



Preschool Development Grant FY2020 Guidance Manual

Administered by the Arizona Department of Education – Early Childhood
Education Unit



Preschool Development Grant FY20 Guidance Manual

The Arizona Department of Education
Early Childhood Education Unit
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For additional statewide early childhood resources:

www.azed.gov/ece

Early Childhood Special Education: www.azed.gov/ece/early-childhood-special-education

Early Childhood K-3: www.azed.gov/ece/k-3

Additional resources are included in the electronic version of this Guidance Manual as hyperlinks.

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OVERVIEW

Summary of the PDG

The [Arizona Department of Education](#) (ADE) [Early Childhood Education](#) unit (ECE) believes that every family should have an equal opportunity to choose a high quality early and care and education setting that promotes the social, emotional, cognitive, and physical development of their child. Scientists, economists, and educators recognize research suggests early care and education beginning at birth is an investment that pays dividends as children enter kindergarten, move through the early grades, transition to college or a career, and become adult citizens in their community. Families that choose early care and education programs for their children do so for a variety of reasons and should have options for programs that are high quality, provide choices for part-day or full-day learning experiences, are available where families live and work, and are affordable.



Photo Credit: Judith Espinoza

elementary

ADE ECE has an opportunity to partner with high needs communities (HNC) through the Preschool Development Grant (PDG). The purpose of the PDG, offered through the US Department of Early Learning, is to assist states in developing and enhancing capacity to deliver high-quality preschool programming as well as implement and sustain quality preschool for eligible children, increasing the number of children who receive high quality early care and education services and improving young children’s success in school and beyond. High quality early childhood services that include comprehensive services have been strongly linked to both academic and life skills success among children. Research shows children who come from families with several risk factors show the most gain from access to high quality early childhood programs. PDG offers an opportunity for children and families to access high quality early childhood programs by allocating funds to HNCs. Funding will support programming for those children who may not otherwise have access to high quality early care and education during the year prior to their kindergarten entry by either increasing the number of hours that children participate in a high-quality program or by increasing the number of children who are served. For additional federal PDG information:

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

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).

HIGH NEEDS COMMUNITIES



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. In FY16 and FY17, HNCs were defined by zip codes in which data showed 80% or greater of the student population participated in the Free and Reduced Lunch program; 25% or

greater of the student population were English Language Learners; 50% or less of the preschool capacity surrounding a Local Education Agency (LEA) was met; and the school district received a “C” grade or above in the state’s accountability system. In FY18 ,FY19,and FY20 the grant was made available statewide, and programs were awarded based on a [proposal scoring rubric](#). To be eligible for and maintain funding, sub-grantees must be licensed and remain “in good standing or in substantial compliance” as defined by their regulatory agency throughout their participation in the grant. A program being placed on enforcement action for any reason may result in the revocation of funding and revocation of program participation.

Arizona prioritizes coordination and collaboration among early childhood service providers as critical to developing a seamless service delivery system for children and families. Coordination and collaboration is described as two or more organizations working together in the delivery of programs and services to a defined population. As a result of coordination and collaboration, services are often easier to access and are implemented in a manner that is more responsive to the needs of the children and families and may also result in greater capacity to deliver services because organizations are working together to identify and address gaps in service, which results in higher quality services and cost efficiency.

A sub-grantee is defined as an early learning provider serving at least one HNC that is receiving a sub-grant from the state and is participating in the state’s ambitious and achievable PDG. The providers may be public/charter school, private, public, for-profit programs, non-profit programs, faith-based, family child care, Head Start, or tribal programs.

Sub-grantees must work with, and participate in, coordination and collaboration activities occurring within the HNC. This may include, but is not limited to, engaging with other partners delivering the same or similar programs and services; connecting families to comprehensive services; clarifying target populations and outcomes; and defining processes and plans to reach desired outcomes. There will 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.

The sub-grantees in the HNC will work in ongoing collaboration to assess additional comprehensive services needed and local support options. The HNC should have representation at their local [First Things First Regional Council](#) meetings to obtain greater resources, share knowledge, learn together and build consensus. Sub-grantees will collaborate with other early childhood education consultants including, but not limited to, [Quality First assessment and coaching](#) (coaches, Child Care Health Consultants (CCHC), Mental Health Consultants, Inclusion Coaches), Arizona Self Study Project Specialists, ADE Early Childhood Program Specialists (ADE ECPS), Licensing Surveyors, DES Certification Specialists, and Institutes of Higher Education.

Mixed Delivery System

Mixed Delivery System is defined as a collaborative partnership between a LEA and community-based programs with the purpose of establishing a relationship that fosters a seamless system of early care and education, birth through grade 3. Inherent in the mixed delivery system strategy is the principle that all families have the right to access a high quality early childhood program regardless of income, children’s abilities, or other factors. PDG allows for family income eligibility up to 200% of the Federal Poverty Level. In utilizing a mixed delivery system, families have access to a wide array of program types. All programs will participate in collaborative efforts with the various local early childhood education programs in the community for the purpose of providing families with continuity of services under this funding.

The mixed delivery system is based on methods by which early care and education programs work collaboratively to provide educational and comprehensive services to preschool age children in various settings. Financing early childhood education programs through a mixed service delivery model ensures that

sufficient resources and standards are in place to support high quality through coordinated community efforts. A true mixed delivery system requires equal and equitable access to programs and funding across early care and education settings including public and private schools, Head Start programs, tribal programs, for-profit and non-profit preschools or centers, family child care, and faith-based programs. A mixed delivery system offers parents a choice in where their child receives quality early childhood experiences. Each HNC should include in their mixed delivery system ways to:

- Work in collaboration to increase the number and percentage of eligible children served in their least restrictive environment within a high quality preschool program.
- Develop and implement a written plan outlining how the programs will collaborate within their communities to combine resources and recruit families
- Develop and implement a written plan to establish a system with a goal that ensures families on a wait list are placed in a HNC option that has the earliest opening.
- Ensure opportunities for collaboration and coordination to strengthen the preschool through elementary school continuum.
- Participate in local Read On communities where applicable.

Providing Services to Families Most in Need

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 indicators include factors beyond the requisite income of 200% of the federal poverty level. Other factors in recruitment may include English Language Learners, identification of children with a disability, and children who identified as at risk based on a developmental screening, foster care, single parent family composition, family mobility, history of abuse, experiencing homelessness or family experiencing deployment. There may be other indicators based on the uniqueness of the HNC.

The HNC will work in collaboration to properly identify which program may serve a child and family most appropriately. Indicators of need are used to manage wait lists rather than using a first come/first served system. Programs are encouraged to use a variety of methods and resources for recruitment of eligible families. Many more families are eligible for the PDG than can participate, therefore, participants enrolled in the PDG programs need to be families most in need of services.

A written plan for identifying the program's most in need population must be in place prior to enrolling families. Identifying which factors address a particular community's most in need group provides a framework for establishing a system for intake and enrollment.

Once the most in need criteria have been determined by the HNC, the information will be used to make enrollment decisions as well as manage wait lists. Need related factors are identified during the intake process and used in a manner that allows programs to look beyond income eligibility. In this way, programs are consistently assuring that families most in need of services are the ones who are receiving them.

Child Recruitment, Enrollment, and Eligibility

Enrollment and eligibility requirements are intended to increase the number of slots for children to have access to high quality early care and education in the HNC. Sub-grantees are required to demonstrate that children served are age- and income-eligible to participate by obtaining, reviewing, and verifying documentation of age of child and family income. (See here for the [FY20 PDG Child/Family enrollment application.](#))

- **Age Requirements** – children shall be 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 200% of the Federal Poverty Level (FPL). (Poverty is defined as family income at or below 100%; low-income is defined as income at or below 200% of FPL. (See FPL income levels in <https://aspe.hhs.gov/2019-poverty-guidelines>.)
 - Acceptable documentation of income may include current pay stubs; written, notarized statement from employer; documentation of current receipt of unemployment insurance; documentation of receipt of public assistance such as KidsCare, Supplemental Nutrition Assistance Program (SNAP), or Temporary Assistance for Needy Families (TANF); eligibility for the Free and Reduced Lunch Program; or gross income as listed on the most current Federal Individual Tax Form 1040, Form 1099, or W2. (If self-employed, at least one of the tax forms is required.)
 - **Important Point:** Documentation of family income eligibility only needs to be verified and **does not need to be housed onsite** for PDG. Verification forms must be kept in a locked cabinet in a secure area and be maintained on site for at least 2 years.
 - Open enrollment is an acceptable option for children who do not live within the HNC boundaries and otherwise meets all established criteria.

Additional Family Income Eligibility Information:

- Foster children who are age-eligible (foster families are considered a family of zero income)
- Preschool children who are age-eligible and qualify for McKinney-Vento
- Preschool children with IEPs: All children participating in PDG must meet the income eligibility guidelines. According to the guidance provided by the U.S. Dept. of Education, eligible children means, “four-year-old children from families whose income is at or below 200 percent of the Federal Poverty Line.”
 - This being said, a child on an Individualized Education Program (IEP) whose family does not meet the income eligibility may still be placed in a classroom with children funded through PDG if it is identified as the child’s least restrictive environment (LRE). The child may continue to have special education services paid for with IDEA Preschool funds rather than PDG funding, or the child may receive both funding streams (braided) if IDEA only pays for part-time and PDG will fund the other half of the day to create a full-time experience.

Families receiving PDG services may not be charged a registration fee to attend the program. If a family requires before and/or after care outside of the PDG hours, sub-grantees may charge a fee for those extra hours.



ALIGNMENT WITHIN A BIRTH THROUGH THIRD GRADE CONTINUUM

Arizona’s ambitious and achievable plan is rooted in the quest to create quality preschool programs for children that support and align with the local K-3 system. This is a recognized necessity as Arizona continues the evolution of its high expectations and creates college and career ready students. Arizona supports the coordination of early learning programs among the birth to age 8 early childhood system and acknowledges the need to link those efforts with K-3 through intentional communication brought about through the ECQUIP process.

Early Childhood Quality Improvement Practices (ECQUIP) Process



Photo Credit: Eric Bucher (ADE ECE)

Effective programs recognize that building and maintaining quality requires an ongoing and iterative process. Each LEA (school district or charter school) within the HNC will facilitate ECQUIP. LEAs and other sub-grantees within the HNC are required to participate consistently in the HNC ECQUIP process and shall conduct ongoing, reflective practices that continuously assess the quality and effectiveness of their programs. The program assessment is

collaborative and conducted in partnership with the district's current ECQUIP.

ECQUIP is a self-assessment intended to provide Arizona programs working with young children a framework for evaluating program effectiveness and designing strategies for continuous quality improvement through a rubric and indicators. Upon completion of the rubric, an enhancement plan will be submitted by the LEA/ PEA into ALEAT by **September 30** of the fiscal year.

Program evaluation and improvement is most effective and long lasting when the program staff engages in a systematic process of self-assessment. Program staff is then able to identify both strengths and changes needed in order to bring about and/or maintain a high quality, comprehensive program. Ownership of the assessment results is established when staff is actively involved in the process. For additional ECQUIP Guidance and Resources: www.azed.gov/ece/early-childhood-assessment/.

Transition to Kindergarten

As part of ensuring effective community collaborations and providing children and families with seamless services as they transition to Kindergarten, each HNC will create and implement a written [Kindergarten Transition Plan](#)). The transition plan shall include a clearly described partnership between the early childhood provider/school, parents, community, and the kindergarten program into which the children will enter, whether public or private. Sub-grantees within the HNC are expected to create local transition plans that include preschool assessment data as well as information about the child's approaches to learning, social and emotional development, and preferences that make that child unique and individual.

School Readiness

In collaboration with ADE ECE, sub-grantees will work within the HNC to set the expectation for School Readiness as identified in the [Arizona School Readiness Framework](#) (ASRF). ASRF encourages collaboration between services and the numerous parts of the early childhood system. The framework reflects the purpose of identifying readiness and builds on the state's efforts to establish a system in which all children have access to quality experiences leading to school success.

The four specific goals of the ASRF are to:

1. Establish a common language around school readiness
2. Develop a clear outline of the readiness framework
3. Determine the roles of standards, effective instruction, and curriculum
4. Identify meaningful, well-aligned assessment of readiness to individualize instruction.



In the ASRF, Arizona defines school readiness as: *Arizona's young children will demonstrate school readiness through the Essential Domains of Language and Literacy development, Cognition and General Knowledge*

(including early mathematics and early scientific development), Approaches to Learning (curiosity, initiative, persistence, creativity, problem-solving and confidence), Physical Well-Being and Motor Development and Self-Regulation of attention and emotion. Intentional development of skills and knowledge in these domains establishes a critical foundation for children to engage in and benefit from opportunities to learn.



A HIGHLY-QUALIFIED WORKFORCE

Staff Compensation

As Arizona works to create a specialized early childhood professional workforce, it is expected that those professionals have a current and valid Teaching Certificate through ADE and be paid a wage comparable to the Kindergarten teacher with the same certification within the local school district. Improved expertise and compensatory pay in preschool classrooms will result in improved retention rates of highly effective teachers and continuity of care for young children enrolled in early care and education programs. Additionally, because early childhood instructional support staff plays such a critical role engaging children, it is expected that the preschool instructional aid's salary mirrors that of a comparable K-12 instructional support staff within in the local school district.

Staff Preparation and Planning Time

In addition to equal compensation, sub-grantees must provide consistent protected and paid instructional preparation and planning time for preschool instructional staff, when they are not directly responsible for the supervision of children (this includes nap time), to:

- Prepare lesson plans, materials, and curricular activities
- Complete ongoing progress monitoring (Teaching Strategies GOLD data)
- Attend professional development
- Attend IEP, ECQUIP, and/or QF meetings
- Conduct screenings

Staff Qualifications

Administration of this grant funding falls under certain statutory requirements. Specifically, any entity receiving the PDG monies are bound by Arizona Administrative Code R7-2-612 which requires either a provisional or standard early childhood education certificate for those individuals teaching in early childhood education programs (click [here](#) for certification requirements). Those with certification or endorsement will receive weighted points on the ADE **ECE PDG proposal rubric**. For FY20 each lead teacher **must** possess a Bachelor's Degree or higher.

Refer to [PGHQ](#) for staff qualifications.

QUALITY PROGRAM OPERATIONS

Refer to [Appendix H \(update\)](#) for a list of general sub-grantee due dates and time frames.

Sub-grantees will have 60 days from the start of the fiscal year (July 1) to become fully operational or the date that your district begins school, whichever comes first. Fully operational is defined as having the specified number of children, based on allocation, enrolled and participating in the identified program activities, which includes but is not limited to sub-grantees working to:

- Be licensed by applicable state, federal or Tribal licensing agencies.
- Be enrolled and participating in Quality First or having a standing assessment rating with a cycle end date in 2020 or 2021.

- Submit all necessary documents and be actively registered in the ADE Connect and Common Login Applications, Grants Management Enterprise (GME), Arizona Local Education Agency Tracker (ALEAT), and Teaching Strategies GOLD (TSG).
- Collaborate and coordinate efforts to recruit eligible families within the HNC.
- Establish a waiting list to ensure that all sub-grantees maintain full enrollment and will enroll new children as slots become available.
- Collaborate and coordinate with other local programs to share wait lists in the effort to enroll families in the earliest opening available within the HNC.
- Ensure a research- or evidence-based developmentally appropriate curriculum is in place.

Empower Program

Sub-grantees will participate in the [Arizona Department of Health Services \(ADHS\) Empower Program](#) and pledge to adopt the 10 standards that encourage active play, practicing sun safety, supporting healthy eating, promoting good oral health habits, preventing exposure to second-and third-hand smoke, and providing staff three hours of professional development on Empower topics. Sub-grantees will have a written policy for each of the ten standards as a statement of intent and commitment. The benefits of being an Empower program include: reduced licensing fees, state-issued Empower facility designation, an Empower Pack of ready-to-use resources, and an Empower Guidebook. The Empower Guidebook provides information on each of the standards and sample policies for centers to use or to adapt. For additional EMPOWER resources and to register: <http://azdhs.gov/prevention/nutrition-physical-activity/empower/index.php#learning-management>.

Environment

A high quality early education program recognizes and understands how children’s goals for learning are framed within the context of learning standards and aligns planning of activities and design of environment to stimulate children’s learning across content areas. Effective early education programs provide a wide variety of planned experiences within an intentionally designed environment that enables children to learn through interaction, exploration, manipulation and self-discovery. The environment should reflect, and be supportive of, the curriculum, standards, and assessment.

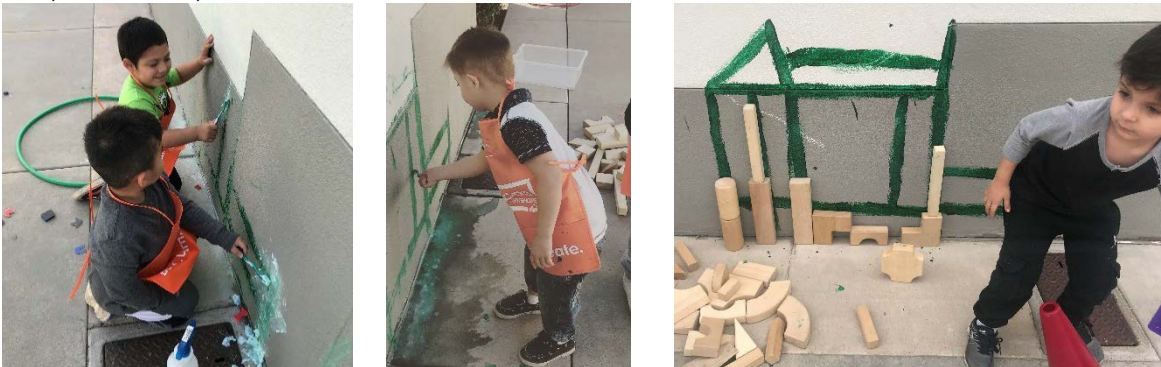


Photo Credits: Cythel Goma (Alhambra Elementary School District)

Sub-grantees must maintain a 3 star or above rating will be enrolled in [Quality First \(QF\)](#).. The tool used to assess the environment is the Environmental Rating Scale (ERS). Therefore, sub-grantees should use the ERS to set up high quality environments. For additional information, refer to [PGHQ](#) areas related to the environment or connect with the assigned QF Coach.

Culturally and Linguistically Responsive Programming

Language, culture, and identity are integral parts of children’s lives. High quality early education programs show acceptance of, and value for, all children and families by integrating their languages and cultures into the ongoing experiences of the program and by finding ways to reach out to and communicate with families. Sub-grantees will help children to understand similarities and differences and to deal in a positive way with

misconceptions based upon language, gender, culture, ethnicity, age, and ability. Linguistic and cultural needs are met by emphasizing strategies for integrating multi-cultural and anti-bias themes into all curricular areas:

- [Anti-Bias Education Content](#)
- [NAEYC Position Statement: Responding to Linguistic and Cultural Diversity: Recommendations for Effective Early Childhood Education](#)

Curriculum, Standards, and Instructional Strategies

The following are required to ensure curricular approaches are used that meet the individual **and** developmental needs of children while providing them with intentionally designed instruction and activities:

- Designed around children's interests, needs, and abilities.
- Aligned clearly and fully with the [Arizona's Early Learning Standards](#). (updated AzELS)
- Uses ongoing assessment data to inform instructional needs.
- Provides practice through developmentally appropriate activities.
 - Looks for ways to apply reasoning, problem solving, and other cognitive skills

When choosing a curriculum, consider the following. For more information: www.azed.gov/ece/preschool.

1. Refer to the agency's or organization's procurement process
2. Convene a review team that includes at least 1 preschool teacher and 1 parent
3. Provide the review team with information on choosing a curriculum. Some examples include: National Association for the Education of Young Children (NAEYC) [Position Paper](#), National Center on Quality Teaching and Learning (NCQTL) [Choosing a Preschool Curriculum](#), and the National Institute for Early Education Research (NIEER) [Preschool Policy Brief](#).
4. Choose or create a rubric to use to evaluate the curricula. Examples include: [Guideline to Comprehensive Curriculum](#) and [Sample Rubric](#).

Child Screening

Early identification of children's needs ensures that young children receive the services and supports necessary to maximize their opportunities for healthy development and learning. Screening activities are a first step in the identification process. Therefore, it is imperative that a screening procedure be in place to ensure children are identified and receive the supports they need. All children participating in PDG will receive developmental, hearing, and vision screenings within the first 45 calendar days of the first day of attendance in the program. . Sample 45-day screener available at:

<https://cms.azed.gov/home/GetDocumentFile?id=599201403217e10c7831a97c>.

Inclusion of Children with Special Needs

One of the outcomes of PDG is to increase the number of children with special needs in their LRE. Therefore, sub-grantees will serve no less than 10% of children with identified special needs in the PDG classrooms (at least 2 children with identified special needs for every 20 children). ADE will support sub-grantees with meeting this goal in these specific ways:

- **QF Inclusion Specialists:** As part of the QF System, participants can access Inclusion Specialists, child development and special education specialists who provide consultation to facilitate the inclusion of children with special needs by offering assessment and technical assistance. Supports may include onsite consultation and training to promote early screening activities, identify children who need follow-up assessment, and make classroom modifications to meet the needs of children with special needs.
- **ADE ECE Technical Assistance (T/A):** Sub-grantees will be able to access T/A from an ADE ECPS assigned to their HNC . This T/A may include assistance needed with making modifications to the environment to enable meaningful participation for all students, assistance with instructional strategies or modalities to meet the learning needs of students, and/or professional development on how to make

accommodations or adaptations along a continuum to meet the needs of children with various types of disabilities and levels of severity.

- Additional inclusion resources are available at: www.azed.gov/ece/laws under the “Resources” tab and the Early Childhood Technical Assistance (ECTA) Center: <http://ectacenter.org/default.asp>. In addition, please refer to the Early Childhood Inclusion [Joint Position Statement](#) of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC).

Local Attendance Policy

Children’s consistent attendance leads to maximum learning opportunities; therefore, attendance policies must support consistency and ongoing participation. Sub-grantees will:

- Put written policies in place to determine when a child shall be excluded from participation due to non-attendance. These policies must be in writing and given to families at time of enrollment.
- Put written policies in place for suspension and expulsion protocol (See “[Early Childhood Expulsion](#)” section.)
- Document all decisions regarding children’s continued participation.

Early Childhood Expulsion

Children in early learning environments are expelled from programs at an alarming rate. Sub-grantees of PDG should consider that they are providing a critical early experience for young children. Children should not be expelled for behavioral issues; instead, sub-grantees should work collegially with families, QF technical assistance providers, and other community specialists in order to provide children and families resources and connections to the services they need to successfully participate.. For the United States Department of Education policy statement on expulsion see the following: <https://www2.ed.gov/policy/gen/guid/school-discipline/policy-statement-ece-expulsions-suspensions.pdf>. Additional resources include Resources the Arizona Department of Economic Security [Best of Care](#) form; Southwest Human Development [Expulsion Prevention Training Opportunities](#) ; and [The Head Start Expulsion and Suspension Policy Statement](#).

On-Going Progress Monitoring and Child Assessment

On-going progress monitoring of children’s progress for the purpose of more effectively guiding interactions and making instructional and programmatic decisions is a critical part of high-quality. PDG sub-grantees will:

- Register with Teaching Strategies GOLD (TSG) under the Arizona Department of Education’s license. TSG is the early childhood assessment instrument approved by the Arizona State Board of Education. Contact the AZ TSG representative: Christopher Lawrence, 623-606-0501, Christopher.L@teachingstrategies.com
- Activate portfolios through TSG for the specified number of slots funded by PDG: <https://teachingstrategies.com>. Every child funded by PDG is required to have a portfolio in TSG.
 - PDG funds can be allocated in the grant application budget to purchase TSG portfolios for the specified number of slots. The cost is \$10.95 plus tax per portfolio.
 - When a child is enrolled under PDG funding, their portfolio will be activated by the sub-grantee within 5 business days.
- Obtain an Arizona Education Data Standards (AzEDS) number for each eligible child to link assessment data to the state’s longitudinal data system (SLDS). To produce AzEDS numbers, the program representative needs to be given an application on an ADE Connect account called “AzEDS Identity”. To gain AzEDS Identity access or for questions and technical assistance: www.azed.gov/aelas/azeds/faq or ADE ECE Program Specialist, Elizabeth Hamilton, Elizabeth.Hamilton@azed.gov.
- Collect and maintain ongoing child assessment data using TSG. For rubric for reviewing the quality of TSG documentation: www.azed.gov/ece/early-childhood-assessment/. (update the Portfolio Rubric, update the link, and create an appendix item)

- Finalize and submit TSG data by the ADE ECE checkpoint dates. Checkpoint Dates are available in TSG under the “Assess” icon then under the [“Checkpoint Dates”](#).
- Attend Introduction to TSG and/or TSG Administrator trainings, participate in the online trainings available through TSG, become interrater reliable through TSG, and attend other early childhood assessment professional development as applicable.
- Develop a written comprehensive assessment protocol. The protocol must include information regarding the PDG program’s:
 - Use of 45 day screeners
 - Involvement in Child Find
 - Role in the evaluation process
 - Process for ongoing progress monitoring
 - Submission of TSG data
 - Process for how data is shared with families
 - Process for how data is shared with the Kindergarten program
 - Process for how data is used for quality improvement efforts

For further guidance: [The Assessment Continuum Guide for Pre K-Grade 3 in Arizona](#)

Program Hours of Operation

Sub-grantees are required to enroll children for a minimum number of hours per day, a minimum number of days per week and for a minimum number of program days per year.

- Program services must be provided for 9 or 10 months and outlined in the sub-grantee proposal. FY20 PDG funds are to be used for July 1, 2019 – December 31, 2019. Program’s must use alternate funding sources for January 1, 2020 – June 30, 2020. The service schedule should align with the local school district’s K-3 calendar. Sub-grantees should offer a scheduled *minimum of 180 days* or the equivalent of a *minimum of 900 hours per school year* for a full day program to maximize opportunities for learning.
- Children must be enrolled in a full day of service based on the following:
 - A full day of service for children is defined as a minimum of 4 days a week, 6 hours per day for a total of at least 24 hours per week.
 - Sub-grantees must run at least 24 hours per week over at least 4 days to meet the requirements of this grant.
 - Sub-grantees may combine a PDG part-time slot with other funding sources to enhance to a full-time slot of at least 24 hours per week over at least 4 days.

Quiet Time/Napping

A site should have supplies available in case a child requests to lie down or rest. For more information: [Code R9-5-511: Sleeping and Napping](#). Sub-grantees should also note that *ECERS-R*, Indicator 11 addresses a nap/quiet time for children in a program for four hours or more. Since all PDG children must attend at a minimum 6 hours per day, this indicator will affect the schedule of the day. Quiet time can consist of the children being on mats to listen to a story or an appropriate chapter book. Some children may fall asleep during this time, while others will engage in play activities after the reading; the needs of each child should be honored. According to the definition of a “High-Quality Preschool Program,” structural element (h) states “individualized accommodations and supports so that all children can access and participate fully in learning activities should be provided.” For some children (especially at the beginning of the year), this may mean quiet time/nap.

Staff-to-Child Ratio and Class Size

Although Code R9-5-404 of [ADHS childcare licensing rules and regulations](#) (p. 24) establishes a 1:15 teacher to child ratio for 4-year old children, the *PGHQ* establishes a higher level of quality as a 1:10 teacher-to-child ratio for 4-year old children. The *PGHQ* also recognizes that these ratios may be lowered based on the needs

of children with disabilities to ensure appropriate, meaningful inclusionary practices are being implemented. In addition, *PGHQ* establishes the group size maximum to be 20 children enrolled per group of 4-year old children. ADE ECE will closely monitor ratios and group sizes of sub-grantees as it is truly reflective of what is needed to provide high-quality experiences for children ([PGHQ](#), pp. 10-11). Sub-grantees must maintain ratio and class size during PDG hours or risk losing funding.

Primary Home Language Other Than English (PHLOTE)

Many children in Arizona live in households where a language other than English is spoken. The PDG HNCs were specifically identified as communities with high levels of English Language Learners (ELL). The PDG is expected to provide an opportunity for children to access quality interactions, academic vocabulary, and robust language experiences in English. As part of the registration packet for enrollment in the PDG program and to better understand the linguistic needs of the children and families, programs may ask families to complete a [PHLOTE](#) form, which can also provide information for children's portfolios in TSG. This form becomes part of the child's record and should be used as part of the Kindergarten Transition information. ADE will collect data from sub-grantees regarding the number of children who had a language other than English as identified on the state home-language survey. The PHLOTE form cannot be conducted until two weeks prior to the child's start date at the program.



COMPREHENSIVE SERVICES

Comprehensive services expand access to information, services, and supports families need to help their young children achieve their fullest potential. To make the best choices, families need access to information that educates them about what their child is learning and doing, how to optimally support early childhood development and child health, and what resources or programs are available in their community. Families also need opportunities to connect with other families in their community. High-quality programs link families with supports in a comprehensive, collaborative, culturally and linguistically responsive manner that best meets the needs and preferences of families. Sub-grantees will leverage available resources and involve families in the program development and implementation. The ADE ECPS for each community will support the collaboration effort to acquire services needed by facilitating meetings between programs in the community, coordinating outreach to service providers, collaborating with the QF coach, and encouraging community participation in ECQUIP.

At the local level, providers in the community will collaborate and build on community services that are meeting families' needs. Sub-grantees and community partner agencies must see collaboration as a primary benefit to families and act as a bridge to unify families and children with additional support services. Comprehensive service needs and availability will vary based on the uniqueness of the community. Sub-grantees will develop and implement a written continuum of comprehensive services including LRE, Child Find, and Family Engagement:

1. **Least Restrictive Environment (LRE):** Programs will be required to serve no less than 2 children with identified special needs within a classroom of 20. This will require IEP teams to work together with families to intentionally find the most-appropriate LRE environment placement for the child within the community. The grant will support programs to meet this goal through participation with a QF Inclusion Coach along with technical assistance from an ADE ECPS as needed. For more information: [HELP Manual](#). ; [Dear Colleague Letter on LRE](#)
2. **Child Find:** It is imperative that a screening procedure be in place to ensure children with special needs are identified and receive the supports they need. Sub-grantees within the HNC must create local procedures to conduct routine, collaborative Child Find system. All sub-grantees must understand how to connect with service providers operating under Parts B (619) & C of the IDEA, as appropriate. In addition, local IDEA Part C and Part B (619) providers must work together to ensure that IDEA regulations are

implemented with fidelity and in accordance with state and federal laws. For more information: [Child Find/AZ Find](#).

- Early learning providers should coordinate screening opportunities for all children within the community. This will assist with Child Find efforts, but it will also identify children who may benefit from additional resource supports from programs such as home visitation or Early Head Start/Head Start. ADE will intentionally work with the community to create relationships between sub-grantees, Early Head Start/Head Start Maternal, Infant and Early Childhood Home Visiting (MIECHV) coordinators, FTF staff and resources, LEA leadership, and other community partners.
- Follow-up referrals and activities that are initiated to secure appropriate services will be documented and tracked to ensure that families receive the necessary information and/or services. Community programs will work in partnership with the LEA to ensure and maintain coordinated and seamless efforts. Hearing and vision screening performed on children must be conducted by those who have been trained to administer the screening instruments. This may require some coordination between the early learning providers in the community. If no such person is available at the community program site, the community program can collaborate with their LEA or their QF CCHC to conduct these screenings.
- For more information: www.azed.gov/ece/early-childhood-special-education.

3. **Family Engagement:** The family plays a central role as the most influential caregivers in a child's life. Sub-grantees must create and implement plans for family engagement and keep a copy of the written plan available on-site. Family engagement activities shall include a focus on involving the family as key decision makers and assessors of the program. Sub-grantees must:

- Engage families in meaningful, culturally and linguistically responsive ways
- Intentionally help families be partners in their children's education.
- Implement ways to continually identify family needs and garner their feedback.
- Create procedures to coordinate resources and services for families and children.
 - Connect with appropriate local businesses, family resource centers, agencies and other local groups relating to health/mental health, domestic violence, substance abuse, adult literacy, financial asset building, food pantry, and other services.
 - Other activities outlined in the plan may include but are not limited to the following:
 - Home visits (initial or ongoing)
 - Family conferences
 - Classroom visits with options for parents to participate
 - Parent satisfaction surveys
 - Child progress reports

Community Partnerships and Resources

Providers in the HNC will work in ongoing collaboration with local partners to assess additional comprehensive services needed for children and their families, and local support options. The HNC will develop a working relationship with the local FTF Regional Partnership Councils (RPC) and other education, business, and philanthropic community partners to obtain greater resources, share knowledge, learn together, and build consensus. To find the local FTF RPC: www.firstthingsfirst.org/regions. The following are examples of FTF Strategies that fund comprehensive serves, *in regions where they are funded by the FTF RPC*, and availability is dependent on the unique needs of the community:

- **Local Family Resource Centers** serve as community hubs for connecting families with children birth to age 5 to the information, resources, and services they need to support their child's optimal health and development. The expected results of access to a Family Resource Center are improved parenting skills and social supports for families; increased knowledge of child development; and support for school readiness.

- The **Food Security** strategy works to provide food and other healthy living information to meet the nutritional needs of families that lack access to sufficient, safe and nutritious food. Information is also provided on age appropriate feeding schedules and food content standards for food boxes, food backpacks, or food vouchers. The expected result is access to sufficient, safe and nutritious food for children birth to age 5.
- The **Parent Kits** give families of every infant born in birthing hospitals in Arizona critical information about healthy parenting practices and how to support their baby's early learning. In the parenting kit, families receive 6 DVDs about good parenting practices, a resource guide, and a book to encourage early literacy.
- **The Family Outreach and Awareness** strategy works to increase families' awareness of positive parenting; child development including health, nutrition, early learning and language acquisition; and, knowledge of available services and supports to support their child's overall development. The expected result is an increase in knowledge and a change in specific behaviors addressed through the information and activities provided.
- The **Reach Out and Read** strategy expands children's access to reading by promoting child literacy as a part of pediatric primary care. Training is provided to pediatric practitioners on how to engage parents and young children in early literacy activities and provides books to pediatricians or their staff to distribute to families with young children.
- The **Care Coordination/Medical Home** strategy embeds a care coordinator into a clinical practice to assist at-risk families with young children to navigate the complex health care and social services systems. The expected result of effective care coordination is that children receive services they need (i.e., well-child visits) and families receive efficient assistance to avoid duplication of services or demands on their time, and unnecessary stress. An important component of care coordination is its association with a medical clinic that is designated as a "medical home" for the child and their family.
- The **Oral Health** strategy provides best practice approaches on enhancing the oral health status of children birth through age 5. The expected results are prevention of tooth decay and reduction in the prevalence of early childhood tooth decay. Tooth decay puts children at risk for pain and infections that can lead to lifelong complications of their health and well-being. The approaches for this strategy include: oral health screening for children and expectant mothers with referrals to oral health providers for follow up care as needed; fluoride varnishes for children; oral health education for families and other caregivers; and, outreach to families, other caregivers including early learning and care providers, and oral health and medical professionals.

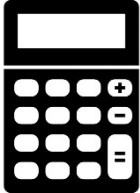
Sustainability

At the local level, sub-grantees will collaborate and build on existing community services, resources, and local, state, and federal funding sources to increase access and sustain high quality early childhood services for young children and their families. Sub-grantees will work towards creating sustainable programs by coordinating existing early learning funds and using federal grant dollars and other matching funds to support their efforts.

Sustainability efforts may include the planning, coordination, and implementation of local and statewide strategies that focus on building partnerships through collaboration, engaging stakeholders and advocating for support, and finding applicable funding.

Sustainability planning resources may include:

- Arizona Association for the Education of Young Children (AzAEYC): [AZ Toolkit: Resources to Improve Quality and Business Practices](#)
- Build Initiative: [Shared Services: A Support Strategy](#)
- ECTA Center: [Financing Strategies and Collaborative Funding](#)
- ELCTA: [Shared Services as a Strategy to Support Child Care Providers](#)
- National Center for Education Statistics: [SLDS Sustainability Toolkit: Best Practices & Resources](#)



GRANT ADMINISTRATION AND FISCAL REQUIREMENTS

Proposals

PDG is a competitive grant. Eligible providers that wish to participate must:

- Submit a proposal that outlines the number of children they *propose* to serve, as well as their service opportunities (full-day, or part-day combined with other funds to complete a full-day, and number of months); and
- Be determined eligible and of sufficient quality to participate in the funding; and
- Have the capacity to meet grant deliverables including programmatic, fiscal, and infrastructure capacities.

Funding allocations will be determined based on the information submitted in the proposal, the number of eligible programs, and total funding available. Proposals are submitted via electronic survey link to ADE ECE and must be submitted by the due date to be considered.

Allocations are dependent on available funding. Funding will be distributed based on the eligible programs who submit proposals for the upcoming fiscal year funding. There is the possibility that not all eligible programs will be chosen for participation nor may proposals be fully funded.

Award Letters

All proposals will receive notification of award or non-award of PDG. Award letters will be sent via email to awarded sub-grantees which will indicate total program funding award as well as the total number of children that can be served with the funding.

Allocations

Allocations are allotted as a total award sum and are calculated by the number of slots (full-time or part-time, combined with other funds to enhance a full day) and number of PDG funded months (6 months) and are limited to the funding amounts in the chart below. As a reminder, the program must provide a **50% match** for the PDG allocation to cover the cost of the children attending from **January 1, 2020 through June 30, 2020**. Failure to provide the 50% match for the designated time frame will result in the program returning their allocated PDG funds to ADE

Length of Service Day	Months of Program under PDG Funding	Per Child Rate
Full Day	July 1, 2019- December 2019	\$2300
Part Day (only to enhance to a full day)	July 1, 2019- December 2019	\$1,150

Grant Submission

Awarded sub-grantees will submit a detailed grant application through ADE GME which outlines how the sub-grantee will use the total PDG funding to support the program goals. A sub-grantee representative must have GME access in order to complete and submit a grant application to ADE ECE. For more information on gaining access to GME: www.azed.gov/grants-management/support.

The grant application must be budgeted, completed, and submitted within a timeframe that allows it to be ADE ECE Director approved by June 30, 2019. Please begin working on your grant application well in advance to allow for review by both the Program Specialist and the Director. Please keep in mind and allot time for edits that may occur.

All sub-grantees receiving grant monies must have a current General Statement of Assurance (GSA) on file with the Grants Management Office, a document that guarantees accountability to the United States and to the State of Arizona. This document is renewed yearly by the sub-grantee, and is due **by May 15th** for the upcoming fiscal year. For the GSA template and how-to instructions: www.azed.gov/grants-management/gsa.

GME Navigation instructions and how-to guides for grant applications, reimbursement requests, and completion reports are available in the “Grants Management Resource Library” in GME which can be accessed through ADE Connect.

For T/A: Grants Management Office, 602-542-3901, www.azed.gov/grants-management. For information on how to access GME: [Instructions to Gain Access to ADE GME](#).

To access the GME System once ADE Connect access and GME access are granted, follow the below instructions. If the sub-grantee does not have an ADE Connect Account, contact the Grants Management Office: 602-542-3901, www.azed.gov/grants-management.

- Go to the ADE website at www.azed.gov.
- Click on **ADE Connect**
- Enter your **ADE Connect User Name and Password**.
- Select **Grants Management** from ADE Connect Application Menu
- Once on the Grants Management Home Page click on Search
- Click **Funding Application**
- Click on the **Preschool Development Grant**
- Click **Search**
- Click **on your organization name**
- Start Application

Budget Requirements

The ADE Budget Report in the PDG application includes acceptable categories of expenditures for funds. ADE ECE will review and approve for budget expenditures or will send back grant applications that do not meet the necessary, reasonable, or allocable definitions as listed below. Sub-grantees should budget for quality, and the budget line items should reflect the needs and goals of the sub-grantee. Budgeted items should be correctly coded, including any applicable “Project Time (FTE)” percentages or cost-allocations based on other funding sources, in the grant application. Moreover, the total budgeted amount should match the allocated award as indicated in the sub-grantees current PDG award letter.

For more information, sub-grantees should refer to the Uniform Systems of Financial Records (USFR) Chart of Accounts, Section III-E-2.1 through III-E.3.9 or the [Uniform Systems of Financial Records for Charter Schools \(USFRCS\)](#).

Allowable Expenditures

Allowable expenditures for the PDG funds must advance a high quality educational program for preschool and promote early learning achievement using developmentally appropriate practices. All costs must be necessary, reasonable and allocable:

- **Necessary:** Is the cost a type generally recognized as ordinary and necessary for the operation of the PDG program?
- **Reasonable:** Do I really need this? Is it required in the PDG classroom to meet the definition of high quality? If I were asked to defend this purchase, would I be able to? Did I pay a fair rate?
- **Allocable:** Is the cost allocable to PDG? Does the cost benefit the PDG program?

Allowable Costs will be aligned with the definition of [High Quality Preschool](#) as indicated in the “Overview” section of this Guidance Manual:

- Personnel employed by the program who have responsibilities that are SPECIFIC to the PDG program.
- Contract services when the service is specific to the PDG program.
- Supplies and materials needed to implement the definition of High Quality preschool program.
- Equipment needed to implement the PDG program.
- Printing materials such as PDG parent handbook, PDG staff handbook, PDG newsletters, PDG assessment reports, etc.
- Parent training activities related to the PDG program.
- Professional Development (meals, transportation, lodging and conference registration fees)
- Printer for the PDG classroom.
- Tablets/computer for teacher documentation.
- Teaching Strategies GOLD portfolios
- Rent and cleaning of the PDG classroom
- Field trips, up to 3 per year.
- Family engagement activities
- Licensing fees



Acceptable expenditure categories for the PDG include, but are not limited to:

- Meeting and maintaining developmentally appropriate practices as set forth in the *Program Guidelines for High Quality Early Education: Birth through Kindergarten (3rd Edition)*
- Meeting and maintaining programming that clearly aligns with the *Arizona Early Learning Standards*, *Quality First*, and/or national early childhood accreditation standards
- Providing opportunities for family engagement such as family training activities related to PDG
- **Direct Instruction (function code: 1000):** teacher salaries and benefits; supplies such as manipulative, books, other classroom items such as a small printer for PDG classroom, field trip admissions, ongoing progress monitoring tool subscriptions, substitute teachers, etc.
- **Support Services (function code: 2100)** such as contracted services when the service is specific to PDG, proportional salaries and benefits for PDG support staff, supplies for family trainings or workshops, workshop or training opportunities for teaching staff, travel expenses to attend approved trainings, or Teaching Strategies GOLD portfolios.
- **Administrative Costs (function codes: 2300 and 3000) may not exceed 5%** of the total allocation awarded.

- **Capital Outlay** (e.g., classroom furniture and equipment needed to implement PDG, classroom computers aligned with developmentally appropriate practices or for use in collecting evidence for Teaching Strategies GOLD, etc.)

Other Expenditures such as rent, cleaning, or licensing fees cost-allocated for PDG classroom(s); outreach for the open PDG slots; printing materials such as PDG family handbooks, PDG newsletters, PDG fliers.

Disallowable Expenditures

Disallowable costs include:

- Overtime
- Refrigerators, copiers/ printers exceeding \$1,000 in cost, food preparation equipment
- Animals
- Attorney fees
- Custodial care; before and after school care (Families receiving PDG scholarships may not be charged a fee or registration to attend the program. If a family requires before and after care outside of PDG hours, programs may charge for those extra hours).
- Entertainment
- Religion
- Alcohol
- Fingerprint Clearance Cards
- Membership Fees
- Program wide PD not specifically directed at meeting the identified academic or developmental needs of the PDG students
- Out-of-state travel
- General expenditures that will generally benefit all students in a program
- Vehicles
- Permanent fixed classrooms units
- Construction, modernization, or renovation of permanent installations (sunscreens, playground structure, ramps, bathrooms, carpets, etc.)
- Non-Instructional items, office equipment, office furniture
- Any allocations that do not benefit the PDG program or do not advance the quality of the PDG program

Budgeting

Sub-grantees should use the below codes to accurately code line items in the grant application budget. Grant applications with correct coding that meet the allowable costs for PDG will be reviewed and approved by ADE ECE while grant applications not correctly coded will be sent back to the sub-grantee for edits which may impact the ability of programs to begin dropping down reimbursement through GME for PDG costs incurred.

The narrative box for each budgeted line item should be *detailed* and *descriptive* of the purpose of these allocations and illustrate how the sub-grantee will use these federal funds to support the implementation of their PDG program.

***2300 and 3000 are allowable under this grant; cost allocation is a must and CANNOT exceed 5% of the total award.** Only a maximum of 5% of administrative costs (under function codes 2300/3000) can be allocated throughout the total grant budget.

6100 Salaries: PDG is looking to establish parity with the program’s local District Salary Scale for equal qualifications/ years of service.

- **1000 Instruction** (activities directly impacting the students): Lead Educators, Assistant Educators, floaters, substitutes directly from the district/ program (Coach/mentor for Head Start Only)

- **2100 – Support Services** (supports the PDG teacher, the PDG classroom, or the PDG program): stipends for teacher above & beyond teaching and substitute teachers in the classroom (while regular teachers attend training).
- **2300 – Administration*** – operational activities not related to the PDG classroom but that are necessary to carry out the PDG program
- **3000 – Non-instructional Services*** – activities that are neither administration nor instruction but are necessary to carry out the PDG program

6200 Employee Benefits: (Employee Related Expenditures): Indicate what % of the salary is going to be paid for Employee Related Expenditures and a description of benefits such as FICA, worker compensation, social security, etc.; optional benefits (dental, vision, health, retirement, etc.). The “Project Time (FTE)” and “Quantity” amounts must match those requested in 6100 Salaries. If benefits will be paid out of another funding source, the sub-grantee will indicate that in the narrative section of 6100 Salaries as applicable.

6300 Purchased Professional Services: (Note: Teaching Strategies GOLD (TSG) child subscriptions belong under 6600 Supplies/ Support Services)

- **1000 Instruction:** contracted teachers, consultants and substitutes (no salary)
- **2100 Support Services** – Trainings & conferences registration fees for teachers including any PDG-specific ADE ECE hosted conferences and meetings listed in the sub-grantee’s award letter
- **2300 – Support Services** – In PDG, administrative training is not covered except for Teaching Strategies GOLD for administrators or ADE ECE hosted conferences/summits for administrators

6400 Purchased Property Services: Cleaning services or rent of the PDG classroom only (3000- Operation of Non- Instructional Services). Consider matching funds when charging these items to the grant.

6500 Other Purchased Services: PDG does not cover insurance unless the cost of having the PDG students exceeds their existing policy. Proof is required to justify.

- **2100 – Support Services** – Field trip transportation for students, up to 3 field trips per year are allowed under this grant, justification for field trips will be included in the narrative.
 - Teachers travel to and from professional development training (travel includes: hotel, meals, mileage as applicable at the allowable state per diem rate)
 - Printing materials such as: PDG parent handbook, PDG staff handbook, PDG newsletters, TSG reports, etc.)
 - Outreach to families of 4 year olds to meet the enrollment needs of PDG (recruitment fairs, promotional flyers describing the PDG Program not the entity)
- **2300 – Support Services Administration** – Travel for Administrators to attend TS GOLD training for Administrators or any ADE-hosted conferences/summits for Administrators

6600 Supplies: In an effort to provide high-quality experiences during the fiscal year, all **classroom materials, supplies, technology, and furniture must be obligated before October 30 of the fiscal year**. The intent is for materials, supplies, and furniture to be available and effectively utilized in the PDG program during the fiscal year. Digital resources and/or digital curriculum

- **1000 – Instruction** – any supplies that directly impact the learning experience of the children itemized out in the narrative box or with an attached Supplies Worksheet in “Related Documents” Digital resources and/or digital curriculum
- Food costs should be linked to learning experiences and aligned with *Arizona Early Learning Standards* and/or EMPOWER and health and nutrition program goals.

- **Example:** “Meals for: Breakfast and Lunch for # ___ of children X \$ cost per day X # ___ of days or months (In this example, this is the net cost after CACFP reimbursement). Providing breakfast and lunch ensures that children’s nutritional needs are met and is also linked to children learning about nutrition and making good food choices. We serve fresh fruit and vegetables and whole grains”.
 - Food for Cooking Experiences in the Classroom \$ amount X # ___ of months = \$ total. Providing wholesome cooking activities in the classroom is linked to teaching nutrition and helping children make good food choices; it’s also linked to math, science and literacy. Children learn how to measure and follow good hygiene when handling food.”
 - Child Adult Care Food Program (CACFP) or National School Lunch Program (NSLP) should be used first, and PDG funds can be used to cover any remaining expenses.
- **2100 – Support Services** – TSG child subscriptions, wipes and other health and safety related program materials; bathroom supplies reimbursed only for the PDG classroom and should be cost-allocated if supplies are shared with other children not in PDG.

6700 Property: ADE requires Quantity, Cost per unit, description and purpose for all capital outlay items as an uploaded Capital Outlay Worksheet in “Related Documents”.

- **6731-6733** Furniture for the PDG classroom; costs should be cost-allocated if other students not covered in the grant use the classroom. (6731 for items costing less than \$5,000; 6733 for items \$5,000 or more). **6737-6739** Technology related hardware and software with an uploaded Technology Equipment Worksheet in “Related Documents”. Tablets, computers, or cameras for teacher documentation are allowable, but must be used for PDG purposes only. (6737 for technology less than \$5,000; 6739 for technology \$5,000 or more). Currently TSG portfolios are to be coded here until further notice.

6800 Other Expenses:

- **1000 – Instruction** – Field trip entrance fees, up to 3 field trips per year are allowed under this grant, justification for field trips must be included in the narrative box with detail regarding how the field trips enhance the children’s curricular experience.
- **3000 – Operation of Non-Instructional Services** – Licensing fees appropriately cost-allocated; family engagement activities, parent education workshops.

6910 Indirect Costs:

Indirect costs are those expenditures that incurred for the joint benefit of more than one project and cannot be readily and specifically identified with the particular project without effort disproportionate to the resolves achieved, such as rent, utilities, phone service, insurance, use of copier machine.

Administrative Costs/Indirect Costs are general or centralized expenses of overall administration of an organization that receives grant funds and does not include particular program costs. Those are for activities or services that benefit more than one project. Their precise benefits to a specific project are often difficult or impossible to trace.

Direct Costs are those for activities or services that benefit specific projects (e.g., salaries for teachers, aids, paraprofessionals and materials required for a particular project). Because these activities are easily traced to projects, their costs are usually charged to projects on an item-by-item basis.

Sub-grantees must choose option A, B or option C, based on their applicable allowance for indirect costs, and provide proper justification for expenses in the grant application **Option A – Federally Approved Indirect**

Cost Rate: If your organization has an approved indirect cost rate agreement in place, you must use that rate for this grant.

- a. **Option B – If the organization does not have an Indirect Cost rate agreement:** The Sub-grantee may charge the 10% provisional rate for up to 90 days and must submit an indirect cost proposal to the Arizona Department of Education within 90 days after the grant award is issued and, if it does so, may continue charging the 10 percent provisional rate until the cognizant agency has provided the Sub-grantee with a negotiated indirect cost rate; and if after the 90-day period, the Sub-grantee has not submitted an indirect cost proposal to the Arizona Department of Education, the Sub-grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with the Arizona Department of Education; or
- b. **Option C – Direct Charge:** With proper justification, Sub-grantee may include an allocation for administrative costs up to 5% of the total funds awarded. Administrative costs may include: cost of auditing, accounting, financial, payroll, salaries and benefits of the program director and other administrative staff.

Allocation of Costs among Multiple Sources

List any additional funding source(s) as applicable, what cost is covered by that funding source, and the total amount. Some examples of other funding source allocations include, but are not limited to:

- CACFP
- Private = Tuition (for salaries, etc.)
- Head Start = (Salaries and Supplies, etc.)
- FTF QF = scholarships or incentives
- Title I = possibly for SLL teacher (closes learning gap for second language learners)

Example of Cost Allocations:

- Allocation based upon Time and Effort: The cost of the instructional staff is proportionally allocated based on the number of hours spent on the project.
 - Lead Teacher spends 100% of time working on the PDG program
 - Paraprofessional spends 90% of time working on the PDG program and 10% in the 2-year-old classroom.
 - Floater spends 10% of time working on the PDG program and 90% in the 2-year-old classroom

Title	Salaries	%	Amount charged to the PDG
Teacher	\$ 35,000	100%	\$ 35,000
Paraprofe	\$ 18,000	90%	\$ 16,200
Floater	\$ 15,000	10%	\$ 1,500
	\$ 68,000		\$ 52,700

- Allocation based on the number of children served: the cost of the supplies, materials, and/ or equipment is allocated based upon the number of PDG children served.

Inclusion Classroom Materials				
Cost of Materials	\$5,000			
Funding Source	Number of Children	%	Amount per funding source	Amount charged to the PDG
IDEA-PRE	5	25%	\$ 1,250.00	\$ -
PDG	15	75%	\$ 3,750.00	\$ 3,750.00
Total	20	100%	\$ 5,000.00	\$ 3,750.00

All expenditures must be supported by legible and original documentation such as cancelled checks, paid bills, payrolls, receipts, invoices, time and attendance records, contract documents, etc.

Matching Funds

Matching funds are funds that are set to be paid in equal amount to funds available from other sources. Sub-grantees will match funds at a minimum percentage of the total cost of PDG award as listed below. **Federal funds may NOT be used as match funding.**

Fiscal Year	PDG Share	Sub-grantee Share	Total Budget
FY20 (PDG Year 5)	50%	At least 50%	= 100%

Matching funds may be provided in cash or through in-kind contributions, fairly evaluated, and may consist of, but are not limited to:

- Building space
- FTF QF Scholarships; regional QF investment in comprehensive services
- Other state or tribal dollars
- Donations
- Volunteer hours

Calculations, formulas, and details of the matching funds should be included in the Program Details of the GME grant application. Sub-grantees will calculate the matching funds based on how the program will contribute local or state funds to the implementation of the PDG program.

Providing a full range of high quality early childhood services requires both appropriate funding levels as well as significant matching of program resources therefore, programs may braid funding in order to provide quality preschool services to the maximum number of eligible children but shall **not supplant** any current funding source.

Grant Revisions

Sub-grantees must electronically submit a revision through the ADE GME System for fiscal and/or programmatic changes. Expenditures for line items not approved on the original application **must have prior approval** which is obtained by submitting a revision through the GME system.

Fiscal revisions to the budget must be made when the anticipated expenditures will exceed the budgeted line item by 10% or \$1000 (whichever is greater). Additional amendments should be submitted when expenses include items such as technology, classroom furniture, or other significant purchase changes. Amendments may be submitted throughout the year. The deadline date for submittal of all amendments is 90 days prior to

the fiscal year end date. Documentation for all other expenditures must include evidence that the expenditures are allowable costs and demonstrate the relationship of the expenditure to the sub-grant's cost objectives. For questions, contact the HNC's ADE ECPS.

All information listed on the PDG grant application must be kept current. If there are programmatic changes such as changes in staff, the information should be updated by submitting a revision to include changes and updates, and the sub-grantee should notify their regionally assigned ADE ECPS. The information provided on the contact page is used to send program updates, information and important grant correspondence. It is the sub-grantee's responsibility to keep information current.

Completion Reports

A completion report is an end-of-the-fiscal-year financial report that will be completed and submitted electronically by the sub-grantee through the ADE GME **no later than 45 days** after the end of the PDG fiscal year. The end of the fiscal year for the FY20 PDG grant is **December 30, 2019**.

- There are **no carry-over funds** for PDG.
- Funds not expended by the program during the fiscal year for which they were allocated must be returned to the ADE Accounting Office by the date listed on the Completion Report Approval Notice. Failure to comply will result in ineligibility for future funding opportunities through ADE until the funds have been returned.

Duplicate Funding

Children participating in PDG may not be receiving duplicate programming through other funding available from State, Federal or Tribal sources such as: Department of Economic Security (DES) child care subsidy, Title I, Special Education Programs, Head Start, or FTF childcare scholarships. Children eligible for these resources but who are currently on waiting lists for these programs are eligible to participate. A child receiving part-time funding from any of the above sources may be eligible to receive a part-time PDG scholarship in unduplicated time periods.

Supplanting

Federal law prohibits recipients of PDG funds from supplanting— that is, replacing state, local, or agency funds with federal funds. This means that existing funds for a project and its activities may not be displaced by federal funds and reallocated for other organizational expenses. For example, if a sub-grantee is already paying for a Director Salary with other school funds, it cannot use PDG funds to pay Director Salary and use the "savings" for other purposes. Since the Director was already paid with local sources, it is not legitimate to transfer that position's salary under the funding of the new grant.

Reimbursement

The PDG is a cost-reimbursement grant, a type of grant under which ADE ECE will reimburse the sub-grantee for work performed and/or costs incurred by the sub-grantee up to the total amount specified in the grant and contingent upon allowable use of funds. PDG Reimbursement Requests will be made using the ADE electronic GME System. For more information: [Reimbursement Requests](#).

For assistance with the Fiscal Processes associated with the Grants Management System please click [here](#).



PROGRAM EVALUATION

Quality First

The sub-grantees in the high needs communities will participate in the [Quality First](#) (QF) program. QF, a signature program of First Things First, partners with child care and preschool

providers to improve the quality of early learning across Arizona. Their research-based practices help children birth to 5 thrive. QF initiatives support education for teachers to expand their expertise in working with young children and parents with information about what to look for in quality early childhood programs going beyond health and safety to include a nurturing environment that supports their child's learning. For additional information: www.qualityfirstaz.com/providers.

Quality child care and preschool settings build on basic health and safety to include:

- Teachers and caregivers who know how to work with infants, toddlers and preschoolers;
- Positive, nurturing relationships that give young kids the individual attention they need;
- Learning environments that encourage creativity and imaginative play;
- Hands-on activities that stimulate and encourage positive brain connections in children; and,
- Caregivers who provide regular feedback to families on the development of their child.

Participation in QF starts with an initial program assessment which will provide a clear picture of each program including its quality strengths and the opportunities for quality improvement. A QF assessor will visit the program to observe classrooms and interview teachers. The assessor will then rate various aspects of the program (e.g., the environment, curriculum, teacher-child interactions) using valid and reliable assessment tools. These scores will be used to determine an initial QF Star Rating and the supports and benefits a program is eligible to receive. This initial rating will not be made public.

Sub-grantees with sites not yet enrolled in QF must submit a QF enrollment application online before the start of the PDG fiscal year for each separately licensed site approved by ADE ECE for PDG funding: www.qualityfirstaz.com/providers/apply-to-quality-first. If a sub-grantee has sites that are not yet licensed, it should complete the licensing process in an efficient, timely manner to ensure services can be provided to children within 60 days of the start of the fiscal year. The site is required to be licensed by an applicable state, federal, or tribal licensing agency, enrolled in ADHS Empower, participating in QF, and [fully operational](#) by August 30 of the program year, or the local district school start date, whichever is first.

ADE ECE Quality and Compliance Monitoring

Monitoring of program sites is a proactive approach to ensuring PDG sub-grantees are following guidelines and providing high quality and comprehensive educational programs that promote improved student achievement. A formal monitoring visit (compliance validation) will occur between November and January.

The compliance validation will be pre-scheduled by ADE ECE with the sub-grantee. The monitoring of the sub-grantee will include:

- Classroom visitations
- Interviews with program teachers, administrators, and/or families
- Fiscal review
- Review of implementation of standard, curriculum, and assessment records such as portfolios/work samples and teacher anecdotal observation notes (ongoing progress monitoring data)
- Review of program compliance information for *PGHQ* and PDG deliverables as identified by PDG
- Review of program documentation and requirements such as ECQUIP meeting results, documentation of family income, licensure, accreditation information (if applicable), and collaboration documentation
- Review of child find system, community partnerships, family engagement strategies, kindergarten transitions and others as identified in the *PGHQ*
- Review of program documentation and scope of work documents related to the written wait list policy, selection criteria, suspension/expulsion policy, etc.

The formal monitoring will conclude with ADE staff meeting with sub-grantee administrator(s) or staff to discuss observations and to provide T/A as needed. For the monitoring form and other monitoring resources: www.azed.gov/ece/current-initiatives.

Program Reporting

Sub-grantees will maintain detailed evidence of all PDG programmatic and fiscal efforts which may be reviewed by ADE ECE at any point during or after the funding period. This includes, but is not limited to, any demographic, assessment-related, and implementation documents and other PDG deliverables.

Both to engage in self-evaluation to improve the quality of the program's preschool services and to support the ADE ECE local, state, and federal funding reporting, sub-grantees will submit scope of work (SOW) documents related to PDG implementation through links in the [ALEAT](#) system by **September 30th** of the fiscal year:

- [Child Find Analysis](#)
- [Individual Professional Development Growth Plans](#)
- [Comprehensive PD Plan](#)
- [Family Engagement Needs Self-Assessment](#)
- [Family Engagement Assessment Action Plan](#)
- [Kindergarten Transition Plan](#)

Additionally, to ensure successful implementation and documentation of quality improvement efforts, ADE ECE will collect information in a variety of ways from sub-grantees. Examples are listed below. ADE ECE may request additional reporting as necessary.

- Monthly absenteeism, suspension, and expulsion reports for the awarded PDG slots, due via survey link by the 15th of the month for the previous month's data from August through June of the fiscal year: <http://www10.ade.az.gov/SelectSurveyNET/TakeSurvey.aspx?SurveyID=n2M0m66K>.
- Grant application and revisions, which outline the proposed budgeting of the total award sum for the sub-grantee, due into GME as "SEA Director Approved" by the ADE ECE specified date.
- End-of-year demographics report, due via survey link by the ADE ECE specified date.
- Completion report, which outlines the budget actual expenditures, due into GME within 45 days of the end of the funding period
- ECQUIP and HNC meeting notes and agendas
- Reimbursement requests with supporting documentation of expenditures submitted through GME
- On-site monitoring as indicated in the "[ADE ECE Quality and Compliance Monitoring](#)" section
- Participation in and on-time submission of early childhood assessment data through Teaching Strategies GOLD as indicated in the "[Ongoing Progress Monitoring and Child Assessment](#)" section



PROFESSIONAL DEVELOPMENT (PD)

All program staff will participate in continuing education to remain current in ECE research and methods and continually update skills and knowledge through professional development (PD) based on local program professional development plans. Each sub-grantee will support program staff in writing an [individualized PD plan](#) based on needs and analyzing that data to develop a larger comprehensive PD plan for the program. PD opportunities could include, but are not limited to: Developmentally Appropriate Practices, Arizona Early Learning Standards, On-Going Progress Monitoring, or the *PGHQ* for program directors and administrators.

For upcoming ADE PD: [ADE Events Management System](#). For a list of ADE ECE PD: [ADE ECE PD Opportunities](#). For additional early childhood PD: [Arizona Early Childhood Workforce Registry](#).

Per the sub-grantee fiscal year award letter, programs were awarded additional allocations for PD. PDG sub-grantees are required to attend the conferences, summits, or institutes hosted by ADE ECE. These funds are to be allocated and used only for these PD opportunities as specified in the award letter. Any unspent funds will need to be returned to ADE ECE.



EARLY CHILDHOOD PROGRAM SPECIALISTS (ECPS)

An ADE Early Childhood Program Specialist (ECPS) working within the HNC will be assigned to work with the sub-grantees and to support quality improvement efforts and facilitate collaborative relationships. The ECPS will work in conjunction with sub-grantee QF coaches and other QF service providers to ensure continuity of services.

Primary Responsibilities of the ECPS include, but are not limited to:

- Assisting in the development of an infrastructure to ensure sustainability of the collaborative relationship of ECE within the high needs community to improve outcomes for children.
- Providing technical assistance and professional development/training to participants with the purpose of supporting the implementation of strategies and approaches that are developmentally appropriate
- Developing and working with existing implementation plans with participants to achieve improved levels of quality and improved outcomes for young children
- Attending meetings, conferences, workshops in the community to continually seek ways to bridge theory and practice for project participants
- Collecting, developing, and providing informational and educational materials to project participants
- Conducting applicable training and PD sponsored by ADE ECE.
- Visiting the school/community partner sites and conferring with the principal/director on a prescribed basis
- Assisting the local school district and community partners within a high needs community in writing and implementing a robust kindergarten transition plan
- Assisting the preschool programs within the high needs community to see how they align with the district literacy plan.

Federal Scope of Work

As part of the Federal Office of Early Learning Requirements, ADE submitted a Scope of Work (SOW) to outline in further detail how the proposed application will come to fruition. The SOW provides a detailed plan of how Arizona will fulfill the terms of PDG. For more information and to review the SOW:

www.azed.gov/ece/current-initiatives.

As a reminder, PDG, afforded to Arizona's HNCs, has a goal of closing the learning gap through intentional, quality early learning experiences. In order to meet our goal, ADE and local sub-grantees must partner to quickly scale up, and **all sub-grantees must be fully operational with 60 days of the start of the fiscal year (July 1)**. It is also expected that all elements of the *PGHQ* are in place and being implemented. This includes, but is not limited to:

- An appropriate, evidence- or research-based, comprehensive curriculum
- Early childhood assessment (State Board Approved Tool)
- Highly qualified staff or educational attainment plans in place
- Full enrollment and written wait list and most-in-need protocols for enrollment

TECHNICAL ASSISTANCE (T/A)



ADE ECE is available throughout the year to provide T/A regarding PDG. Please contact ADE ECE at any time to address concerns or questions. The sub-grantee's ADE ECPS, assigned to local regions and PDG HNCs around the state, can provide support, T/A, and PD as necessary to support PDG efforts. For specific contacts: www.azed.gov/ece/contactus. For additional early childhood resources: www.azed.gov/ece.



General PDG FY20 Due Dates

- **March 1, 2019:** PDG FY19 grant applications open electronically at gme.azed.gov. For more information, refer to the “[Grant Submission](#)” section of the Guidance Manual.
- **March 19, 2019:** All proposals will receive notification of award or non-award of PDG. For more information, refer to the “[Proposals](#)” section of the Guidance Manual.
- **June 30, 2019:** The PDG grant application must be ADE ECE Director level approved.
- **July 1, 2019 – December 30, 2019:** First half of fiscal year 2020 (Use of federal PDG funds is for this period only)
- **January 1, 2020 – June 30, 2020:** Second half of Fiscal year 2020 funded by fully by the program for the 50% match requirement
- **August 30, 2019:** Sub-grantee will be fully operational. Fully operational is defined as having the specified number of children, based on allocation, enrolled and participating in the identified program activities. Any unfilled slots funding will be returned to ADE ECE. Reallocations of funding, reductions, or additional slots may be awarded at this time.
- **August-September 2019:** ADE ECE will conduct Age and Income Eligibility Verification visits to verify the age and income of enrolled PDG slots.
- **September 30, 2019:** ECQUIP Quality Enhancement Plans and Scope of work reports due into ALEAT: <https://www.ade.az.gov/CommonLogon/logon.aspx>. The templates for these documents are available at: www.azed.gov/ece/current-initiatives.
 - (1) [Child Find Analysis](#);
 - (2) [Comprehensive PD Plan](#);
 - (3) [Family Engagement Needs Self- Assessment](#);
 - (4) [Family Engagement Assessment Action Plan](#);
 - (5) [Kindergarten Transition Plan](#);
 - (6) [Individual Professional Development Growth Plans](#).
- **October 30, 2018:** All classroom materials, supplies, technology, and furniture will be obligated. The intent is for materials, supplies, and furniture to be available and effectively utilized in the PDG program during the fiscal year.
- **November 1, 2018-January 29, 2019:** ADE ECE will conduct fiscal and programmatic monitoring.
- **December 30, 2019:** End of federal PDG funded programmatic fiscal year
- The **15th of every month** for the previous month’s PDG data: “Monthly Absenteeism, Suspension, and Expulsion” report due via electronic survey link: <http://www10.ade.az.gov/SelectSurveyNET/TakeSurvey.aspx?SurveyID=n2M0m66K>.
- **March 2020:** Completion reports will be completed and submitted by sub-grantee through GME (45 days from the end of the fiscal year).

ADE ECE may include additional due dates as applicable and will inform sub-grantees of any changes. Sub-grantees are responsible for knowing and understanding the requirements for PDG and for planning to complete the required PDG implementation activities by the defined due date.

Resources

- Arizona Department of Education Early Childhood Unit: www.azed.gov/ece
- Preschool Development Grant: www2.ed.gov/programs/preschooldevelopmentgrants/index.html.
- Program Guidelines: <https://cms.azed.gov/home/GetDocumentFile?id=5879561caadebe0c98a80509>
- Early Childhood Quality Improvement Practices: <https://cms.azed.gov/home/GetDocumentFile?id=587957efaadebe0c98a8053c>
- PDG FY20 Child and Family Application: <http://www.azed.gov/ece/files/2019/03/PDG-FY20-Child-Family-Application-PDF.pdf>
- ECQUIP Guidance: www.azed.gov/ece/early-childhood-assessment/.
- Kindergarten Transition Plan: <https://cms.azed.gov/home/GetDocumentFile?id=5888dda6aadebe0850217dcb>
- Arizona School Readiness Framework: <https://cms.azed.gov/home/GetDocumentFile?id=5888dda6aadebe0850217dcb>
- 2019 Federal Poverty Guidelines: <https://aspe.hhs.gov/2019-poverty-guidelines>
- Certification: <http://www.azed.gov/educator-certification/>
- Arizona Department of Health Services: <https://www.azdhs.gov/>
- ADHS Empower Program: <https://azdhs.gov/documents/prevention/nutrition-physical-activity/empower/resources-policies/empower-guidebook.pdf>
- Sample Monitoring Form: <http://www.azed.gov/ece/current-initiatives/>

Notes

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