<i>Native Hawaiians</i>	Under the Native Hawaiian Education program (<i>Title VI</i> , Part B) funds can be used to support a Statewide Native Hawaiian early education and care system, and to operate family-based education centers, including those that provide services for parents and children from ages birth –3, preschool programs, and research on such programs (<i>ESEA</i> sections 6205 (3)(A), 6205 (3)(B), and 6205 (3)(C)).
<i>Alaska Natives</i>	The Alaska Native Education program (<i>Title VI</i> , Part B) allows funds to be used to support early childhood and parent education programs that improve the school readiness of Alaska Native children (<i>ESEA</i> sections 6205 (3)(A), 6205 (3)(B), and 6205 (3)(C)).

Average Daily Membership (ADM)

An Average Daily Membership (ADM) represents the average of students enrollment multiplied by the student FTE over the first 100 days of school.

- All Cost that support FAPE for children are allowable
- ADM derived from typically developing K-12 children may be used to support the provision of a preschool program



Preschool Special Education (619& 611 Funds)

To pay for excess cost of providing special education and related services to children with disabilities ages 3 to 5

- Allowable Use of Funds
 - Special Education teachers and administrators
 - Related Service Providers
 - Child Find
- Disallowable Use of Funds
 - Field Trips
 - Attorney fees
 - Custodial Care

*Up to 15% of 611 funds (Big Part B may be used)





Navajo Preschool

The purpose of the Navajo Preschool grant is 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 Use of Funds
 - Special Education teachers and administrators
 - Related Service Providers
 - Child Find
- Disallowable Use of Funds
 - Field Trips
 - Attorney fees
 - Custodial Care

Arizona Specific Example

Braiding Funds

Two or more funding sources are coordinated to support the total cost of services



Title I-A

Eligible Local Education Agencies (LEA) may choose to provide preschool services at any location where other Title I-A services may be provided. For more information about Title I-A in Arizona please visit the following: www.azed.gov/title

Tuition

Tuition charged to families is determined by the center. Daily, weekly, and monthly tuition cost are influenced by child-to-teacher ratios, qualifications of providers/teachers, geographic location, type of children, etc. For information on child care cost visit www.azpreschoolcare.org



Title I-C

Under Title I Part C categorical agencies must provide an assistance that is free and will address the social and cultural needs of preschool migratory children. Therefore, these funds may be used to supplement the operations and capital projects. For more information on Title I Part C in Arizona please visit: www.azed.gov/title

Quality First Scholarships

Providers enrolled in Quality First may be eligible to receive Quality First Scholarships. These scholarships are intended to aid low-income families with children birth to 5 years of age. For more information please visit www.qualityfirstaz.com



It addresses the need for funding to Quality First Scholarships. The state of Arizona provides support.

Department of Economic Security

The Department of Economic Security oversees the administration of regulated childcare programs who provide subsidized childcare to eligible families. For more information on how to become a provider please visit www.dhs.az.gov/services/child-care-and-family-child-care/become-a-provider

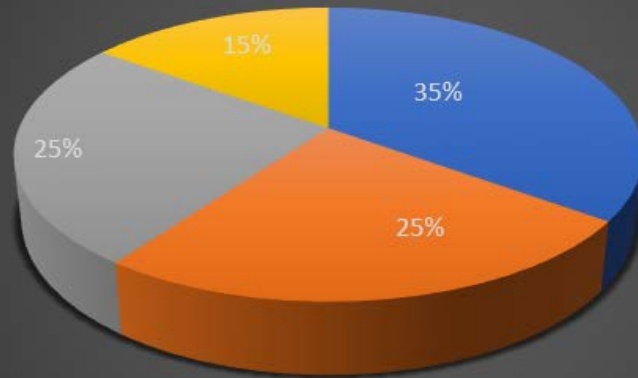
It addresses the need for funding to DHS. The state of Arizona provides support.

Ratios and Group Size

The maximum configuration indicated in the infographic is based on ratios and group sizes which meet the quality standards. Based on the Program Standards for High Quality Early Education (BHS) through kindergarten, the ratio for 18:6 or five year olds should be no more than 10:6 for staff members.

Scenario

Classroom 1



■ Tuition ■ QF ■ DES ■ Title I-A

Classroom 1 Cost		Source	Based on 10 months	Based on District 1-23D	
Age	4	Tuition	QF	DES	Title I-A
Class size	20	7	5	5	3
		35.00%	25.00%	25.00%	15.00%
Classroom Personnel	\$21,000	\$7,350.00	\$5,250.00	\$5,250.00	\$3,150.00
Benefits	\$5,670	\$1,984.50	\$1,417.50	\$1,417.50	\$850.50
Classroom Personnel	\$35,000	\$12,250.00	\$8,750.00	\$8,750.00	\$5,250.00
Benefits	\$9,450	\$3,307.50	\$2,362.50	\$2,362.50	\$1,417.50
Classroom Furniture	\$1,000	\$350.00	\$250.00	\$250.00	\$150.00
Classroom Supplies	\$3,000	\$1,050.00	\$750.00	\$750.00	\$450.00
Total:	\$75,120	\$26,292.00	\$18,780.00	\$18,780.00	\$11,268.00



5 classroom of 20 (100)				Tuition (7)	Title I-A (3)	Title I-C (1)	DES (2)	Quality First (7)		Title II	Title III	CACFP	Potential Offset
	Amount	Quantity	Total	35	15	5	10	35					
Teacher Salaries	\$35,000.00	5	\$175,000.00	\$61,250.00	\$26,250.00	\$8,750.00	\$17,500.00	\$61,250.00			Stipends beyond contract	1.5 hours to serve meals	\$32,812.50
Teacher Benefits	\$9,450.00	5	\$47,250.00	\$16,537.50	\$7,087.50	\$2,362.50	\$4,725.00	\$16,537.50				1.5 hours to serve meals	\$8,859.38
Aide Salaries	\$21,000.00	5	\$105,000.00	\$36,750.00	\$15,750.00	\$5,250.00	\$10,500.00	\$36,750.00				1.5 hours to serve meals	\$19,687.50
Aide Benefits	\$5,670.00	5	\$28,350.00	\$9,922.50	\$4,252.50	\$1,417.50	\$2,835.00	\$9,922.50				1.5 hours to serve meals	\$5,315.63
Floater	\$12,000.00	3	\$36,000.00	\$12,600.00	\$5,400.00	\$1,800.00	\$3,600.00	\$12,600.00				1.5 hours to serve meals	\$6,750.00
Floater Benefits	\$3,240.00	3	\$9,720.00	\$3,402.00	\$1,458.00	\$486.00	\$972.00	\$3,402.00				1.5 hours to serve meals	\$1,822.50
Director Salaries	\$50,000.00	1	\$50,000.00	\$17,500.00	\$7,500.00	\$2,500.00	\$5,000.00	\$17,500.00				up to 15% for admin cost	\$7,500.00
Director Benefits	\$13,500.00	1	\$13,500.00	\$4,725.00	\$2,025.00	\$675.00	\$1,350.00	\$4,725.00				up to 15% for admin cost	\$2,025.00
Admin Salary	\$30,000.00	1	\$30,000.00	\$10,500.00	\$4,500.00	\$1,500.00	\$3,000.00	\$10,500.00			up to 2%	up to 15% for admin cost	\$4,500.00
Admin Benefits	\$8,100.00	1	\$8,100.00	\$2,835.00	\$1,215.00	\$405.00	\$810.00	\$2,835.00			up to 2%	up to 15% for admin cost	\$1,215.00
Rent (per sq ft)	\$13.65	1280	\$17,472.00	\$6,115.20	\$2,620.80	\$873.60	\$1,747.20	\$6,115.20				Yes- % based	
Utilities (per sq ft)	\$2.19	1280	\$2,803.20	\$981.12	\$420.48	\$140.16	\$280.32	\$981.12				Yes- % based	
Insurance (per sq. ft.)	\$1.34	1280	\$1,715.20	\$600.32	\$257.28	\$85.76	\$171.52	\$600.32					
Maintenance (per sq. ft)	\$2.85	1280	\$3,648.00	\$1,276.80	\$547.20	\$182.40	\$364.80	\$1,276.80					
Food &Food Prep (per child)	\$1,000.00	100	\$100,000.00	\$35,000.00	\$15,000.00	\$5,000.00	\$10,000.00	\$35,000.00				yes- based on % Free and reduced. 8 hours cook	\$29,058
Office Supplies (per child)	\$30.00	100	\$3,000.00	\$1,050.00	\$450.00	\$150.00	\$300.00	\$1,050.00					
Classroom Supplies (per child)	\$50.00	100	\$5,000.00	\$1,750.00	\$750.00	\$250.00	\$500.00	\$1,750.00					
Professional Development	\$200.00	15	\$3,000.00	\$1,050.00	\$450.00	\$150.00	\$300.00	\$1,050.00		on action plan	Based on Action Plan		
Internet & Phone	\$1,500.00	1	\$1,500.00	\$525.00	\$225.00	\$75.00	\$150.00	\$525.00				Yes- % based	
Total:	\$190,760.03		\$641,058.40	\$224,370.44	\$96,158.76	\$32,052.92	\$64,105.84	\$224,370.44					\$119,545.10
Allocation (52 weeks)				300,300	\$96,158.76	\$32,052.92	61,880	255,500					
DES w/ parent remainder							85,580						
under/over				75,930	\$0.00	\$0.00	-2,226	31,130					
DES w Parent remainder							21,474						

Cost of Quality

<https://www.ecequalitycalculator.com/Login.aspx>