

# Preschool Development Grants Competition

## Development Grants (84.419A)

### State Applicants Technical Assistance Webinar

August 25, 2014

U.S. Department of Education  
U. S. Department of Health and Human Services



# Session Outcomes

## Applicants will better understand:

- The content of the application including:
  - selection criteria, priorities, requirements, and definitions
- How to develop the budget section
- The reviewer guidelines for scoring applications
- How to submit an application

## Review these types of questions:

- Technical
- Clarifying
- Logistical



# Presenters

- Libby Doggett, *Deputy Assistant Secretary for Policy and Early Learning, OESE, ED*
- Linda Smith, *Deputy Assistant Secretary and Inter-Departmental Liaison for Early Childhood Development, ACF, HHS*
- Steven Hicks, *Senior Policy Advisor, OESE, ED*
- Richard Gonzales, *Senior Policy Advisor, Office of the Assistant Secretary, ACF, HHS*
- Chrisanne Gayl, *Senior Policy Advisor, OPEPD, ED*

## Supporting the presenters—

- Jane Hess, *Office of the General Counsel, ED*
- Shaw Vanze, *Office of the General Counsel, ED*
- Rebecca Marek, *Office of Early Learning, OESE, ED*
- Miriam Lund, *Office of Early Learning, OESE, ED*



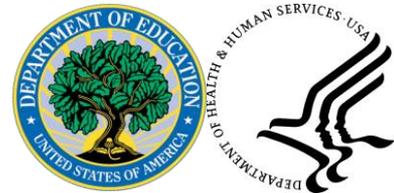
# Housekeeping

- You should have downloaded and read the application, Executive Summary, Notice Inviting Applications, and FAQs.
- During the presentation all phone lines will be placed on mute to avoid feedback during the presentation.
- Please use the “Chat” feature to submit questions which we will answer at the end of today’s presentation.
- Additional questions may be submitted to [PreschoolDevelopmentGrants.Competition@ed.gov](mailto:PreschoolDevelopmentGrants.Competition@ed.gov)
- The slides, transcript and recording from today’s presentation will be posted at the Preschool Development Grants Web site at: <http://www2.ed.gov/programs/preschooldevelopmentgrants/resources.html>
- REGISTER EARLY at Grants.gov



# Agenda

- Big Picture Overview
- Developing a Quality Application
- Selection Criteria
- Other Considerations
  - Competitive Preference Priorities 1, 2, and 3
  - Application Requirements
  - Program Requirements
- Next Steps
- Contact Information



# Development Grants

- **\$80M**
- **Award range:** \$5M-\$20M/year (\$20M-\$80M/4 years)
- **Eligibility:**
  - Currently serves less than 10% of four-year olds or not have a State Preschool Program; [and](#)
  - Not have received an RTT-ELC grant
- **Number of States eligible:** 16
  - Alabama, Alaska, Arizona, Hawaii, Idaho, Indiana, Mississippi, Missouri, Montana, Nevada, New Hampshire, North Dakota, Puerto Rico, South Dakota, Utah, and Wyoming



# Overview of the Notice

## Application Requirements

- Signatures of Governor/Lead Agency
- Letter of Support from SAC
- Complete Excel spreadsheets
- Provide ambitious and achievable plans

## Program Requirements:

- Continued participation in early childhood programs
- Technical Assistance and Evaluation
- Make work available
- Longitudinal data system linked
- Collaborate with Special Needs Prog.
- Scopes of work

*Applications will be evaluated based on:*  
**Selection Criteria A-G**

## Priorities:

- Absolute 1: Building Capacity to Deliver, and Increasing Access to, High-Quality Preschool Programs
- Competitive 1: Contributing Matching Funds
- Competitive 2: Supporting a Continuum of Early Learning and Development
- Competitive 3: Creating New High-Quality State Preschool Program Slots



# Defined Terms

Defined Terms are found throughout the Notice Inviting Application and Application and are indicated by capitalization.

Some defined terms we will highlight are:

- Early Learning Provider
- Eligible Children
- Eligible Children with Disabilities
- High-Need Community
- High-Quality Preschool Programs
- Subgrantee



# Developing a Quality Application



# Developing a Quality Application

- Address the Absolute Priority throughout
- Commitment to High-Quality Preschool Programs
- Provide ambitious and achievable plans
- Complete the Excel spreadsheets and tables



# Development Grants – Absolute Priority 1

## Building Capacity to Deliver, and Increasing Access to, High-Quality Preschool Programs

To meet this priority, the State must demonstrate in its application how it will build capacity to deliver, and increase access to, High-Quality Preschool Programs for Eligible Children by having an **ambitious and achievable plan** to—

- 1) Begin serving Eligible Children no later than year two of the grant period;
- 2) Subgrant at least **65** percent of its Federal grant funds received over the grant period to one or more Subgrantees to implement and sustain voluntary, High-Quality Preschool Programs for Eligible Children in one or more High-Need Communities in the State; and
- 3) Use no more than **35** percent of its Federal grant funds received over the grant period to develop or enhance State Preschool Program infrastructure and make quality improvements at the State level, such as those described in selection criterion (C)(1), and build the capacity to deliver High-Quality Preschool Programs.



# Ambitious and Achievable Plan

The State must provide, for each selection criterion or priority in this notice that solicits an ambitious and achievable plan, a description of the following elements, at a minimum—

- 1) The key goals of the plan;
- 2) The key activities to be undertaken; the rationale for the activities; and, if applicable, where in the State the activities will be initially implemented, and where and how they will be scaled up over time;
- 3) A realistic timeline, including key milestones, for implementing each key activity;
- 4) The party or parties responsible for implementing each activity and other key personnel assigned to each activity;
- 5) Appropriate financial resources to support successful implementation and sustainment of the plan;



# Ambitious and Achievable Plan (cont.)

- 6) The information requested as supporting evidence, if any, together with any additional information the State believes will be helpful to peer reviewers in judging the credibility of the plan;
- 7) The information requested in the performance measures, where applicable; and
- 8) How the State will address the needs of Eligible Children, including those who may be in need of additional supports, such as children who have disabilities or developmental delays; who are English learners; who reside on “Indian lands” as that term is defined by section 8013(7) of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6301 et seq.) (ESEA); who are migrant; who are “homeless,” as defined in subtitle VII-B of the McKinney-Vento Homeless Assistance Act (42 U.S.C. § 11434a(2)) (McKinney-Vento Act); whose families are involved in the child welfare system; who reside in rural areas; who are from military families; and other children as identified by the State, if applicable.



# Excel Spreadsheets

- There are 5 tables to fill out in the Preschool Development Grants – Development Grant Application
  - Table A
  - Table B
  - Competitive Preference Priority 1
  - Selection Criterion (D)(4)
  - Budget Table (commonly referred to as the OMB SF 524B) - modified
  - An Example of Table A completed
- We include tables in the application for two reasons:
  - Clarify to applicants what data they need to provide
  - Assist reviewers
- Don't feel constrained by the tables, provide the requested information but also feel free to provide additional information that is helpful
- Tables aren't everything – Remember to write a strong narrative and refer back to the criterion to make sure you are fully addressing it.



# Table A

**Table A**

## Development Grants

### PART I. Absolute Priority 1

Instructions: For each year, please fill out the expected Federal PDG Funds for 1A, 1C, and 1D. Nothing else should be filled out in this section. The other cells will self-populate with information; those should not be modified.

	Year 1		Year 2		Year 3		Year 4		Cumulative \$	%
	\$	% Funds	\$	% Funds	\$	% Funds	\$	% Funds		
<b>Allocation of Federal PDG Funds</b>										
1A: State-Level Infrastructure	\$10	25%							\$10	25%
1B: High-Quality Preschool Programs	\$30	75%	\$0		\$0		\$0		\$30	75%
1C: New Preschool Slots	\$20	50%							\$20	50%
1D: Improved Preschool Slots	\$10	25%							\$10	25%
<b>Total Federal Funds</b>	<b>\$40</b>	<b>100%</b>	<b>\$0</b>	<b>0%</b>	<b>\$0</b>	<b>0%</b>	<b>\$0</b>	<b>0%</b>	<b>\$40</b>	<b>100%</b>

### PART II. Competitive Priority 1

Instructions: For each year, fill out the expected Matching Funds for 2A, 2C, 2D. Also, provide the State Matching Funds for 2013-2014 Fiscal Year at the bottom of this section. The other cells will self-populate with information; those should not be modified.

	Year 1		Year 2		Year 3		Year 4		Cumulative \$	%
	\$	% Funds								
<b>Allocation of Matching Funds</b>										
2A: State-Level Infrastructure									\$0	
2B: High-Quality Preschool Programs	\$0		\$0		\$0		\$0		\$0	
2C: New Preschool Slots									\$0	
2D: Improved Preschool Slots									\$0	
<b>Total Year 1-4 Matching Funds</b>	<b>\$0</b>	<b>0%</b>	<b>\$0</b>	<b>0%</b>	<b>\$0</b>	<b>0%</b>	<b>\$0</b>	<b>0%</b>	<b>\$0</b>	



# Absolute Priority 1 – Table A

**Table A**

**Development Grants**

**PART I. Absolute Priority 1**

Instructions: For each year, please fill out the expected Federal PDG Funds for 1A, 1C, and 1D. Nothing else should be filled out in this section. The other cells will self-populate with information; those should not be modified.

	Year 1		Year 2		Year 3		Year 4		Cumulative \$	%
	\$	% Funds								
<b>Allocation of Federal PDG Funds</b>										
1A: State-Level Infrastructure									\$0	
1B: High-Quality Preschool Programs	\$0		\$0		\$0		\$0		\$0	
1C: New Preschool Slots									\$0	
1D: Improved Preschool Slots									\$0	
<b>Total Federal Funds</b>	\$0	0%	\$0	0%	\$0	0%	\$0	0%	\$0	



# Selection Criteria



# Scoring Information

- A. Executive Summary (10 points)
  - B. Commitment to High-Quality Preschool Programs (20 points)
  - C. Ensuring Quality in Preschool Programs (30 points)
  - D. Expanding High-Quality Preschool Programs in Each High-Need Community (56 or 60 points)
  - E. Collaborating with Each Subgrantee and Ensuring Strong Partnerships (50 points)
  - F. Alignment within a Birth Through Third Grade Continuum (20 points)
  - G. Budget and Sustainability (10 points)
- Total Points Available for Selection Criteria (200 points)**

- Competitive Priority 1: Contributing Matching Funds (10 points)
- Competitive Priority 2: Supporting a Continuum of Early Learning and Development (10 points)
- Competitive Priority 3: Creating New High-Quality State Preschool Program Slots (0 to 10 points)
- Total for All Priorities (30 points)**

**Grand Total            230 points**



# Scoring Rubric

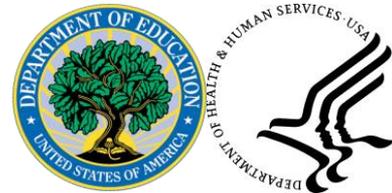
	Percentage of Available Points Awarded
High-quality response	80-100%
Medium/high-quality response	50-80%
Medium/low-quality response	20-50%
Low-quality response	0-20%



# How the Pieces Fit Together

## The Parts to Respond to:

- For each criterion, there are two parts
- **Narrative:** All selection criteria include a narrative section. This is where you write your response to the criterion.
- **Evidence:** Some selection criteria require specific information requested as supporting evidence. States may also include any additional information the State believes will be helpful to peer reviewers in judging the State's plan
- **Tables:** The tables provide applicants with a framework for presenting information in a consistent way. Some of the tables ask applicants to set targets around key outcomes you expect to achieve during the grant.



# Selection Criterion A

## Executive Summary (10 points)

The extent to which the State includes an ambitious and achievable plan for expanding access to **High-Quality Preschool Programs** that clearly articulates how the plans proposed under each criterion in this section, when taken together, will--

- (1) Build on the State's progress to date as demonstrated in selection criterion (B);
- (2) Provide voluntary, High-Quality Preschool Programs for Eligible Children through subgrants to each Subgrantee in one or more High-Need Communities;
- (3) Increase the number and percentage of Eligible Children served in High-Quality Preschool Programs during each year of the grant period through the creation of new, and the improvement of existing State Preschool Program slots, as applicable;

# High-Quality Preschool Program

means an early learning program that includes structural elements that are evidence-based and nationally recognized as important for ensuring program quality, including at a minimum--

- 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 teaching assistants with appropriate credentials;
- 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 as outlined in paragraph (a) of this definition;
- e) A Full-Day program;
- 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 to services that support their children's learning and development; and
- l) Evidence-based health and safety standards.



# Selection Criterion A

## Executive Summary (cont.)

- (4) Have all the characteristics specified in the definition of High-Quality Preschool Programs;
- (5) Set expectations for the school readiness of children upon kindergarten entry;
- (6) Be supported by a broad group of stakeholders, including Early Learning Intermediary Organizations and, if applicable, State and local early learning councils; and



# Selection Criterion A

## Executive Summary (cont.)

(7) Allocate funds between—

(a) Activities to build or enhance State Preschool Program infrastructure using no more than 35 percent of its Federal grant funds received over the grant period on State-level infrastructure including, but not limited to, monitoring and evaluation and other quality-enhancing activities that improve the delivery of High-Quality Preschool Programs to **Eligible Children**; and

(b) Subgrants to Early Learning Providers to implement voluntary, High-Quality Preschool Programs for Eligible Children in one or more High-Need Communities, including how it will—

- (i) Provide High-Quality Preschool Programs to Eligible Children no later than the end of year two of the grant period;
- (ii) Subgrant at least 65 percent of its Federal grant funds to its **Subgrantee** or Subgrantees over the grant period; and
- (iii) Support each Subgrantee in culturally and linguistically appropriate outreach and communication efforts in order to ensure that all families, including those who are isolated or otherwise hard to reach, are informed of the opportunity and encouraged to enroll their children in available programs.



# Eligible Children

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

# Subgrantee

means an **Early Learning Provider** serving at least one High-Need Community that is receiving a subgrant from the State, and is participating in the State's ambitious and achievable plan.

# Early Learning Provider

means an entity that carries out an early childhood education program, including an LEA, charter school, educational service agency, Head Start program, licensed child care provider, municipality or other local government agency, tribe or Indian organization, institution of higher education, library, museum, or other eligible licensed provider as defined by the State, or a consortium thereof.



# Selection Criterion A - Evidence

Evidence for selection criterion (A):

- (A)(3) and (A)(7) Information contained in Table A for the number of Eligible Children to be served each year of the grant and the number and percentage of State Preschool Program slots (See Table A in the Excel Spreadsheets).
- (A)(4) Documentation of the structural elements in the definition of High-Quality Preschool Program.
- (A)(5) Set of expectations for school readiness.
- (A)(6) Letters of support from stakeholders, including Early Learning Intermediary Organizations and, if applicable, State and local early learning councils.
- Any other supporting evidence the State believes will be helpful to peer reviewers.



# Excel Spreadsheet (Table A)

<b>PART III. Selection Criterion (D) (4)</b>					
Instructions: For each year, please fill out 3A,3B,3C and 3F,3G. The other cells will self-populate with information; those should not be modified.					
	Year 1	Year 2	Year 3	Year 4	Cumulative
<b>3A: Total Eligible Children</b>					
<b>3B: Eligible Children Served in New Preschool Slots</b>					
3C: PPE/Slot					
3D: Estimated Cost (Rounded)	\$0	\$0	\$0	\$0	\$0
3E: % Eligible Children Served in New Preschool Slots					
<b>3F: Eligible Children Served in Improved Preschool Slots</b>					
3G: PPE/Slot					
3H: Estimated Cost (Rounded)	\$0	\$0	\$0	\$0	\$0
3I: % Eligible Children Served in Improved Preschool Slots					
3J: Total % Eligible Children Served With New and Improved Slots					
<b>3K: Total Children Served</b>	0	0	0	0	



# Selection Criterion B

## Commitment to High-Quality Preschool Programs (20 points)

The extent to which the State demonstrates its commitment to develop or enhance the State Preschool Program infrastructure and its capacity to both deliver and increase access to High-Quality Preschool Programs for Eligible Children and their families, as evidenced by—

- (1) State Early Learning and Development Standards (2 points);
- (2) The State's financial investment, if any, and the estimated number and percentage of children, including, if known, the estimated number and percentage of Eligible Children, served in State Preschool Programs over the last four years (6 points);
- (3) Enacted and pending legislation, policies, or practices that demonstrate the State's current and future commitment to increasing access to High-Quality Preschool Programs for Eligible Children (4 points);



# Selection Criterion B

## Commitment to High-Quality Preschool Programs

(4) The quality of existing early learning programs that receive State funding, including State Preschool Programs, as evidenced by policies and program data that demonstrate the State's commitment to the components of a High-Quality Preschool Program; compliance with Program Standards; and support for program monitoring and improvement, which may be accomplished through the use of a TQRIS (4 points);

(5) The State's coordination of preschool programs and services, in partnership with its Early Learning Advisory Council, with other State and Federal resources that may be used to serve preschool-aged children, including, if applicable, programs and services supported by 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 \(42 U.S.C. 9831 et seq.\)](#), and the [Child Care and Development Block Grant Act of 1990 \(42 U.S.C. 9858 et seq.\)](#) (2 points); and

(6) The State's role in promoting coordination of preschool programs and services at the State and local levels with other sectors that support the early learning and development of children, including child health, mental health, family support, nutrition, child welfare, and adult education and training sectors (2 points).



# Selection Criterion B - Evidence

## Commitment to High-Quality Preschool Programs

Evidence for selection criterion (B):

- (B)(1) Executive summary or brief description of the State's Early Learning and Development Standards, including how the definition is met.
- (B)(2) Completed Table B that describes the State's financial investment and number of children served in State Preschool Programs (See Table B in the Excel spreadsheets).
- (B)(3) Evidence of enacted and pending legislation, policies, or practices.
- Any other supporting evidence the State believes will be helpful to peer reviewers.



# Excel Spreadsheet (Table B)

**Table B**

State Fiscal Year	1: State Funding	2: Local Funding	3: Philanthropic / Private Funding (if applicable)	4: Number of Four-Year Old Children	5: Number of Four-Year Olds at or below 200% FPL	6: Four-Year Olds Served in the State Preschool Program		7: Four-Year Olds at or below 200% FPL Served in the State Preschool Program	
						#	%	#	%
2013									
2012									
2011									
2010									



# Selection Criterion C

## Ensuring Quality in Preschool Programs (30 points)

The extent to which the State has an ambitious and achievable plan to ensure program quality, including a description of how the State will (8 points)--

- (1) Use no more than **35** percent of the funds received over the grant period for State Preschool Program infrastructure and quality improvements at the State level through activities such as--
  - (a) Enhancing or expanding Early Learning and Development Standards;
  - (b) Implementing Program Standards consistent with a High-Quality Preschool Program;
  - (c) Supporting programs in meeting the needs of children with disabilities and English learners, including in workforce development;



# Selection Criterion C

## Ensuring Quality in Preschool Programs

- (d) Conducting a needs assessment to determine the current availability of High-Quality Preschool Programs, including private and faith-based providers and Head Start programs;
- (e) Establishing or upgrading preschool teacher education and licensure requirements;
- (f) Improving teacher and administrator early education training programs and professional development;
- (g) Implementing a Statewide Longitudinal Data System to link preschool and elementary and secondary school data;



# Selection Criterion C

## Ensuring Quality in Preschool Programs

- (h) Implementing a Comprehensive Early Learning Assessment System;
- (i) Building preschool programs' capacity to engage parents in decisions about their children's education and development, help families build protective factors, and help parents support their children's learning at home;
- (j) Building State- and community-level support for High-Quality Preschool Programs through systemic linkages to other early learning programs and resources to support families, such as child health, mental health, family support, nutrition, child welfare, and adult education and training sectors; and
- (k) Other activities that would support the delivery of High-Quality Preschool Programs to Eligible Children.



# Selection Criterion C

## Ensuring Quality in Preschool Programs

- (2) Implement a system for monitoring and supporting continuous improvement for each Subgrantee to ensure that each Subgrantee is providing High-Quality Preschool Programs (which may be accomplished through the use of leveraging a TQRIS and other existing monitoring systems), including the extent to which the State (10 points)--
- (a) Has the capacity to measure preschool quality, including parent satisfaction measures, and provide performance feedback to inform and drive State and local continuous program improvement efforts;
  - (b) Is using a Statewide Longitudinal Data System that is able to track student progress from preschool through third grade; and
  - (c) Clearly specifies the measureable outcomes, including school readiness, to be achieved by the program.



# Selection Criterion C

## Ensuring Quality in Preschool Programs

(3) Measure the outcomes of participating children across the five Essential Domains of School Readiness during the first few months of their admission into kindergarten using an assessment or assessments, such as a Kindergarten Entry Assessment, to achieve the purposes for which the assessment was developed and that conform with the recommendations of the National Research Council report on early childhood assessments (12 points).



# Selection Criterion C - Evidence

- (C)(2)(a) Evidence of a monitoring protocol used to drive continuous program improvement.
- (C)(2)(c) Evidence of State targets with measurable outcomes, including school readiness achieved by the program.
- Any other supporting evidence the State believes will be helpful to peer reviewers.



# Selection Criterion D

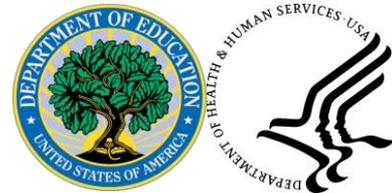
## Expanding High-Quality Preschool Programs in Each High-Need Community (56-60 points)

The extent to which the State articulates an ambitious and achievable plan for expanding High-Quality Preschool Programs in one or more High-Need Communities, including a description of how--

### (1) The State-

- (a) Has selected each **High-Need Community** that will be served, including a description of each High-Need Community and its geographic diversity, such as whether the community is located in rural and tribal areas; or
- (b) Will select each High-Need Community that will be served, including a description of how the State will ensure their geographic diversity, such as whether the community is located in a rural or tribal area.

Note: Applicants should address either (D)(1)(a) or (D)(1)(b). Applicants may receive up to eight points for addressing (D)(1)(a) or up to four points for addressing (D)(1)(b).



## High-Need Community

means 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.



# Selection Criterion D

## Expanding High-Quality Preschool Programs in Each High-Need Community (cont.)

(2) Each High-Need Community is currently underserved, including the number and percentage of four-year-olds in State Preschool Programs and other publically funded preschool programs (8 points).

(3) The State conducted outreach, including consultation with tribes, if applicable, to potential Subgrantees and the process used in selecting each Subgrantee (4 points).



## Selection Criterion D

- (4) The State will subgrant at least 65 percent of its Federal grant award over the grant period to its Subgrantee or Subgrantees to implement and sustain voluntary, High-Quality Preschool Programs in one or more High-Need Communities, and—
- (a) Set ambitious and achievable annual targets for the number and percentage of additional Eligible Children to be served during each year of the grant period (16 points); and



# Selection Criterion D

(b) Incorporate in its plan (12 points):

(i) Ambitious expansion of the number of new slots in State Preschool Programs that meet the definition of High-Quality Preschool Program; and

(ii) Ambitious improvement of existing State Preschool Program slots to bring them to the level of a High-Quality Preschool Program by extending programs from half-day to Full-Day; limiting class size and decreasing child to staff ratios; employing and compensating a teacher with a bachelor's degree; providing in-service, evidence-based professional development such as coaching; or providing Comprehensive Services.

Note: Applicants may receive up to the full 12 points if they address only (D)(4)(b)(i) or (b)(ii) or if they address both (D)(4)(b)(i) and (b)(ii).

## Selection Criterion D

- (5) The State, in coordination with each Subgrantee, intends to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State or each Subgrantee commits to contribute (12 points).



# Selection Criterion D - Evidence

- A letter of support or preliminary binding agreement, such as a preliminary MOU, from each identified Subgrantee, **if applicant addressed (D)(1)(a)**, attesting to the Subgrantee's participation.
- Table (D)(4) and Table A (See Tables (D)(4) and A in the Excel spreadsheets).
- Any other supporting evidence the State believes will be helpful to peer reviewers.

# Table (D)(4)

Table (D)(4)					
Subgrantee 1	Breakdown	Year 1	Year 2	Year 3	Year 4
	Methods for Improving Slots (Select as many as apply)	<input type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input type="checkbox"/> Evidence-Based Professional Development <input type="checkbox"/> Comprehensive Services	<input type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input type="checkbox"/> Evidence-Based Professional Development <input type="checkbox"/> Comprehensive Services	<input type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input type="checkbox"/> Evidence-Based Professional Development <input type="checkbox"/> Comprehensive Services	<input type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input type="checkbox"/> Evidence-Based Professional Development <input type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)				
	Total Estimated Cost				
Subgrantee 2	Breakdown	Year 1	Year 2	Year 3	Year 4
	Methods for Improving Slots (Select as many as apply)	<input type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input type="checkbox"/> Evidence-Based Professional Development <input type="checkbox"/> Comprehensive Services	<input type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input type="checkbox"/> Evidence-Based Professional Development <input type="checkbox"/> Comprehensive Services	<input type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input type="checkbox"/> Evidence-Based Professional Development <input type="checkbox"/> Comprehensive Services	<input type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input type="checkbox"/> Evidence-Based Professional Development <input type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)				
	Total Estimated Cost				
Subgrantee 3	Breakdown	Year 1	Year 2	Year 3	Year 4
	Methods for Improving Slots (Select as many as apply)	<input type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input type="checkbox"/> Evidence-Based Professional Development	<input type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input type="checkbox"/> Evidence-Based Professional Development	<input type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input type="checkbox"/> Evidence-Based Professional Development	<input type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input type="checkbox"/> Evidence-Based Professional Development



# Table A - PART III

PART III. Selection Criterion (D) (4)					
Instructions: For each year, please fill out 3A,3B,3C and 3F,3G. The other cells will self-populate with information; those should not be modified.					
	Year 1	Year 2	Year 3	Year 4	Cumulative
<b>3A: Total Eligible Children</b>					
<b>3B: Eligible Children Served in New Preschool Slots</b>					
3C: PPE/Slot					
3D: Estimated Cost (Rounded)	\$0	\$0	\$0	\$0	\$0
3E: % Eligible Children Served in New Preschool Slots					
<b>3F: Eligible Children Served in Improved Preschool Slots</b>					
3G: PPE/Slot					
3H: Estimated Cost (Rounded)	\$0	\$0	\$0	\$0	\$0
3I: % Eligible Children Served in Improved Preschool Slots					
3J: Total % Eligible Children Served With New and Improved Slots					
<b>3K: Total Children Served</b>	0	0	0	0	



# 5 Minute Break



# Let's discuss a few questions...



# Selection Criterion E

## Collaborating with Each Subgrantee and Ensuring Strong Partnerships (50 points)

The extent to which the State has an ambitious and achievable plan to ensure that each Subgrantee is effectively implementing High-Quality Preschool Programs, including a description of—

- (1) The roles and responsibilities of the State and Subgrantee in implementing the project plan (2 points).
- (2) How the State plans to implement High-Quality Preschool Programs, including the organizational capacity and existing infrastructure of the Subgrantee to provide High-Quality Preschool Programs, either directly or indirectly through an Early Learning Provider or Providers, and coordinate the delivery of High-Quality Preschool Programs (6 points).



# Selection Criterion E

## Collaborating with Each Subgrantee and Ensuring Strong Partnerships (cont.)

- (3) How the State will ensure that each Subgrantee minimizes local administrative costs (2 points).
- (4) How the State and Subgrantee will monitor the Early Learning Providers to ensure they are delivering High-Quality Preschool Programs (4 points).
- (5) How the State 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 (4 points).



# Selection Criterion E

## Collaborating with Each Subgrantee and Ensuring Strong Partnerships (cont.)

- (6) How the State and 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, State Preschool Programs and programs and services supported through 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 (6 points).
- (7) How the Subgrantee will integrate, to the extent practicable, High-Quality Preschool Programs for Eligible Children within economically diverse, inclusive settings, including those that serve children from families with incomes above 200 percent of the Federal Poverty Line (6 points).



# Selection Criterion E

## Collaborating with Each Subgrantee and Ensuring Strong Partnerships (cont.)

- (8) How the Subgrantee will deliver High-Quality Preschool Programs to Eligible Children, including Eligible Children who may be in need of additional supports, such as those who have disabilities or developmental delays; who are English learners; who reside on "Indian lands" as that term is defined by section 8013(7) of the ESEA; who are migrant; who are "homeless," as defined in subtitle VII-B of the McKinney-Vento Act; who are in the child welfare system; who reside in rural or tribal areas; who are from military families; and other children as identified by the State (6 points).
- (9) How the State will ensure the Subgrantee implements culturally and linguistically responsive outreach and communication efforts to enroll children from families with Eligible Children, including isolated or hard-to-reach families; helps families build protective factors; and engages parents and families (e.g., builds capacity to support children's learning and development) as decision-makers in their children's education (4 points).



# Selection Criterion E

## Collaborating with Each Subgrantee and Ensuring Strong Partnerships (cont.)

(10) How the State will ensure strong partnerships between each Subgrantee and LEAs or other Early Learning Providers, as appropriate, including a description of how the State will ensure that each Subgrantee (10 points) --

(a) Partners with LEAs or other Early Learning Providers, as appropriate, to carry out activities that provide children and their families with successful transitions from preschool into kindergarten; and

(b) Coordinates and collaborates with LEAs or other Early Learning Providers, as appropriate, in--

(i) Providing opportunities for early educators to participate in professional development on early learning and kindergarten standards, assessments, curricula, and culturally and linguistically responsive strategies to help families build protective factors, build parents' capacity to support their children's learning and development, and engage parents as decision-makers in their children's education;



# Selection Criterion E

## Collaborating with Each Subgrantee and Ensuring Strong Partnerships (cont.)

- (ii) Providing family engagement, support, nutrition, and other Comprehensive Services and coordinating with other community partners to ensure families' access to needed supports;
- (iii) Supporting full inclusion of Eligible Children with disabilities and developmental delays to ensure access to and full participation in the High-Quality Preschool Program;
- (iv) Supporting the inclusion of children who may be in need of additional supports, such as children who are English learners; who reside on "Indian lands" as that term is defined by section 8013(7) of the ESEA; who are migrant; who are "homeless," as defined in subtitle VII-B of the McKinney-Vento Act; who are in the child welfare system; who reside in rural areas; who are from military families; and other children as identified by the State;



# Selection Criterion E

## Collaborating with Each Subgrantee and Ensuring Strong Partnerships (cont.)

- (v) Ensuring that High-Quality Preschool Programs have age-appropriate facilities to meet the needs of Eligible Children;
- (vi) Developing and implementing a systematic procedure for sharing data and other records consistent with Federal and State law; and
- (vii) Utilizing community-based learning resources, such as libraries, arts and arts education programs, and family literacy programs.



# Selection Criterion E - Evidence

- Any supporting evidence the State believes will be helpful to peer reviewers.



# Selection Criterion F

## Alignment within a Birth through Third Grade Continuum (20 points)

The extent to which the State has an ambitious and achievable plan to align High-Quality Preschool Programs supported by this grant with programs and systems that serve children from birth through third grade to, among other things, improve transitions for children across this continuum.

(1) For **birth through age-five programs**, these activities include—

(a) Coordinating with other early education and care programs and child care family service providers supported through Federal, State, and local resources to build a strong continuum of learning for children from birth through age five and their families that expands families' choices, facilitates or improves their access to programs and supports in their own communities, and engages all families with Eligible Children, including isolated or hard-to-reach families that might not otherwise participate; and

(b) Ensuring that the provision of High-Quality Preschool Programs will not lead to a diminution of other services or increased cost to families for programs serving children from birth through age five; and



# Selection Criterion F

## Alignment within a Birth through Third Grade Continuum

- (2) For **kindergarten through third grade**, these activities may include—
- (a) Ensuring that Eligible Children are well-prepared for kindergarten;
  - (b) Sustaining the educational and developmental gains of Eligible Children by—
    - (i) Promoting collaboration between preschool and kindergarten teachers;
    - (ii) Expanding access to Full-Day kindergarten; and
    - (iii) Increasing the percentage of children who are able to read and do math at grade level by the end of third grade; and
  - (c) Sustaining a high level of parent and family engagement as children move from High-Quality Preschool Programs into the early elementary school years;
  - (d) Taking steps, or building upon the steps it has taken, to align, at a minimum--
    - (i) Child learning standards and expectations;
    - (ii) Teacher preparation, credentials, and workforce competencies;
    - (iii) Comprehensive Early Learning Assessment Systems;
    - (iv) Data systems; and
    - (v) Family engagement strategies.



# Selection Criterion F - Evidence

- Any supporting evidence the State believes will be helpful to peer reviewers.



# Selection Criterion G

## Budget and Sustainability (10 points)

The extent to which the budget narrative and budget tables demonstrate that the State will—

(1) Use the funds from this grant and any matching contributions to serve the number of children described in its ambitious and achievable plan for each year, including using the funds for the projected per child costs for new and improved State Preschool Program slots that are reasonable and sufficient, and that the projected per child costs for new and improved State Preschool Program slots are reasonable and sufficient to ensure High-Quality Preschool Programs;



# Selection Criteria G

## Budget and Sustainability (cont.)

- (2) Coordinate the use of existing funds from Federal sources that support early learning and development, such as 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 of 1990, and State, private, local, foundation, or other private funding sources for activities and services that help expand High-Quality Preschool Programs; and
- (3) Sustain the High-Quality Preschool Programs supported by this grant after the grant period ends to ensure that the number and percentage of Eligible Children with access to High-Quality Preschool Programs in the State will be maintained or expanded, including to additional High-Need Communities.



# Selection Criterion G - Evidence

- Budget narrative and budget tables.
- Any other supporting evidence the State believes will be helpful to peer reviewers.



# Budget Tables and Narratives

- Adequate to support the activities described in the State's plan
- Includes costs that are reasonable and necessary
- Details the amount of funds budgeted for Subgrantees or other partners, and the specific activities to be implemented



# Included in State's Budget:

- **Budget Summaries**
  - Overall budget summary information by budget category, Subgrantee, and project
  - Budget Table I - Budget Summary by Budget Category
- **Budget Narrative**
  - Describe the overall structure of the State's budget, including for each project:
    - The designation of the selection criterion or competitive preference priority the project addresses;
    - An explanation of how the project will be organized and managed; and
    - Any information pertinent to understanding the proposed budget for each project.



# Overall Statewide Budget

OVERALL STATEWIDE BUDGET					
Budget Table I-1: Budget Summary by Budget Category (Evidence for selection criterion (G))					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel					\$ -
2. Fringe Benefits					\$ -
3. Travel					\$ -
4. Equipment					\$ -
5. Supplies					\$ -
6. Contractual					\$ -
7. Training Stipends					\$ -
8. Other					\$ -
9. Total Direct Costs (add lines 1-8)	\$ -	\$ -	\$ -	\$ -	\$ -
10. Indirect Costs*					\$ -
11. Funds to be distributed to Subgrantees					\$ -
12. Funds set aside for participation in grantee technical assistance					\$ -
13. Total Grant Funds Requested (add lines 9-12)	\$ -	\$ -	\$ -	\$ -	\$ -
14. Funds from other sources used to support the State's plan	\$ -	\$ -	\$ -	\$ -	\$ -
15. Total Statewide Budget (add lines 13-14)	\$ -	\$ -	\$ -	\$ -	\$ -



# Other Considerations



# Competitive Preference Priority 1

## Contributing Matching Funds

To receive a competitive preference under this priority, the State must describe and submit appropriate evidence of a credible plan for obtaining and using non-Federal matching funds to support the implementation of its ambitious and achievable plan during the grant period. Matching funds may be comprised of State, local, and philanthropic funds and may also include increased State funding appropriated beginning in the State fiscal year prior to the first year of the grant period. Points will be awarded based on the following scale if the plan is determined to be credible:

Percentage non-Federal match of the State's four-year total award	Competitive preference points
50% or more	10
40-49%	8
30-39%	6
20-29%	4
10-19%	2
0-9%	0

# Competitive Preference Table

Competitive Priority 1 Table						
Types of Match	FY 2014 Investment	Year 1	Year 2	Year 3	Year 4	TOTAL
State						0
Local						0
Philanthropic						0
Other						0
<b>Overall Match</b>	0	0	0	0	0	0
Matches Amount from Master Table	Correct	Correct	Correct	Correct	Correct	Correct



# Table A

<b>PART II. Competitive Priority 1</b>										
Instructions: For each year, fill out the expected Matching Funds for 2A, 2C, 2D. Also, provide the State Matching Funds for 2013-2014 Fiscal Year at the bottom of this section. The other cells will self-populate with information; those should not be modified.										
	Year 1		Year 2		Year 3		Year 4		Cumulative \$	%
Allocation of Matching Funds	\$	% Funds	\$	% Funds	\$	% Funds	\$	% Funds		
2A: State-Level Infrastructure									\$0	
2B: High-Quality Preschool Programs	\$0		\$0		\$0		\$0		\$0	
2C: New Preschool Slots									\$0	
2D: Improved Preschool Slots									\$0	
<b>Total Year 1-4 Matching Funds</b>	\$0	0%	\$0	0%	\$0	0%	\$0	0%	\$0	
<b>Type of State Match</b>	\$ from State Fiscal Year 2014	\$ from Year 1	\$ from Year 2	\$ from Year 3	\$ from Year 4	Overall Matching Funds	Match %			
2E: State Matching Funds (if applicable)		\$0	\$0	\$0	\$0	\$0				
<b>2F: Total Funds for State-Level Infrastructure</b>	\$0	\$0	\$0	\$0	\$0	\$0				
<b>2G: Total Funds for High-Quality Preschool Programs</b>	\$0	\$0	\$0	\$0	\$0	\$0				
2H: Total Funds for New Preschool Slots	\$0	\$0	\$0	\$0	\$0	\$0				
2I: Total Funds for Improved Preschool Slots	\$0	\$0	\$0	\$0	\$0	\$0				
<b>2J: Total Program Resources</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0				



# Competitive Preference Priority 2

## Supporting a Continuum of Early Learning and Development

To receive a competitive preference under this priority, the State must describe an ambitious and achievable plan that addresses the creation of a more seamless progression of supports and interventions from birth through third grade, such as high-quality infant and toddler care, home visitation, Full-Day kindergarten, and before- and after-care services for, at a minimum, a defined cohort of Eligible Children and their families within each High-Need Community served by each Subgrantee.



# Competitive Preference Priority 3

## Creating New High-Quality State Preschool Program Slots

To receive a competitive preference under this priority, the State must demonstrate how it will use at least 50 percent of its Federal grant award to create new State Preschool Program slots that will increase the overall number of new slots in State Preschool Programs that meet the definition of High-Quality Preschool Programs.



# Application Requirements

*The following requirements apply to all applications submitted under this competition:*

- (a) The State's application must be signed by the Governor or an authorized representative and an authorized representative from the Lead Agency.
- (b) The application must include a letter of support from an operational State Advisory Council on Early Childhood Education and Care that meets the requirements described in section 642B(b) of the Head Start Act (42 U.S.C. 9837(b)) and in paragraph (I) of the Program Requirements. If the State does not have an operational State Advisory Council, the application must include a letter of support from a similar State council on early childhood education and care established by the State's legislature or assigned the duties of the State Advisory Council on Early Childhood Education and Care by the State's Governor that meets the requirements described in section 642B(b) of the Head Start Act (42 U.S.C. 9837(b)) and in paragraph (I) of the Program Requirements. The letter must describe the council's level of support and, if applicable, participation in the grant.



# Application Requirements

- (c) The State must include a budget narrative that details how it will use Federal grant funds awarded under this competition, and, if applicable, funds from other Federal, State, private, and local sources, to achieve--
- (1) The goals outlined in its ambitious and achievable plan; and
  - (2) Its ambitious and achievable targets for increasing the number and percentage of Eligible Children who are enrolled in High-Quality Preschool Programs through, as applicable, newly created and improved State Preschool Program slots as described in selection criterion (D)(4)(b).
- (d) The State must complete the Excel spreadsheets that are provided on the Preschool Development Grants Website at [www.ed.gov/programs/preschooldevelopmentgrants](http://www.ed.gov/programs/preschooldevelopmentgrants) and upload to the Other Attachments Form in Grants.gov as explained in Part 5 of the application.



# Application Requirements

- (e) The State must provide, for each selection criterion or priority in this notice that solicits an ambitious and achievable plan, a description of the following elements, at a minimum--
1. The key goals of the plan;
  2. The key activities to be undertaken; the rationale for the activities; and, if applicable, where in the State the activities will be initially implemented, and where and how they will be scaled up over time;
  3. A realistic timeline, including key milestones, for implementing each key activity;
  4. The party or parties responsible for implementing each activity and other key personnel assigned to each activity;
  5. Appropriate financial resources to support successful implementation and sustainment of the plan;
  6. The information requested as supporting evidence, if any, together with any additional information the State believes will be helpful to peer reviewers in judging the credibility of the plan;
  7. The information requested in the performance measures, where applicable; and
  8. How the State will address the needs of Eligible Children, including those who may be in need of additional supports, such as children who have disabilities or developmental delays; who are English learners; who reside on "Indian lands" as that term is defined by section 8013(7) of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6301 et seq.) (ESEA); who are migrant; who are "homeless," as defined in subtitle VII-B of the McKinney-Vento Homeless Assistance Act (42 U.S.C. § 11434a(2)) (McKinney-Vento Act); whose families are involved in the child welfare system; who reside in rural areas; who are from military families; and other children as identified by the State, if applicable.

# Program Requirements

*States and each Subgrantee that receive funds under this grant program must meet the following requirements for, at a minimum, the duration of the grant period:*

- (a) The State must continue to participate in—
- (1) The programs authorized by part C and section 619 of part B of IDEA;
  - (2) The Child Care and Development Fund (CCDF) program (pursuant to the Child Care and Development Block Grant Act (42 U.S.C. 9858 et seq.));
  - (3) The program authorized under section 418 of the Social Security Act (42 U.S.C. 618);
  - (4) The Maternal, Infant, and Early Childhood Home Visiting program (section 511 of title V of the Social Security Act, as amended by section 2951 of the Affordable Care Act of 2010 (Pub. L. 111-148)); and
  - (5) Subtitle VII-B of the McKinney-Vento Act.



# Program Requirements (cont.)

- (b) The State and each Subgrantee must use funds made available under this grant to supplement, not supplant, any Federal, State, or local funds (e.g., IDEA, title I, Head Start, CCDF, and any matching funds included as part of Competitive Preference Priority 2) that, in the absence of the funds awarded under this grant, would be available for improving the quality of State Preschool Programs and increasing access to High-Quality Preschool Programs.
- (c) The State must participate in grantee technical assistance activities facilitated by ED or HHS, individually or in collaboration with other State grantees, to share effective program practices and solutions and collaboratively solve problems, and must set aside a minimum of \$25,000 annually from its grant funds for this purpose.
- (d) The State and each Subgrantee must participate in any evaluation of the State's High-Quality Preschool Program, including any cross-State evaluation, if funded by ED or HHS.



# Program Requirements (cont.)

- (e) The State and each Subgrantee must comply with the requirements of all applicable Federal, State, and local privacy laws, including the requirements of the Family Educational Rights and Privacy Act (20 U.S.C. 1232g), the Health Insurance Portability Accountability Act (Pub. L. 104-191), and IDEA.
- (f) The State and each Subgrantee must ensure that the grant project is implemented in accordance with all applicable Federal, State, and local laws and regulations, including the provisions of Section 504 of the Rehabilitation Act of 1973 and Title II and Title III of the Americans with Disabilities Act of 1990 that prohibit discrimination on the basis of disability and require that individuals with disabilities be served in the most integrated setting appropriate to their needs.
- (g) The State and each Subgrantee must provide researchers with access, consistent with the 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.



# Program Requirements (cont.)

- (h) Unless otherwise protected as proprietary information by Federal or State laws or a specific written agreement, the State and each Subgrantee must make any work (e.g., materials, tools, processes, systems) developed under its grant freely available to the public. Any Web sites developed under this grant must meet government or industry-recognized standards for accessibility.
- (i) The State must have a Statewide Longitudinal Data System that links early childhood data with the State's kindergarten through grade 12 (K-12) data system by the end of the grant period.
- (j) The State must ensure that the State Advisory Council on Early Childhood Education and Care includes, in addition to the members of the State Advisory Council described in section 642B(b) of the Head Start Act (42 U.S.C. 9837(b)), the State's CCDF administrator, State agency coordinators from both part C and section 619 of part B of IDEA, the State Title I Director, the State Coordinator of Education for Homeless Children and Youth, State agency representatives responsible for health and mental health, and parent representatives.



# Program Requirements (cont.)

- (k) The State must establish policies and procedures that ensure—
- (1) Collaboration between each Subgrantee and programs authorized by section 619 of part B of IDEA so that **Eligible Children with Disabilities** in the High-Need Community are being appropriately identified and served in the least restrictive environment; and
  - (2) Ensure that the percentage of Eligible Children with Disabilities served by the High-Quality Preschool Programs is not less than either the percentage of four-year-old children served statewide through part B, section 619 of IDEA (20 U.S.C. 1400 et seq.), or the current national average, whichever is greater.
- (l) The State and each Subgrantee are prohibited from spending grant funds, including any matching funds, if applicable, on construction, renovation, modernization, or related activities.



# Eligible Children with Disabilities

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



# Program Requirements (cont.)

- (m) For activities involved in improving existing State Preschool Program slots to meet the definition of High-Quality Preschool Programs, the State and each Subgrantee may only spend grant funds, including any matching funds, if applicable, on activities listed in selection criterion (D)(4)(b)(ii).
- (n) Within 180 days of receipt of an award, the State must submit to the Departments a signed MOU (a model MOU is provided in Appendix B of this notice) or other binding agreement between the State's Lead Agency and each Subgrantee that, at a minimum—
  - (1) Includes a scope of work describing the portions of the State's plan that the Subgrantee will implement;
  - (2) Incorporates the State's ambitious and achievable plan, in particular the sections that the Subgrantee is responsible for implementing; Is signed by an authorized representative of the State's Lead Agency and the Subgrantee;
  - (3) Describes the roles and responsibilities of the State's Lead Agency and Subgrantee in implementing the project plan;
  - (4) Describes the method and process for making different types of decisions (e.g., policy, operational); Describes how the State and Subgrantee will exchange data; and
  - (5) Describes how the MOU can be amended.



# Program Requirements (cont.)

- (o) The State must submit scopes of work for the State within 90 days of the grant award notification date and for each Subgrantee within 180 days of the grant award notification date. These scopes of work must contain detailed work plans and budgets that are consistent with the State's grant application, and must include the State's and each Subgrantee's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures for the portions of the State's proposed plans that the Subgrantee is agreeing to implement.



# Submitting Your Application

- Electronic grant application for Preschool Development Grants-- Development Grants at [www.Grants.gov](http://www.Grants.gov).
- Search for the downloadable application package for this competition by the CFDA number (84.419A).
- The Grants.gov site, has information about submitting an application
- Applications received by Grants.gov are date and time stamped.
- Application must be fully uploaded and submitted and must be date and time stamped no later than 4:30:00 p.m., Washington, DC time, on October 14<sup>th</sup>.



# Submitting Your Application

- Upload time can vary--do not wait until the application deadline date to begin the submission process through Grants.gov.
- You must submit all documents electronically.
- You must upload any narrative sections and all other attachments to your application as files in a **PDF** (Portable Document) read-only, non-modifiable format.
- Excel Spreadsheets should be uploaded in Excel



# Submitting Your Application

- After you electronically submit your application, you will receive from Grants.gov an automatic notification of receipt that contains a Grants.gov tracking number.
- The Departments then will retrieve your application from Grants.gov and send a second notification to you by e-mail.



# Submitting Your Application

- If you experience problems submitting your application through Grants.gov, please contact the Grants.gov Support Desk, toll free, at 1-800-518-4726.
- You must obtain a Grants.gov Support Desk Case Number and must keep a record of it.



# Next Steps

- **September 11<sup>th</sup>**: Intent to Apply due
- **October 14<sup>th</sup>**: Applications due to Grants.gov
- **December 2014**: Announce awards



# Contact Information

- **Preschool Development Grants Program Web site:**  
<http://www2.ed.gov/programs/preschooldevelopmentgrants/index.html>
- **E-mail:** [PreschoolDevelopmentGrants@ed.gov](mailto:PreschoolDevelopmentGrants@ed.gov)

**Thank you for joining us for today's  
webinar.**

