



Division of Child Care and  
Early Childhood Education

# **High-Quality Preschool Program**

Second Round for Expansion  
Priority or Focus

**Instructions for Completing the  
2015-2016  
Request for Applications**

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**APPLICATIONS DUE Tuesday, June 30, 2015 – 4:30 p.m.**

**The High-Quality Preschool Program is federally funded through the US Departments of Education and Health and Human Services to be administered by the Arkansas Department of Human Services, Division of Child Care and Early Childhood Education.**

## **I. High-Quality Preschool Program Grants Application Introduction - Purpose and Background**

The purpose of the Preschool Development Grants program, which is jointly administered and funded through the US Departments of Education and Human Services, is to support State and local efforts to build, develop and expand High-Quality Preschool Program (HQPP) so that more children from low- and moderate-income families enter kindergarten ready to succeed in school and life. Arkansas is now the recipient of HQPP grant funds and has a minimum of four years to develop or enhance preschool program infrastructure and capacity to deliver, implement and sustain HQPP to reach and serve additional eligible children in high needs communities as listed under the eligibility section.

The High-Quality Preschool Program (HQPP) means an early learning program that includes structural elements that are evidence-based and nationally recognized as important for ensuring program quality for children four (4) years of age whose birthdate occurs on or before August 1. The elements include but are not limited to:

- a) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a State-approved alternate pathway, which may include coursework, clinical practice, and evidence of knowledge of content and pedagogy relating to early childhood, and teacher assistants with an associate's degree in early childhood;
- b) High-quality professional development for all staff;
- c) A child-to-instructional staff ratio of no more than 10 to 1;
- d) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications and teacher assistant as outlined in (a) of this definition;
- e) A Full-Day program (minimum of seven [ 7] hours/178 days);
- f) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- g) Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with the State Early Learning and Development Standards, for at least the year prior to kindergarten entry;
- h) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
- i) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
- j) Program evaluation to ensure continuous improvement;
- k) On-site or accessible Comprehensive Services for children and community partnerships that promote families' access/engagement to services that support their children's learning and development; and
- l) Evidence-based health and safety standards (including but not limited to dental, hearing, vision, health and mental health).
- m) Evidence of collaboration in the development and implementation of the grant and the services to be provided.

### **BACKGROUND**

Strong and consistent evidence demonstrates that participation in high-quality early learning programs can lead to both short- and long-term positive outcomes for all children, but especially children from low-income families. Research has shown the multiple benefits of attending preschool programs that are of high-quality, including increased school readiness, lower rates of grade retention and special

education placements, improved high school graduation rates, reduced interaction with law enforcement, and higher rates of college attendance and completion.

Children from low-income families, on average, start kindergarten 12 to 14 months behind their peers in pre-reading and language skills. Results from the “Early Childhood Longitudinal Study, Kindergarten Class of 2010–11,” indicate that children’s performance in reading and math were lowest for kindergartners in households with incomes below the Federal Poverty Line and highest for those in households with incomes at or above 200 percent of the Federal Poverty Line. Increasing access to High-Quality Preschool Programs, particularly for at-risk children from low-income families, can help close, or even prevent, these achievement gaps prior to kindergarten entry.

HQPP is intended to be delivered through a mixed-delivery system of providers that includes LEA – school districts, licensed child care centers, Head Start programs, and community-based organizations. Preschool programs must meet program quality standards, such as being a Level III of Better Beginnings, including, at a minimum, the elements outlined in the definition of a “High-Quality Preschool Program,” as listed above. **Attachment A** provides a listing of definitions and acronyms that are referenced throughout the application.

## **II. Application Deadline Date and Process of Approval**

- The application must be electronically submitted via a word document to the following email address: [CopaSupport.MailAccount@dhs.arkansas.gov](mailto:CopaSupport.MailAccount@dhs.arkansas.gov) by Tuesday, June 30, 2015, no later than 4:30 pm.
- The Memorandum of Understanding must be signed and then scanned into the electronic email as listed above. An electronic confirmation of receipt will be returned to the sender within 24 hours.
- If you are unable to submit the application electronically, then three copies of the Application along with the signed Memorandum of Understanding must be hand delivered and received in the DCCECE office by Tuesday, June 30, 2015, no later than 4:30 pm.
- Final Approval of selected HQPP grants will be presented by Division of Child Care and Early Childhood Education (DCCECE) to the Early Childhood Commission and to the State Board of Education.

**PLEASE NOTE: Faxed copies will not be accepted**

## **III. Application Funding**

Arkansas received approximately \$15 million to (1) improve and (2) expand prekindergarten services in eleven (11) of the state’s highest-need, most underserved counties. The second round of funding is targeted for ***only expansion of services*** for the remaining slots of approximately 425 children. Interested agents/programs/districts must be within those communities as designated by the Arkansas Department of Education priority/focus public school areas. All the slots to improve the current existing ABC services have been allotted with the initial application and those priority/ focus communities funded will not be eligible for additional funding in the second round application. Therefore, funding is currently available to expand/ sustain new prekindergarten slots for these remaining new slots that fully meet the federal definition of HQPP requirements.

The maximum grant award per child per program year from the state will be \$7,830 for a center-based or licensed child care classrooms. Local programs must meet a 40% match \$3,132.

The HQPP subgrantees will coordinate, but shall not supplant these funds in the delivery of High-Quality Preschool Programs. Services being currently funded by state/ federal funds cannot be replaced with HQPP funding. Current existing services for preschool-aged children such as State Preschool Programs (ABC); programs and services supported through Title 1 of the ESEA; Part C and Section 619 of Part B of IDEA; subtitle VII-B of the McKinney-Vento Act; the Head Start Act; and the Child Care and Development Block Grant Act are expected to continue.

#### **IV. Application Eligibility**

Proposal **must** address and **meet** the High-Quality Preschool Program (HQPP) structural elements as stated in *Section I (a-1) Application Introduction – Purpose and Background*.

Additional requirements for eligibility include:

- Designation of Needs Improvement Focus/ Priority School/Community by the AR Department of Education (**Attachment B**);  
(These schools/ communities were selected through a rigorous process that considered characteristics such as geographic and ethnic diversity, children’s school readiness scores, low-performing elementary schools in the area, and the extent to which eligible children are currently underserved in each county. The listing of the Needs Improvement Focus/ Priority Schools is located in **Attachment B**) Those applicants who fall outside these targeted locations are not eligible to apply and if proposals are received outside the priority/ focus areas, will not be reviewed.
- Maintains a minimum of Level III or higher in Better Beginnings for the program or has a classroom that has receive five (5) or higher on the Environmental Rating Scale (ERS) or received a 4.5 or higher on the Classroom Assessment Rating Scale (CLASS).  
**NOTE:** (Programs with no Better Beginnings status, Level I or Level II will receive a lower score and must include a plan including timeline to meet Level III or higher within one year.)
- Demonstrates a need to expand high-quality preschool programs in high-need communities as indicated from a Needs Assessment Summary that reflect clear and concise community geographic and demographic details/ needs (ie. supportive evidence to make your case for funding by providing numbers; percentages; underserved preschool populations, poverty, etc.);
- Demonstrates efforts to address community/ family needs.
- Exhibits strong partnerships and active collaboration with local education agencies (LEA- school districts/ ADE approved Charters), Part B Special Education, Head Start, health including dental and mental health, etc.

#### **V. What Period of Time Does the Grant Cover?**

The announcement of the selected subgrantees will occur by July 15 to ensure enough time to . Services will begin in August with the start of the 2015-16 school year. The selected programs will continue to receive funding for up to four (4) years contingent on successful implementation of the grant/grant agreement as assessed annually. Grant reports and monitoring will verify the fulfillment of the requirements. Renewal grants submission will be required annually based on compliance with the **Rules Governing the Arkansas Better Chance Program**.

## VI. Application Program Implementation Options

1. **Improvement:** This can be an opportunity to build or enhance the current ABC preschool program infrastructure and quality improvements needed to deliver High-Quality Preschool Programs services for four (4) year old children. The elements must meet the definition of HQPP as previously listed and is targeted in the high needs communities as listed in **Attachment B**. The HQPP funding shall not supplant existing dollars providing preschool education. Further clarification/ Examples: Taking on improvement of existing State Preschool Program slots to bring them to the level of a High-Quality Preschool Program by employing and compensating a teacher and ensuring the qualifications; providing Comprehensive Services to include but not limited to dental, family engagement, community partnerships, as defined in HQPP. Funded during the first proposals received in April 2015.
2. **Expansion:** This is an opportunity to voluntarily expand, implement and sustain high-quality preschool programs in only targeted high need underserved communities as listed in **Attachment B**. These programs will serve as models for expanding preschool to all 4-year-olds from low- and moderate-income families. Expansion of the new slots in the Preschool Programs must meet the definition of High-Quality Preschool Program.
3. **Combination:** Implementing the improvement of an existing ABC preschool service as described above in (1) as well as increasing/ expanding additional number of unserved four (4) year old children as listed in (2). The improvement or expansion must adhere to the definition of the High-Quality Preschool Program. Funded during the first proposals received in April 2015.

**NOTE: Regardless of the option selected to implement within your program, these services must comply with the Rules Governing the Arkansas Better Chance Program.**

## VII. Application Selection and Evaluation

DCCECE will oversee the process by which programs are selected for the HQPP grant through the full completion of Request For Proposal (RFP). Proposals **must** follow the format and instructions as listed below.

The second round of grant applications must identify their focus in the area of **Expansion** for approximately 425 children as listed under Section VI. All applications will be read, analyzed for compliance to the HQPP requirements and scored by a panel of education including early childhood professionals using rubric as provided in **Attachment C**. The expert panel will be from outside the Division of Child Care and Early Childhood Education.

DCCECE staff will review status of the proposal as it relates to programmatic and financial compliance. Subgrantees may be invited to present their proposal to a cadre of reviewers to further assist in the final selection of the HQPP. The cadre of reviewers may select to visit the subgrantee to view their facilities and to make inquiries regarding the subgrantees plans to implement the HQPP.

## VIII Application Instructions

Within the application, there are sections that must be a part of the RFP:

- Part A – Application Cover Sheet
- Part B – Individual Site Information
- Part C – Project Narrative
- Part D – Sustainability
- Part E – Core Budget Model/ Four Year Budget Projection
- Part F – Budget Justification
- Part G – Memorandum of Understanding (**Attachment D**)

- **An Application Checklist is provided to ensure your application is complete prior to submission. This checklist should not be submitted with the application. (Attachment E)**
- **For Personal Reference: The application should be completed electronically and saved to your computer's hard drive. Please rename the files using your program name and year. (Example: DSHQPP-Preschool.2015)**
- **Section II emphasizes a preference of electronic submission however, an alternative method is available to submit the grant.**
- **All parts of the application must be complete and submitted by the deadline before the application can be considered.**
- **Incomplete or late applications will *not* be processed or considered for review.**
- **No more than 50 pages for narrative.**
- **Must use at least 12 point type font Times New Roman.**
- **No more than 25 pages for Appendices/ Attachments not including required forms.**

### **Part A – Application Cover Sheet**

Complete all sections of the Application Cover Sheet and attach to the front of the narrative: These pages will not be counted as part of the narrative.

### **Part B – Individual Site Information**

Complete all sections of the proposed HQPP site regardless if designated for Expansion. These pages will not be counted as part of the narrative.

- ***A separate form is required for EACH proposed HQPP site.***
- School district(s) served by HQPP.
- Provide the job descriptions with qualification for managing staff, teachers and teacher assistants for each site.

### **Part C – Project Narrative**

#### **General Information**

- The narrative is limited to **50 pages**. The forms and evidence documentation may be placed into appendices/ attachments limited to **25 pages**.

The following grant standards for submission are:

- A “page” is 8.5” by 11”, on one side only, with 1” margins at the top, bottom, and both sides.
- Place name of program and number each page at the bottom (footer section).
- Set the line spacing for the narrative to 1.5 spacing and use a 12-point type print using Times New Roman font.
- The subgrantee is expected to respond to each element of the HQPP definition based on the Implementation Option selected.
- Refer to the HQPP Definitions to assist with addressing some of the details as requested in the narrative.

**Project Narrative Guidance**

The narrative needs to include a description of your agency and how it will build on the current foundation to meet the standards of a High-Quality Preschool Program. This **must** include structural elements that are evidence-based and nationally recognized as important for ensuring program quality. If there are no existing preschool services in your facility, then address the plans for developing new services to expand a HQPP in the community. Each item listed below should address how this will support expansion of services.

- A. Community Need-** Provide an overview of the geographic and demographic need in your community to implement a High-Quality Preschool Program. If available, use details from a local needs assessment/ community assessment for supportive evidence of program need. This should reflect clear and concise details/ needs (ie. supportive evidence to make your case for funding by providing numbers; percentages; underserved preschool populations, poverty, personnel, etc.). Indicate how this will fulfill a need in your community and if your community is listed as a Focus/ Priority area as per the list in **Attachment B**.
- B. Personnel-** Indicate if personnel are available on staff for placement into positions if selected or if there will be a need to hire new staff. Describe the process for hiring and selecting staff. Please include job descriptions of all positions the HQPP will employ/ fund.
- C. Professional Development-** Describe the professional development plan for all staff. Indicate the plans to coordinate and collaborate professional development opportunities with the locals schools/ LEAs, Head Start/Early Head Start, Higher Education, and other Early Learning Providers. A chart such as the following example may be used to indicate implementation to show how the subgrantee will establish professional development for the HQPP with projected costs.

Professional Development Activities/ Strategies	Indicators of Success/ Projected Outcomes	Timeline/ Frequency	Roles of Recipients	# of Staff Involved Per Site	Estimated Cost

- D. Inclusion of children with disabilities-** Describe the plan for the identification and processing referrals of children who need further evaluation/services through either the local educational

agency or the educational service cooperative to be eligible for special education and related services under Section 619 of Part B - Individuals with Disabilities Education Act (IDEA). Identify the provider of the Section 619 of Part B – IDEA services for your program. Indicate the plan to ensure access and full participation in all program activities for children identified and served.

**NOTE:** The screening instruments used must be age and developmentally appropriate, valid, and reliable to identify children who may need follow-up services to address developmental, learning, or health needs. **Attachment F** provides a listing of approved instruments for screening.

- E. Evidence-Based Curricula and Learning Environments-** Describe the details for implementation of developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with current State Early Learning and Development Standards (Frameworks) for school readiness. Identify how the selected curricula will cover all essential learning domains of school readiness. Programs are required to select the curricula as provided in **Attachment F**.
- F. Individualization Accommodation-** Steps the subgrantee will take to ensure support for individualization so that all children regardless of their abilities or background experiences will have access for participation fully in learning activities. This would include families and children with diversity such as homeless (McKinney-Vento Act), dual language learners, disabilities, etc.
- G. Program Evaluation-** Define the plan for monitoring and ensuring continuous improvement of program quality based on the program standards such as the process to conduct self-monitoring. The expectation is that each program will use the Environmental Rating Scale (ERS) - indicate background use of the ERS and if the overall score was below five (5), and the steps taken to improve the process. Indicate any other steps that will be used to measure overall program and teacher effectiveness such as CLASS, etc..
- H. Child Outcomes-** Work Sampling is required to measure child progress for the HQPP application. Indicate any experience using this assessment tool and the outcomes of the children evaluated by this instrument. If this was not used, then identify the instrument used to measure the outcomes and the findings for the past year. Also, clarify if additional assessments will be used to measure child progress and outcomes for the HQPP classroom. Attachment
- I. Family Engagement/ Partnership-** A detailed implementation plan describing how the program will conduct outreach and communication to hard-to-reach families. The plan needs to include family engagement strategies that promote family well-being and how it will assist in promoting child outcomes. These strategies need to go beyond the usual “parental involvement” activities. Cultural and linguistic diversity within your county needs to be addressed. Programs will be required to hire at least one Family Service Manager to work with families and may be shared with other entities within the service area.

**Note:** A Family Service Manager (FSM) will be available to work as follows: a ratio of one **(1) FSM to 30 children/families** to support families in meeting their needs and assisting to connect them to services. The Family Service Manager should assist programs in developing

engaging relationships with the educational program/ system and to build capacity to support their child’s learning and development.

Provide a chart of parent activities with indicators of success, timelines, estimated cost, etc. (Example provided below). Also, provide a description of the job description for the Family Service Manager.

Target Activities/ Strategies	Indicators of Success	Timeline	Staff Assigned/ Party Responsible	# of Families Involved per site	Estimated Cost

**J. Community Partnership/ Engagement-** Describe the ways in which your program will collaborate with other educational program and community services to develop a shared vision and mission for the children to transition seamlessly through the system- birth- third grade and expect mutual accountability for school readiness. These plans should reflect how these partnerships will promote families’ access/ engagement to services that support their children’s learning and development.

Formal agreements (MOUs) that promote collaborative relationships and describe details of partnerships (e.g., referral coordination, pooling of resources related to professional development, joint recruitment and child find efforts) can be included with your application. If unable to complete MOU prior to submission of the grant, then indicate in a chart the strategies, benefits and timelines for completion of a formal MOU. Agencies will be required to enter into MOUs with, as appropriate, the local education agency (LEA) public/ state approved charters, Early Childhood Special Education LEA/ Cooperative, Head Start, other early care and education providers, local health entities, home visiting programs, and mental health programs. Indicate the method for evaluating effective implementation of Community Partnerships. Chart proposed plans.

Community Partner	Strategies/ Activities/ Impact on School Readiness	Timeline	Staff Assigned/ Party Responsible	Evidence/ Evaluation	Impact on Families/ Children	Estimated Cost

**K. Evidence-based health-** Provide details on how you will implement evidence-based health promotion practices including health and safety requirements; developmental, behavioral, and sensory screening, referral, and follow up; the promotion of physical activity, healthy eating habits, oral health, and behavioral health; and health literacy of parents. This should clearly connect to the plans of the the community partnerships.

Health Practice	Strategies/ Activities	Timeline	Staff Assigned/ Party Responsible	Community Partners	Outcomes	Estimated Cost

**Part D – Sustainability**

Describe the plan and process to sustain the program after the fourth year. This will be an essential discussion among the leadership team of the collaborative partners and decision makers within the subgrantee’s community. The plan needs to begin in the first year to spell-out the details of ongoing discussion and investigation rather than waiting until the fourth year to plan sustainability. This can be supported through program evidence of success and impact of child and family outcomes can substantiate need.

**Part E – Budget Form**

**HQPP Core Cost Model**

The HQPP Core Cost Model is based on the current average of entry for staff as per a state wide analysis of early childhood education. The model must be used as a baseline to set up the subgrantee’s budget.

<b>Table G.1 Subgrantee Cost Model for Preschool Expansion</b>			
Well-Qualified and Compensated Staff	Classroom Teacher	Salary	\$ 35,615.00
		Fringe	\$ 10,684.50
	Paraprofessional	Salary	\$ 21,000.00
		Fringe	\$ 6,300.00
	Family Service Manager	Salary *	\$ 23,330.00
		Fringe	\$ 6,999.00
Total Personnel			\$ 103,928.50
<b>Equipment and Supplies</b>			
Curriculum and Equipment			\$ 6,000.00
Community and Parent Involvement			\$ 4,000.00
Transportation			\$ 3,000.00
Professional Development			\$ 8,000.00
Screenings			\$ 2,000.00
Technology and Data-Driven Decision-Making Support			\$ 2,500.00
Total Personnel, Equipment & Support			\$ 129,428.50
Local Match at 40%			\$ 51,771.40
<b>State Allocation Per Classroom (20 children)</b>			<b>\$ 181,199.90</b>
Administrative Costs at 15%			\$ 27,179.99
<b>State per Child Allocation</b>		<b>\$</b>	<b>7,830.00</b>
<b>* FSM salary is at 0.66 - Because ratio will be one FSM to 30 families</b>			

Use the budget summary to project the funding over the next four (4) years in reflection of the subgrantee’s plan for sustainability.

### Four (4) Year Sustainability Budget

Categories	Year 1		Year 2		Year 3		Year 4		Total	
	HQPP	Match 40%	HQPP	Match 40%						
Personnel/ Salaries										
Fringe Benefits										
Curriculum/Equipment										
Community/ Parent In.										
Transportation										
Professional Development										
Screen/Assessment										
Technology										
Administrative Costs (15%)										
Total										

### Part F – Budget Justification

This section will serve as the financial guidelines for the HQPP grant application. Applicants shall develop a budget and budget justification for the implementation of the HQPP. These funds provided to agencies must be used exclusively for the HQPP outlined in this proposal. A complete budget will contain all of the core quality elements referenced in this section. HQPP Core Budget Models are located in Part E.

- Prepare the HQPP budget using these guidelines and the forms provided in Part E of the application.

- Include matching funds, which shall be at least 40% of the total program cost. The source of matching funds must be designated (e.g. School District/Program Name, Title I, NSLA, etc.).

Matching funds shall be at least 40% of agency’s total HQPP budget. The formula to determine the amount of your match for Expansion funding is based on a per child amount.

- For improvement of existing ABC slots, the subgrantee must ensure all facets of the HQPP elements and that the HQPP requested funds will not supplant existing dollars. The state will pay for the difference between the amount received for ABC and the HQPP model, which is \$2970 per child. This may include but not limited to the improvement of the following: **Funding unavailable for Improvement.**

- High-quality personnel that ensures degreed staff;
- Employment of a Family Services Manager for up to 30 children that may be shared;
- Establish and support the partnerships across birth–third (3<sup>rd</sup>) grade settings for early care and education programs;
- Establish and support school readiness teams;
- Joint professional development, collaboration and leadership opportunities;
- Data driven decision making supports for the purpose of understanding how to use data to guide instruction and differentiate resources in making decisions on child/ school outcomes; and
- Joint outreach and recruitment efforts to meet the needs of the subgrantee’s community and to reach the underserved families;

- Budgets shall demonstrate the cost effectiveness of the program and the use of federal, local and/or private funds in conjunction with the HQPP monies.
- The amount of each budget amounts should correlate to the amounts listed in the HQPP Core Models provided in this section.
- A justification must be provided for each line item for which HQPP funds are requested.
- Programs must budget the minimum amount set by the HQPP model—either in HQPP funds, match or a combination—for the following categories: salaries, professional development, curriculum, parent involvement, and screenings.
- The following costs are disallowed: construction and major renovation costs. If there are questions regarding construction or major renovation costs, please contact [paige.cox@dhs.arkansas.gov](mailto:paige.cox@dhs.arkansas.gov)

### **Salaries and Fringe Benefits**

- Salaries must be based on the minimum amount allowed in the HQPP Core Budget Models.
- **Programs must pay qualifying teachers the minimum salary as listed in the HQPP Core Model Budget.**
- The salary range indicated for each position is based on 190 days (178 program days + 12 professional development days).

### **Administrative Expenses**

- Administrative expenses may include rent, utilities, copying, postage, office supplies, grounds maintenance and salaries for principal/owner, school counselors, custodians and nurses.
- The cost of the annual required audit is not included in the cap on administrative costs.
- Total administrative expenses (including administrative salaries) shall not exceed 15% of the HQPP budget.

### **Screenings**

- Programs may count developmental and health screens in either HQPP or match.

### **Nutrition**

- Programs may use as match up to 100% of the reimbursement amount received for HQPP children through either ADE or the Child and Adult Care Food Program. DCCECE will verify reimbursement amounts from the Child Nutrition and ADE Nutrition program.

### **Curriculum**

- Curriculum items may include learning centers, comprehensive/supplementary learning materials, curriculum training, outdoor play, supply kits for children and other classroom consumables.

### **Parent Involvement and Family Engagement**

- Parent involvement includes any materials and activities by which the parent becomes engaged in the HQPP child's learning process and connections to community services to include but not limited to translators for hearing impaired or dual language learners.

### **Technology**

- Every classroom shall be equipped with a computer with high-speed internet access. COPA will be the data management system for entry of program reports and details.
- In addition to a computer, each classroom may purchase an iPad, printer, digital camera, video camera or scanner for documentation of child progress/ outcomes and/or to upload documents.

### **Professional Development**

- Programs may count the actual cost of attending any trainings or teaching conferences which may include those prescribed by DCCECE.
- Professional development funds may be used to pay substitute teachers while permanent staff attends required trainings.

### **Transportation**

- The cost of transportation for ABC children may be budgeted to the program. This includes van or bus lease plus insurance. HQPP funds are unable to support the purchase of vehicles.
- In addition to the above cost, the approximate amount of parent transportation may be claimed as match.
- HQPP staff required to travel for their job shall be reimbursed for mileage. This does not include travel from home to and from the employee's regular work site.

# Grant Instructions

- Details following this page provide the specific items for submission.
- To further assist the subgrantee in ensuring the completion of the grant, an Application Checklist is provided behind Attachment E but does not need to be submitted with the grant.
- Please read instructions carefully to follow the format. The subgrantee's narrative cannot exceed 50 pages and Attachments/Appendices cannot exceed 25 pages.
- Below is a list of other documents that must accompany the subgrantee's application:
  - Application Cover Sheet for PART A;
  - Individual Site Information for PART B (Separate form is required for each site included in grant application as well as the request job description);
  - Project Narrative for PART C (Please submit details to address each area A-L);
  - Sustainability Plans;
  - Budget Forms and Budget Justification (Subgrantee's cost model to include match with budget justification);  
and
  - 4 Year Sustainability Budget Form.

**Second Round**  
**2015–2016 HIGH-QUALITY PRESCHOOL PROGRAM (HQPP)**  
**APPLICATION COVER SHEET – PART A**

CURRENT PROGRAM NAME \_\_\_\_\_

Implementation Option Area(s) [as listed in Section VI of Instructions]:  Improvement  Expansion  Combination

AGENCY \_\_\_\_\_ TAX IDENTIFICATION # \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_ ZIP \_\_\_\_\_ COUNTY \_\_\_\_\_

LEA/SCHOOL DISTRICT \_\_\_\_\_

PRIMARY CONTACT PERSON \_\_\_\_\_ POSITION \_\_\_\_\_

ADMINISTRATOR IN CHARGE OF HQPP \_\_\_\_\_ POSITION \_\_\_\_\_

OFFICE PHONE # \_\_\_\_\_ CELL # \_\_\_\_\_

E-MAIL ADDRESS \_\_\_\_\_

HQPP Funding Amount Requested in Implementation Option Area(s):

Expansion	\$
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Program’s Fiscal Year Beginning and Ending Dates: \_\_\_\_\_

Is the current program audited by Legislative Audit? Yes  No

Has a Needs Assessment been conducted? Yes  Date: \_\_\_\_\_ No

*List ALL current sites and information administered by your agency.*

Site Name	LICENSE #	Center Hours of Operation	# of classrooms	# of children served	# on waiting list	# served through Section 619 – IDEA by LEA or Educ. Service Cooperative	# served by Private Service Providers	# of Homeless children	# of English Language Learners & Specify Language(s)
<b>TOTAL NUMBERS:</b>									

**2015-2016 HIGH-QUALITY PRESCHOOL PROGRAM (HQPP)  
INDIVIDUAL SITE INFORMATION – PART B**

HQPP Site Name \_\_\_\_\_

Site Contact Name and Title \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ Zip \_\_\_\_\_ County \_\_\_\_\_

Phone # \_\_\_\_\_ Fax # \_\_\_\_\_

Site Contact Email (REQUIRED) \_\_\_\_\_

*\* Complete information for each proposed Individual HQPP Site for Expansion...COPY FORM AS NEEDED.*

Classroom	# of 4 year old children	Better Beginnings Level	Overall ERS score & date	CLASS Scores	Licensing Capacity
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

List all LEA/school districts served by each proposed HQPP site:

\_\_\_\_\_

**FACILITY TYPE AND LOCATION (Mark items in each column which applies to site.)**

- |                                                  |                                                             |
|--------------------------------------------------|-------------------------------------------------------------|
| <input type="checkbox"/> Public School District  | <input type="checkbox"/> Located ON a public school campus  |
| <input type="checkbox"/> Educational Cooperative | <input type="checkbox"/> Located OFF a public school campus |
| <input type="checkbox"/> College or University   |                                                             |
| <input type="checkbox"/> Community Based         |                                                             |

**FUNDING SOURCES OTHER THAN HPQQ (Mark all that apply and specify sources not listed.)**

- |                                                        |                                                 |                                                                             |                                                           |
|--------------------------------------------------------|-------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------|
| <input type="checkbox"/> ABC                           | <input type="checkbox"/> ABCSS                  | <input type="checkbox"/> Title I                                            | <input type="checkbox"/> School Funding _____             |
| <input type="checkbox"/> Head Start                    | <input type="checkbox"/> Early Head Start       | <input type="checkbox"/> CCDF Pre-K                                         | <input type="checkbox"/> NSLA [National School Lunch Act] |
| <input type="checkbox"/> Early Childhood Special Educ. | <input type="checkbox"/> Private Pay Tuition    | <input type="checkbox"/> Private Foundation                                 |                                                           |
| <input type="checkbox"/> Medicaid                      | <input type="checkbox"/> AmeriCorps             | <input type="checkbox"/> 21 <sup>st</sup> Century Community Learning Center |                                                           |
| <input type="checkbox"/> Vouchers                      | <input type="checkbox"/> Other (Specify): _____ | <input type="checkbox"/> Other (Specify): _____                             |                                                           |

**FOOD PROGRAM FOR SITE (Mark all that apply to site.)**

- CACFP (SNAP)  National School Lunch  Program furnishes lunch  Other (Specify): \_\_\_\_\_

# **ATTACHMENTS LIST**

- A. Definition of Terms and Acronyms**
- B. AR Department of Education: Focus & Priority LEAs**
- C. Scoring Rubrics**
- D. Memorandum of Understanding with the Subgrantee**
- E. Application Checklist**
- F. Approved Evidence-Based Curricula & Screening Instruments**

**ATTACHMENT A**

**DEFINITION OF TERMS**

**& ACRONYMS**

# Definitions

## **Comprehensive Early Learning Assessment System**

a coordinated and comprehensive system of multiple assessments, each of which is valid and reliable for its specified purpose and for the population with which it will be used, that organizes information about the process and context of young children's learning and development in order to help teachers make informed instructional and programmatic decisions and that conforms with the recommendations of the National Research Council report on early childhood assessments by including, at a minimum:

- a) Screening Measures – [*refer to Attachment F*];
- b) Formative Assessments [*Work Sampling System*];
- c) Measures of Environmental Quality [*Environment Rating Scale*];
- d) Measures of the Quality of Adult-Child Interactions [*example – Teacher Effectiveness or CLASS*]; and
- e) A Kindergarten Entry Assessment [*Qualls Early Learning Inventory*].

## **Comprehensive Services**

services that include--

- a) Screenings for hearing, vision, dental, health (including mental health), and development, as well as referrals and assistance obtaining services, when appropriate;
- b) Culturally and linguistically responsive family engagement opportunities (taking into account home language), such as parent conferences (including parent input about their child's development) and support services, such as parent education, and leadership opportunities, such as a Parent Advisory Committee;
- c) Nutrition services, including nutritious meals and snack options aligned with requirements set by the most recent Child and Adult Care Food Program guidelines promulgated by the Department of Agriculture, as well as regular, age-appropriate, nutrition education for children and their families;
- d) Services coordinated with LEAs and early intervention service providers and other entities providing services under Part C and Section 619 of Part B of IDEA [*refer to ABC Regulations 15.05 and 15.08*];
- e) Physical activity services aligned with evidence-based guidelines, such as those recommended by the Institute of Medicine, and which take into account and accommodate children with disabilities;
- f) Partnerships with and linkages to community services to enhance family well-being, such as income supports, food pantries, housing, social services, and other services relating to health/mental health, domestic violence, substance abuse, adult literacy, education and training, and financial asset building;
- g) On-site coordination of services, to the maximum extent feasible; and
- h) Additional support services, determined by the State, as appropriate.

## **Early Learning and Development Standards** [*AR Early Childhood Frameworks*]

a set of expectations, guidelines, or developmental milestones that--

- a) Describes what all children from birth to kindergarten entry should know and be able to do and their disposition toward learning;

- b) Is appropriate for each age group (e.g., infants, toddlers, and preschoolers); for English learners; and for children with disabilities or developmental delays;
- c) Covers all Essential Domains of School Readiness; and
- d) Is universally designed and developmentally, culturally, and linguistically appropriate.

**Early Learning Provider**

an entity that carries out an early childhood education program, including an LEA – school district, charter school, educational service agency, Head Start program, licensed early childhood education provider, institution of higher education, or other eligible licensed provider as defined by the State, or a consortium thereof.

**Eligible Children**

eligible four-year-old children from families whose income is at or below 200 percent of the Federal Poverty Line.

**Eligible Children with Disabilities**

eligible children who have been determined by the local educational agency to be eligible for special education and related services under Section 619 Part B of the IDEA (20 U.S.C. 1400 et seq.)

**Essential Data Elements** *[current existing examples are COPA and CLASS]*

the critical child, program, and workforce data elements of a coordinated early learning data system, including--

- a) A unique statewide child identifier or another highly accurate, proven method to link data on that child, including Kindergarten Entry Assessment data, to and from the Statewide Longitudinal Data System and the coordinated early learning data system (if applicable);
- b) A unique statewide early childhood educator identifier;
- c) A unique program site identifier;
- d) Child and family demographic information;
- e) Early childhood educator demographic information, including data on educational attainment and State credentials or licenses held, as well as professional development information;
- f) Program-level data on the program’s structure, quality, child suspension and expulsion rates, staff retention, staff compensation, work environment, and all applicable data reported as part of the State’s Tiered Quality Rating and Improvement System; and
- g) Child-level program participation and attendance data.

**Essential Domains of School Readiness**

the domains of language and literacy development, cognition and general knowledge (including early mathematics and early scientific development), approaches toward learning (including the utilization of the arts), physical well-being and motor development (including adaptive skills), and social and emotional development.

### **Family Service Manager (FSM)**

will work as follows: a ratio of one (1) Family Service Manager to 30 families to support families in meeting their needs and assisting to connect them to services. The FSM will assist programs in developing engaging relationships with the educational program/system and to build capacity to support children's learning and development.

### **Federal Poverty Line** *[available on DCCECE website]*

a measure of income level issued annually by the Department of Health and Human Services and used to determine eligibility for certain programs and benefits.

### **Formative Assessment** *[Work Sampling System and classroom-based or ongoing assessment.*

*Refer to DCCECE/ABC website for listing of approved tools.]*

assessment questions, tools, and processes

- a) That are:
  1. Specifically designed to monitor children's progress in meeting the Early Learning and Development Standards;
  2. Valid and reliable for their intended purposes and their target populations; and
  3. Linked directly to the curriculum; and
- b) The results of which are used to guide and improve instructional practices.

### **Full-Day**

*[ABC Regulation 9.06 - a minimum of 7 hours per day, 178 days per year for instruction]*

a day that is--

- a) Equivalent to a full school day at the public elementary schools in the State; and
- b) Not fewer than five hours a day.

### **High-Need Community**

a geographically defined area, such as a city, town, county, neighborhood, district, rural or tribal area, or consortium thereof, with a high level of need as determined by the State.

### **High-Quality Preschool Program**

an early learning program that includes structural elements that are evidence-based and nationally recognized as important for ensuring program quality for children four (4) years of age whose birthday occurs on or before August 1, including at a minimum but not limited to:

- a) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a State-approved alternate pathway, which may include coursework, clinical practice, and evidence of knowledge of content and pedagogy relating to early childhood, and teacher assistants with an associate's degree in early childhood;
- b) High-quality professional development for all staff;
- c) A child-to-instructional staff ratio of no more than 10 to 1;
- d) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications and teacher assistant as outlined in (a) of this definition;
- e) A Full-Day program (*minimum of seven [7] hours per day for no less than 178 days per year*);
- f) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;

- g) Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with the State Early Learning and Development Standards, for at least the year prior to kindergarten entry;
- h) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
- i) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
- j) Program evaluation to ensure continuous improvement;
- k) On-site or accessible Comprehensive Services for children and community partnerships that promote families' access/engagement to services that support their children's learning and development; and
- l) Evidence-based health and safety standards (including but not limited to dental, hearing, vision, health and mental health).
- m) Evidence of collaboration in the development and implementation of the grant and the services to be provided.

**Kindergarten Entry Assessment** [*Currently Qualls Early Learning Inventory*]

an assessment that--

- a) Is administered to children during the first few months of their admission into kindergarten;
- b) Covers all Essential Domains of School Readiness;
- c) Is used in conformance with the recommendations of the National Research Council reports on early childhood; and
- d) Is valid and reliable for its intended purposes and for the target populations and aligned to the Early Learning and Development Standards.

Results of the assessment should be used to inform efforts to close the school-readiness gap at kindergarten entry, to inform instruction in the early elementary school grades, and to inform parents about their children's status and involve them in decisions about their children's education. This assessment must not be used to prevent children's entry into kindergarten or as a single measure for high-stakes decisions.

**Local Educational Agency (LEA)**

as the meaning given the term in section 9101 of the ESEA --  
LEA is a Local Education Authority or public school district.

**Measures of Environmental Quality** [*Environmental Rating Scale*]

valid and reliable indicators of the overall quality of the early learning environment.

**Measures of the Quality of Adult-Child Interactions** [*CLASS or approved Teacher Effectiveness Tool*]

the measures obtained through valid and reliable processes for observing how teachers and caregivers interact with children, where such processes are designed to promote child learning and to identify strengths of and areas for improvement for early learning professionals.

## **Program Implementation Options**

1. **Improvement**: This can be an opportunity to build or enhance the current ABC preschool program infrastructure and quality improvements needed to deliver High-Quality Preschool Programs services for four (4) year old children. The elements must meet the definition of HQPP as previously listed and is targeted in the high needs communities as listed in Attachment A.

Further clarification/ Examples: Taking on ambitious improvement of existing State Preschool Program slots to bring them to the level of a High-Quality Preschool Program by employing and compensating a teacher and ensuring the qualifications; providing Comprehensive Services to include but not limited to dental, family engagement, community partnerships as defined in HQPP, etc.

2. **Expansion**: This is an opportunity to voluntarily expand, implement and sustain high-quality preschool programs in targeted high need underserved communities as listed in Attachment A. These programs will serve as models for expanding preschool to all 4-year-olds from low- and moderate-income families. Expansion of the new slots in the Preschool Programs must meet the definition of High-Quality Preschool Program; and
3. **Combination**: Implementing the improvement of an existing ABC preschool service as described above in (1) as well as increasing/ expanding additional number of unserved four (4) year old children as listed in (2). The improvement or expansion must adhere to the definition of the High-Quality Preschool Program.

**NOTE: Regardless of the option selected to implement within your program, these services must comply with the Rules Governing the Arkansas Better Chance Program.**

## **Program Standards**

the standards that serve as the basis for a TQRIS [Tiered Quality Rating and Improvement System] and define differentiated levels of quality for Early Learning and Development Programs. Program Standards must measure, at a minimum, the extent to which--

- a) Early Learning and Development Standards are implemented through evidence-based activities, interventions, or curricula that are appropriate for each age group of infants, toddlers, and preschoolers;
- b) Comprehensive Early Learning Assessment Systems are used routinely and appropriately to improve instruction and enhance program quality by providing robust and coherent evidence of--
  1. Children's learning and development outcomes; and
  2. Program performance;
- c) A qualified workforce improves young children's health, social, emotional, and educational outcomes;
- d) Culturally and linguistically responsive strategies are successfully used to engage families, help them build protective factors, and strengthen their capacity to support their children's development and learning. These strategies may include, but are not limited to, parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks

of support, intergenerational activities, linkages with community supports, adult and family literacy programs, parent involvement in decision making, and parent leadership development;

- e) Health promotion practices include health and safety requirements; developmental, behavioral, and sensory screening, referral, and follow up; the promotion of physical activity, healthy eating habits, oral health, and behavioral health; and health literacy of parents; and
- f) Data practices are effective and include gathering Essential Data Elements and entering them into the State's Statewide Longitudinal Data System or other early learning data system, using these data to guide instruction and program improvement, and making this information readily available to families.

**Screening Measures** [*Early Periodic Screening and Diagnostic Test – EPSDT*]

age and developmentally appropriate, valid, and reliable instruments that are used to identify children who may need follow-up services to address developmental, learning, or health needs in, at a minimum, the areas of physical health, behavioral health, oral health, child development, vision, and hearing.

**Statewide Longitudinal Data System**

the State's longitudinal education data system that collects and maintains detailed, high-quality, student- and staff-level data that are linked across entities and that over time provide a complete academic and performance history for each student. The Statewide Longitudinal Data System is typically housed within the State educational agency but includes or can be connected to early childhood, postsecondary, and labor data.

**Subgrantee**

an Early Learning Provider serving at least one High-Need Community identified as an AR Department of Education Needs Improvement Priority/Focus School/Community that is receiving a subgrant from the State, and is participating in the State's ambitious and achievable plan.

**Tiered Quality Rating and Improvement System (TORIS)**

the system through which the State uses a set of progressively higher Program Standards to evaluate the quality of an early learning and development program and to support program improvement. A Tiered Quality Rating and Improvement System consists of four components:

- a) Tiered Program Standards with multiple rating categories that clearly and meaningfully differentiate program quality levels.
- b) Monitoring to evaluate program quality based on the Program Standards.
- c) Supports to help programs meet progressively higher standards (e.g., through training, technical assistance, financial support).
- d) Program quality ratings that are publicly available and include a process for validating the system.

## **Acronyms**

ABC	Arkansas Better Chance
ADE	Arkansas Department of Education
AECC	Arkansas Early Childhood Commission
AR-BB	Arkansas Better Beginnings
ARC	Arkansas Research Center
ASU	Arkansas State University
BAS	Business Administration Scale
CACFP	Child and Adult Care Food Program
CCDBG	Child Care and Development Block Grant
CCDF	Child Care Development Fund
CEDS	Common Education Data Standards
DCCECE	Division of Child Care and Early Childhood Education
DHS	Department of Human Services
DLL	Dual Language Learners
ECERS	Early Childhood Environment Rating Scale
ECERS-R	Early Childhood Environment Rating Scale – Revised
ELDS	Early Learning and Development Standards
ESEA	Elementary and Secondary Education Act
FCC	Family Child Care
FCCERS	Family Child Care Environment Rating Scale
HQPP	High-Quality Preschool Program
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Plan
ITC	Infant and Toddler Care
ITERS	Infant/Toddler Environment Rating Scale
KEA	Kindergarten Entry Assessment
LEA	Local Education Agency
MOU	Memorandum Of Understanding
NIEER	National Institute of Early Education Research
PAS	Program Administration Scale
QELI	Qualls Early Learning Inventory
RBPD	Relationship-Based Professional Development
RDD	Regression Discontinuity Design
RFP	Request For Proposals
RTT-ELC	Race To The Top – Early Learning Challenge
SR	School Readiness
SRT	School Readiness Team
TANF	Temporary Assistance for Needy Families
TQRIS	Tiered Quality Rating and Improvement System
WKCF	Workforce Knowledge and Competency Framework

**ATTACHMENT B**

**AR DEPARTMENT OF  
EDUCATION**

**FOCUS & PRIORITY  
SCHOOL DISTRICTS**

**Arkansas Department of Education  
ESEA Needs Improvement 2014 School Districts**

**FOCUS SCHOOL DISTRICTS**

<i>District #</i>	<i>District Name</i>	<i>District #</i>	<i>District Name</i>
4101	ASHDOWN SCHOOL DISTRICT	6202	HUGHES SCHOOL DISTRICT
7401	AUGUSTA SCHOOL DISTRICT	5102	JASPER SCHOOL DISTRICT
4702	BLYTHEVILLE SCHOOL DISTRICT	1608	<del>JONESBORO SCHOOL DISTRICT</del> <b>Funded</b>
4801	BRINKLEY SCHOOL DISTRICT	5503	KIRBY SCHOOL DISTRICT
4304	<del>CABOT SCHOOL DISTRICT</del> <b>Funded</b> CAMDEN FAIRVIEW SCHOOL DISTRICT	903	LAKESIDE SCHOOL DIST(CHICOT)
5204		6001	<del>LITTLE ROCK SCHOOL DISTRICT</del> <b>Funded</b>
1702	CEDARVILLE SCHOOL DISTRICT	1402	<del>MAGNOLIA SCHOOL DISTRICT</del> <b>Funded</b>
4802	CLARENDON SCHOOL DISTRICT	1804	MARION SCHOOL DISTRICT
5106	DEER/MT. JUDEA SCHOOL DISTRICT	6102	MAYNARD SCHOOL DISTRICT
901	DERMOTT SCHOOL DISTRICT	2203	MONTICELLO SCHOOL DISTRICT
101	<del>DEWITT SCHOOL DISTRICT</del> <b>Funded</b>	1704	MULBERRY SCHOOL DISTRICT
2104	DUMAS SCHOOL DISTRICT	6002	<del>N. LITTLE ROCK SCHOOL DISTRICT</del> <b>Funded</b>
7001	EL DORADO SCHOOL DISTRICT	5008	NEVADA SCHOOL DISTRICT
7203	<del>FAYETTEVILLE SCHOOL</del> <b>Funded</b>	6505	OZARK MOUNTAIN SCHOOL DISTRICT
2002	FORDYCE SCHOOL DISTRICT	6205	PALESTINE-WHEATLEY SCH. DIST. <del>PULASKI COUNTY SPECIAL SCHOOL DISTRICT</del> <b>Funded</b>
4102	FOREMAN SCHOOL DISTRICT	6003	
6201	<del>FORREST CITY SCHOOL</del> <b>Funded</b>	7008	SMACKOVER SCHOOL DISTRICT
1003	GURDON SCHOOL DISTRICT	7207	<del>SPRINGDALE SCHOOL DISTRICT</del> <b>Funded</b>
203	HAMBURG SCHOOL DISTRICT	104	STUTTGART SCHOOL DISTRICT
5205	HARMONY GROVE SD (OUACHITA)	4605	<del>TEXARKANA SCHOOL DISTRICT</del> <b>Funded</b>
601	HERMITAGE SCHOOL DISTRICT	3509	WATSON CHAPEL SCHOOL DISTRICT WEST MEMPHIS SCHOOL DISTRICT <b>Partially Funded</b>
2603	HOT SPRINGS SCHOOL DISTRICT	1803	

**PRIORITY SCHOOL DISTRICTS**

<i>District #</i>	<i>District Name</i>	<i>District #</i>	<i>District Name</i>
7401	AUGUSTA SCHOOL DISTRICT	3904	LEE COUNTY SCHOOL DISTRICT
901	DERMOTT SCHOOL DISTRICT	6001	<del>LITTLE ROCK SCHOOL DISTRICT</del> <b>Funded</b>
3502	DOLLARWAY SCHOOL DISTRICT	4713	OSCEOLA SCHOOL DISTRICT
1802	EARLE SCHOOL DISTRICT	3505	PINE BLUFF SCHOOL DISTRICT <del>PULASKI COUNTY SPECIAL SCHOOL DISTRICT</del> <b>Funded</b>
6201	<del>FORREST CITY SD</del> <b>Funded</b>	6003	
6601	<del>FORT SMITH SCHOOL DISTRICT</del> <b>Funded</b>	7207	<del>SPRINGDALE SCHOOL DISTRICT</del> <b>Funded</b>
5403	<del>HELENA/ W. HELENA S. DIST.</del> <b>Funded</b>	7009	STRONG-HUTTIG SCHOOL DISTRICT
2603	HOT SPRINGS SCHOOL DISTRICT	4605	<del>TEXARKANA SCHOOL DISTRICT</del> <b>Funded</b> WEST MEMPHIS SCHOOL DISTRICT <b>Partially Funded</b>
6202	HUGHES SCHOOL DISTRICT	1803	

# **ATTACHMENT C**

## **SCORING RUBRIC**

## 2015 High-Quality Preschool Program Scoring Rubric

Grant Name: \_\_\_\_\_ Reviewer # \_\_\_\_\_ Date: \_\_\_\_\_

	Points Available	Points Awarded	Comments
<b>I. Parts A &amp; B- Subgrantee &amp; Individual Site(s) Overview Forms</b>			
Completes <u>all</u> requested information on the subgrantees application and individual site forms accurately	5		
<b>II. Project Narrative</b>			
Evidence that subgrantee demonstrated history and background of high-quality programming.	15		
<b>A. Community Need</b>			
Identifies high-need community and underserved population by providing geographic and demographic details (clear & concise)	5		
Identified in High Need Priority from Grant (one of the 14 LEA/ Community- Attachment A)	15		
Clearly defines how this will fulfill the community's need	10		
<b>B. Program Options for Implementation</b>			
Expansion in Priority/ Focus community	15		
Has included ambitious and achievable targets	10		
<b>C. Personnel</b>			
Staff qualifications complies with HQPP requirements	10		
Available job descriptions and details for plans to hire	5		
<b>D. Professional Development</b>			
Describe detailed implementation plan for all staff with timelines and roll-out	10		
Addresses outreach to other providers in community	5		
Identifies projected costs for Professional Development	5		
<b>E. Inclusion of Children with Disabilities</b>			
Identifies the process for screening and referral to appropriate IDEA provider	10		
Program reflect inclusion of children with disabilities via IDEA	5		
<b>F. Evidenced-based Curricula &amp; Learning Environments</b>			
Demonstrates alignment with the current framework	10		
Identification of the curriculum and encompasses learning domains	5		
Provides details of the connection with school readiness	5		
<b>G. Individualization Accommodations</b>			
Addressing Special Population (Homeless, Dual Language, Foster Care, Part C and Section 619 of IDEA- Part B)	5		
Plan to provide individualization for all children is identified	5		
<b>H. Program Evaluation</b>			
A system of continuous improvement including self-monitoring	10		
List the instruments that will be used to conduct program and teacher evaluations	5		
Indicates how data is used currently and/ or will be used to review program outcomes and overall effectiveness	5		

## 2015 High-Quality Preschool Program Scoring Rubric

Grant Name: \_\_\_\_\_ Reviewer # \_\_\_\_\_ Date: \_\_\_\_\_

I. Child Outcomes	Points Available	Points Awarded	Comments
Indicates how data is used currently and will be used to review child outcomes	10		
Indicates plan for Child Assessment (Work Sampling)	5		
J. Family Engagement/ Partnerships			
Evidence and details for family engagement	5		
Addresses service to hard-to-reach families	5		
Charts identify strategies to promote family well-being and the impact on child outcomes. The chart is easy to follow and matches the intent of proposal	10		
Plan to hire Family Service Manager and defines how the subgrantee will use the FSM or if the FSM will be shared with another provider - includes job description	5		
K. Community Partnerships/ Engagement			
Plan outlining transition pre-k to kindergarten including school readiness activities	5		
Evidence of 0-3 grade continuum	5		
Includes strong evidence of current partnership with LEA, HS, Special Education and other early learning providers	10		
Evidence and details for coordination of community partnerships	5		
Demonstrates coordination plan for services between existing ABC programs, LEA(s), Head Start and early learning providers	3		
Charts are easy to follow and match to the intent of proposal	2		
L. Evidence-based Health			
Evidence of Health and Safety practices – specifically dental care but includes other health and safety practices	5		
Connection to the Community Partnerships/ Engagement	3		
Charts are easy to follow and match to the intent of proposal	2		
M. Sustainability			
Includes a sustainability plan for continuing the high-quality preschool after the fourth year	10		
There is evidence that the effort to sustain the program is initiated within the first year of funding	5		
N. Budget			
Budget forms completed and accurate	15		
O. Budget Justification			
Budget justification details supports the budget request	15		
<b>Total Points Awarded</b>	<b>300</b>		

## 2015 High-Quality Preschool Program Scoring Rubric

**Grant Name:** \_\_\_\_\_ **Reviewer #** \_\_\_\_\_ **Date:** \_\_\_\_\_

<b>DCCECE Verification Section – [for DCCECE use only]</b>			
Priority LEAs/ Community			
Focus LEAs/ Community			
Grant clearly addresses all HQPP elements			
ABC- no compliance items or corrective action pending			
Licensure compliance			
Better Beginnings (BB)- Level 3 or higher = 15 pts; BB Level 2= 5 pts; BB Level 1=2 pts; No BB = 0 pts			
Licensing- no adverse action currently or corrective action pending			
Grant is formatted as required			
MOU is signed and attached (not counted in narrative)			

**ATTACHMENT D**

**MEMORANDUM**

**OF**

**UNDERSTANDING**

## **HIGH-QUALITY PRESCHOOL PROGRAM SUBGRANTEE MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding (“MOU”) is entered into by and between The AR Department of Human Services, Division of Child Care and Early Childhood Education (DCCECE-“Lead Agency”) and \_\_\_\_\_ (ABC Grantee-“Subgrantee”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Preschool Development Grants--High-Quality Preschool Program Expansion Grant (HQPP).

### **I. ASSURANCES**

The Subgrantee hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State Plan indicated in the subgrantee’s application to demonstrate full implementation of all elements of the HQPP.
- 2) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 3) Is familiar with the State’s Preschool Development Grants--Expansion Grant Application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work and the Budget included in the HQPP application (including existing funds, if any, that the Subgrantee is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grants--Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants--Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

### **II. PROJECT ADMINISTRATION**

#### **A. SUBGRANTEE RESPONSIBILITIES**

In assisting the Lead Agency in implementing the tasks and activities described in the State’s Preschool Development Grants--Expansion Grant application, the Subgrantee will:

- 1) Implement the Subgrantee Scope of Work as identified in HQPP application of this agreement;
- 2) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers and will appropriately monitor such entities;
- 3) Abide by the State’s Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that the Subgrantee is using to achieve the outcomes in the Preschool Development Grants--HQPP Expansion Grant Plan) and with the Subgrantee’s Budget;
- 4) Actively participate in all relevant meetings or other events;

- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;
- 8) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
- 9) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children’s education;
- 10) Minimize local administrative costs;
- 11) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten;
- 12) Agrees to notify DCCECE staff regarding programmatic, budget and/ or staff changes within 15 calendar days of the change;
- 13) Abide all ABC Requirements and DCCECE Licensing Regulations;
- 14) Maintain all documentation on file for audit by DHS or Legislative Audit personnel;
- 15) Continuance of Better Beginnings at a minimum of a Level III or higher as well as monitoring and adjusting to changes in the State Plan, revisions of KEA, state frameworks, partnerships, etc, and;
- 16) Establish and maintain positive and interactive partnership with community providers including but not limited to Local Education Agencies (LEA), Head Start, Special Education (Section 619 of IDEA), private providers, etc.

#### B. LEAD AGENCY RESPONSIBILITIES

In assisting the Subgrantee in implementing its tasks and activities described in the Preschool Development Grants--Expansion Grant application, the Lead Agency will:

- 1) Work collaboratively with the Subgrantee and support the Subgrantee in carrying out the Subgrantee’s Scope of Work, as identified in the State Plan of this agreement;
- 2) Award in a timely manner the portion of Preschool Development Grants--Expansion Grant funds designated for the Subgrantee in the Plan during the course of the project period and in accordance with the Subgrantee Scope of Work and budget, as identified the application;
- 3) Provide feedback on the Subgrantee’s status updates, any interim reports, and project plans and products;

- 4) Keep the Subgrantee informed of the status of the State’s Preschool Development Grants—HQPP Expansion Grant project and seek input from the Subgrantee, where relevant to the portion of the State plan that the Subgrantee is implementing;
- 5) Facilitate coordination across Subgrantees necessary to implement the State Plan;
- 6) Identify sources of technical assistance for the project; and
- 7) Monitor Subgrantee’s Implementation of High-Quality Preschool Programs.

#### C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Subgrantee will implement the State Plan consistent with the description of the roles and responsibilities outlined in the State’s application and in the Scope of Work;
- 2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants—HQPP Expansion Grant;
- 3) These key contacts from the Lead Agency and the Subgrantee will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 4) Lead Agency and Subgrantee personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 5) Lead Agency and Subgrantee personnel will negotiate in good faith toward achieving the overall goals of the State’s Preschool Development Grants—HQPP Expansion Grant, including when the State Plan requires modifications that affect the Subgrantee, or when the Subgrantee’s Scope of Work requires modifications;
- 6) The Lead Agency and the Subgrantee will devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State or Subgrantees plan to contribute;
- 7) The Lead Agency and the Subgrantee will coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 8) The Lead Agency and the Subgrantee will coordinate, but not **supplant**, the delivery of High-Quality Preschool Programs funded under this grant with existing services for preschool-aged children including, if applicable, programs and services supported through state funded preschool services (ABC); Title I of the ESEA, part C and Section 619 of Part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

#### D. STATE RECOURSE IN THE EVENT OF SUBGRANTEE’S FAILURE TO PERFORM

If the Lead Agency determines that the Subgrantee is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which they attempt to resolve the disagreements between the Lead Agency and the Subgrantee, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.



# **ATTACHMENT E**

## **APPLICATION CHECKLIST**

# **HIGH QUALITY PRESCHOOL PROGRAM (HQPP)**

## **APPLICATION CHECKLIST**

***NOTE: The HQPP proposal should fit together creating a continuity of plans presenting clear concise details, supportive evidence, rationale, and outlining the expected achievements.***

**Please use the following checklist to ensure that your application is complete.**

### **Formatting Information**

- All the pages are 8.5" x 11", on one side only with 1" margins at the top, bottom, and both sides.
- All pages have name of program and number at the bottom in the footer section.
- Line spacing for the narrative is set to 1.5 spacing and at least 12-point type font Times New Roman.
- Narrative is no more than 50 pages.
- Appendices/Attachments consisting of evidence documentation are no more than 25 pages not including required application forms.

### **Application Cover Sheet**

- All sections of the Application Cover Sheet (Part A and B) are completed and attached to the front of the narrative.
- A separate Individual Site Information form (Part B) is completed for each HQPP site.
- Job descriptions with qualification for all managing staff, teachers and teacher assistants for each site are included.

### **Project Narrative – limit of 50 pages**

- Narrative Section - identified and addressed the selected element(s) for the HQPP Implementation Options including:
  - Description of agency and how it will build on the current foundation to meet the standards of a High-Quality Preschool Program.
  - Overview of geographic and demographic needs in community to implement a HQPP including details of local needs/community assessment supporting evidence of program need.
  - Verification of the category community has been identified as – Priority or Focus LEA/Community [refer to Attachment B].
  - Identification and clarification for selection of the Implementation Option Area [Improvement; Expansion; Combination – refer to Attachment A] in which subgrantee is seeking funds.
  - Detailed description of the professional development plan for all staff including but not limited to the coordination and collaboration with local schools, higher education, and early learning providers.
  - Description of plan to identify and process referrals of children in need of further evaluation/services; identification of the provider of Section 619 of Part B – IDEA services; and plan to ensure access and full participation in all program activities.

- Detail plans for implementation of evidence-based curricula and learning environments aligned with current State Early Learning and Development Standards (Frameworks); identification of selected curricula [refer to in Attachment F] and description how curricula will cover all essential domains of school readiness.
- Description of steps to ensure individualization accommodations of all children regardless of their abilities or background experiences.
- Clear definition of the plan for monitoring and ensuring continuous improvement of program quality.
- Description of the evaluative instrument Work Sampling or other instruments used to screen and measure child progress, the outcomes and findings for past year [refer to in Attachment F].
- Included chart and detail plans to conduct outreach and communication with families; strategies for family engagement; hiring Family Service Manager (FSM) to assist and support families; and job description for the FSM.
- Included the chart and detailed description of plan to develop partnerships demonstrating collaboration with other community education and services. Formal agreement(s) – included MOU(s) in grant submission if available or a chart outlining the completion of the formal MOU(s).
- Detailed plans describing the implementation of evidence-based health promotion practices.

**Sustainability**

- Sustainability – a description of sustainability plans and process to sustain the high-quality preschool program.

**Budget**

- Budget Form(s) is completed and accurate.
- Budget Justification describes in detail and supports the budget request.

**Memorandum of Understanding (MOU)** [refer to Attachment D].

- Proper information is inserted for the Memorandum of Understanding.
- The authorized representative(s) signed and dated the Memorandum of Understanding.

**Competitive Priority**

- Priority – proposed HQPP is located and properly identified in Priority LEA/Community [refer to Attachment B].
- Focus – proposed HQPP is located and properly identified in Focus LEA/Community [refer to Attachment B].
- Arkansas Better Beginnings Levels are identified.
- Environmental Rating Scale (ERS) Ratings are identified.
- Proposed HQPP site is a licensed facility.
- ABC program – no compliance items or corrective action pending.

**ATTACHMENT F**

**EVIDENCE-BASED**

**CURRICULA**

**&**

**SCREENING**

**INSTRUMENTS**

## Arkansas Approved Early Childhood Curriculum List

### Comprehensive Curricula

Curriculum Name	Publisher	Website
<b>Adventures in Learning Curriculum</b>	AR DHS/Division of Child Care and Early Childhood Education	<a href="http://www.arkansas.gov/childcare/adventures/#Adventures In Learning Program">http://www.arkansas.gov/childcare/adventures/#Adventures In Learning Program</a>
<b>Adventures for Toddlers</b>	AR DHS/Division of Child Care and Early Childhood Education	<a href="http://www.arkansas.gov/childcare/advfortoddlers/#Adventures For Toddlers Program">http://www.arkansas.gov/childcare/advfortoddlers/#Adventures For Toddlers Program</a>
<b>Comprehensive Preschool Program (Letter People/Big Book Math/Big Book Science)</b>	Abrams & Company	<a href="http://www.abramsandcompany.com">www.abramsandcompany.com</a>
<b>Core Knowledge</b>	Core Knowledge Foundation	<a href="http://www.coreknowledge.org">www.coreknowledge.org</a>
<b>Creative Curriculum</b>	Teaching Strategies	<a href="http://www.TeachingStrategies.com">www.TeachingStrategies.com</a>
<b>Curiosity Corner</b>	Success For All Foundation	<a href="http://www.successforall.net">www.successforall.net</a>
<b>DLM Early Childhood Express</b>	McGraw-Hill	<a href="http://www.mheonline.com">www.mheonline.com</a>
<b>Frog Street Pre-K</b>	Frog Street Press	<a href="http://www.frogstreet.com">www.frogstreet.com</a>
<b>Houghton Mifflin Harcourt PreK Education</b>	HMH Publishers	<a href="http://www.hmhschool.com">www.hmhschool.com</a>
<b>High Reach Learning Curriculum</b>	High Reach Learning	<a href="http://www.highreach.com">www.highreach.com</a>
<b>HighScope</b>	HighScope Educational Research Foundation	<a href="http://www.highscope.com">www.highscope.com</a>
<b>Montessori</b>	N/A	<a href="http://www.discoveret.org/mei_inc/">www.discoveret.org/mei_inc/</a>
<b>Opening the World of Learning</b>	Pearson Early Learning	<a href="http://www.PearsonEarlyLearning.com">www.PearsonEarlyLearning.com</a>
<b>Pebble Soup</b>	HMH Publishers	<a href="http://www.steck-vaughn.com">www.steck-vaughn.com</a>
<b>PreschoolFirst</b>	The Source for Learning	<a href="http://www.preschoolfirst.com">www.preschoolfirst.com</a>
<b>Project Approach</b>	N/A	<a href="http://projectapproach.org">projectapproach.org</a>
<b>Reggio Emilia Inspired</b>	N/A	North American Reggio Emilia Alliance (NAREA) <a href="http://www.reggioalliance.org">www.reggioalliance.org</a>
<b>Scholastic Early Childhood Curriculum</b>	Scholastic Educational	<a href="http://www.scholastic.com">www.scholastic.com</a>
<b>The Investigator Club</b>	Robert-Leslie Publishing	<a href="http://www.robert-leslie.com">www.robert-leslie.com</a>
<b>All About Preschoolers</b>	Kaplan Early Learning Company	<a href="http://ers.fpg.unc.edu/node/150">http://ers.fpg.unc.edu/node/150</a>
<b>Big Day for Pre-K</b>	Scholastic Educational	<a href="http://www.scholastic.com">www.scholastic.com</a>



## **AR Approved Screening Tools**

- **Ages and Stages Questionnaires (ASQ-3), Third Edition**
- **Battelle**
- **Brigance**
- **Carolina**
- **Denver II**
- **Dial**
- **Early Screening Inventory (ESI)**
- **LAP-D**