U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

Preschool Development Grants - Expansion

CFDA # 84.419B

PR/Award # S419B150025

Gramts.gov Tracking#: GRANT11762369

OMB No. 1810-0718, Expiration Date: 02/28/2015

Closing Date: Oct 15, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Non Responsive

Application for Federal Assistance SF-424

* 1. Type of Submission:	* 2. Type of Application:	* If Revision, select appropriate letter(s):
☐ Preapplication	☒ New	
☒ Application	☐ Continuation	* Other (Specify):
☐ Changed/Corrected Application	☐ Revision	

* 3. Date Received:	4. Applicant Identifier:
10/15/2014	

5a. Federal Entity Identifier:	5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:	Division of Child Care and Early Childhood Education
* b. Employer/Taxpayer Identification Number (EIN/TIN):	71-6007389
* c. Organizational DUNS:	0025591720000

d. Address:

* Street1:	700 Main St
Street2:	
* City:	Little Rock
County/Parish:	
* State:	AR: Arkansas
Province:	
* Country:	USA: UNITED STATES
* Zip / Postal Code:	72201-1437

e. Organizational Unit:

Department Name:	Division Name:
	Division of Childcare & Early

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:	Mrs.	* First Name:	Tonya
Middle Name:			
* Last Name:	Williams		
Suffix:			

Title:	Division Director
Organizational Affiliation:	
* Telephone Number:	501-320-8953
Fax Number:	501-682-4897
* Email:	Tonya.D.Williams@DHS.Arkansas.Gov

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.419

CFDA Title:

Preschool Development Grants

*** 12. Funding Opportunity Number:**

ED-GRANTS-081814-002

* Title:

Office of Elementary and Secondary Education (OESE): Preschool Development Grants: Expansion Grants CFDA Number 84.419B

13. Competition Identification Number:

84 419B2015 1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment | Delete Attachment | View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Arkansas Preschool Development Grants - Expansion Grants Application Funding

Attach supporting documents as specified in agency instructions.

Add Attachments | Delete Attachments | View Attachments

Tracking Number:GRANT11762369 Funding Opportunity Number:ED-GRANTS-081814-002 Received Date:2014-10-15T14:58:20-04:00

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant: AR-002 * b. Program/Project: AR-All

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 01/01/2015 * b. End Date: 12/31/2018

18. Estimated Funding ($):

* a. Federal	59,872,000.00
* b. Applicant	0.00
* c. State	(b)(4)
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

☒ a. This application was made available to the State under the Executive Order 12372 Process for review on 10/14/2014.

☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix:	Mrs.
* First Name:	Laura
Middle Name:	
* Last Name:	Webb
Suffix:	
* Title:	Chief Fiscal Officer
* Telephone Number:	501-320-8933
Fax Number:	501 682 4897
* Email:	Laura.Webb@DHS.Arkansas.Gov
* Signature of Authorized Representative:	Laura Webb
* Date Signed:	10/15/2014

Tracking Number:GRANT11762369 Funding Opportunity Number:ED-GRANTS-081814-002 Received Date:2014-10-15T14:58:20-04:00

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C.§§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Laura Webb	Chief Fiscal Officer
APPLICANT ORGANIZATION	DATE SUBMITTED
Division of Child Care and Early Childhood Education	10/15/2014

Standard Form 424B (Rev. 7-97) Back

Tracking Number:GRANT11762369 Funding Opportunity Number:ED-GRANTS-081814-002 Received Date:2014-10-15T14:58:20-04:00

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action:
- [ ] a. contract
- [x] b. grant
- [ ] c. cooperative agreement
- [ ] d. loan
- [ ] e. loan guarantee
- [ ] f. loan insurance

2. * Status of Federal Action:
- [ ] a. bid/offer/application
- [x] b. initial award
- [ ] c. post-award

3. * Report Type:
- [x] a. initial filing
- [ ] b. material change

4. Name and Address of Reporting Entity:

[x] Prime [ ] SubAwardee

*Name: NA

*Street 1: NA Street 2:

*City: NA State: Zip:

Congressional District, if known:

6. * Federal Department/Agency:

NA

7. * Federal Program Name/Description:

Preschool Development Grants

CFDA Number, *if applicable:* 84.419

8. Federal Action Number, *if known:*

9. Award Amount, *if known:*

$

10. a. Name and Address of Lobbying Registrant:

Prefix: * First Name: NA Middle Name:

*Last Name: NA Suffix:

*Street 1: Street 2:

*City: State: Zip:

b. Individual Performing Services (including address if different from No. 10a)

Prefix: * First Name: NA Middle Name:

*Last Name: NA Suffix:

*Street 1: Street 2:

*City: State: Zip:

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

*** Signature:** Tonya Webb

***Name:** Prefix: Mrs. * First Name: Tonya Middle Name:

*Last Name: Williams Suffix:

Title: Director **Telephone No.:** 601-[illegible] **Date:** 10/15/2014

Federal Use Only:

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Standard Form - LLL (Rev. 7-97)

Tracking Number:GRANT11762369 Funding Opportunity Number:ED-GRANTS-081814-002 Received Date:2014-10-15T14:58:20-04:00

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

Section 427 GEPA.pdf | Delete Attachment | View Attachment

Arkansas Division of Child Care and Early Childhood Education's information to meet Section 427 General Education Provision Act

Arkansas will implement the following measures to ensure full participation by all preschool children:

1) Assist programs with language translation on forms and other materials including visually impaired if needed for families.
2) Connect programs to partnering agencies related to special needs, health including mental health, and dual language learners.
3) Partner with Institutions of Higher Education to recruit culturally competent and highly qualified teachers to promote equitable access or participation regardless of gender, race, national origin, color, disability or age.
4) Work with local programs on mapping project to ensure that services to children match the population demographics in targeted areas

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,00 0 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subjec t to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION	Division of Child Care and Early Childhood Education
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Mrs.	* First Name: Laura Middle Name:
* Last Name: Webb	Suffix:
* Title: Chief Fiscal Officer	
* SIGNATURE: Laura Webb	* DATE: 10/15/2014

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment: Arkansas PDG Project Abstract.pdf | Delete Attachment | View Attachment

Project Abstract

Name of proposed project: Arkansas Preschool Development Grants—Expansion Grants: Application for Initial Funding

Applicant's name: Tonya Williams, Director, Division of Child Care and Early Childhood Education, Arkansas Department of Human Services

Overview of the proposed project: Arkansas is applying for $59,972,000 in Federal funds over a four-year grant period, which will be combined with state, local, and philanthropic funding to fund an average of 1,673 children in preschool improvement slots and an average of 2,241 children in preschool expansion slots each year.

Project objectives and activities: The primary goal of the proposal is to expand access to High-Quality Preschool Programs in Arkansas for Eligible Children in 10 High-Need Communities. To accomplish this goal, the State is proposing a number of Ambitious and Achievable Plans, which include:

- Changes to improve the quality of the *Arkansas Better Chance* (ABC) preschool program
- A revision of the State's Early Learning and Development Standards and Workforce Knowledge and Competency Framework
- Improvements to the Arkansas professional development and training system
- A statewide family engagement initiative
- Strengthening the State's monitoring and continuous improvement system
- Improvements to the State's Kindergarten Entry Assessment (KEA) system
- The development of a birth-through-third-grade continuum of learning using School Readiness Teams currently in place in each High-Need community
- Sustaining the grant funding after the grant period

Proposed project outcomes: The outcome of this project will be to serve 3,914 children annually in preschool programs that meet the Federal definition of a High-Quality Preschool program. The funding will improve the qualifications of ABC lead teachers, classroom quality, enrollment diversity, and child outcomes.

Names of other organizations (including Subgrantees) the applicant proposes to work in collaboration with under the grant: The State plans to work with a number of organizations that will serve as Subgrantees on this project. Through a Request for Proposal process, the State will choose Subgrantees from the following organizations: In His Image Youth Development Center, Inc.; Little Rock School District; Quality Child Care Scholastic Academy; Touched by an Angel; Bright Beginnings/North Little Rock; Leap Forward Academy; Little Scholars Academy of Maumelle; North Little Rock School District; Caraco, Inc.; DBA Kareer Kids; DREAM - Jody Abernathy; Emmanuel Learning Center; Kid to Kid Child Dev. Center, Inc.; Lil Motivators Academy; Lil Treasures Learning Academy; London Bridges Child Care; My First School Jacksonville Inc.; Pulaski Co. Special School District; Fayetteville School District; Prism Education Center; Small Fry Preschool; FHDC; EOA of Washington County; Laura Lantz dba Happy Days FHDC; Little Kids Preschool Inc.; Springdale School District; ASU Programs for Children and Families in the Delta; Jonesboro School District; Kids Place Learning Center – KidSpot; Cabot Public Schools Community Action Program for Central Arkansas; Texarkana Arkansas School District #7; Arkansas Early Learning; Crowley's Ridge Education Cooperative; Academy of Learning, Inc.; University of Arkansas at Pine Bluff; AR River Education Service Cooperative HIPPY; Families and Children Together; South AR Dev Center for Children/Families; Forrest City School District; Save The Children, Head Start; Save the Children, Head Start Western Arkansas; Ozark Opportunity, Inc.; OUR Cooperative CB; Searcy Co. School District; Friendship Community Care

Close Form

Project Narrative File(s)

*** Mandatory Project Narrative File Filename:** Arkansas P2G Project Narrative 101514.pdf

Delete Mandatory Project Narrative File | View Mandatory Project Narrative File

To add more Project Narrative File attachments, please use the attachment buttons below.

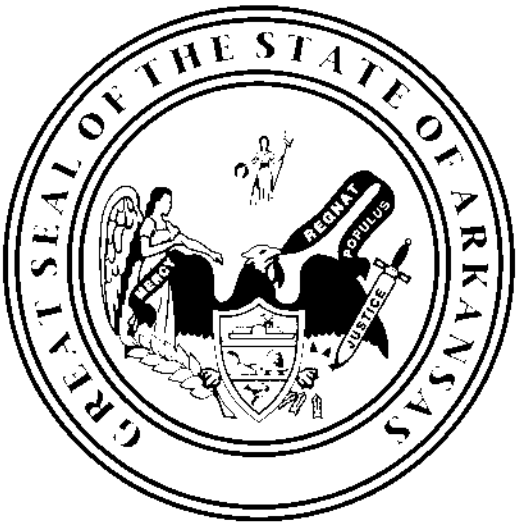
Add Optional Project Narrative File

Tracking Number:GRANT11762369 Funding Opportunity Number:ED-GRANTS-081814-002 Received Date:2014-10-15T14:58:20-04:00

Preschool Development Grants—Expansion Grants

Application for Initial Funding

CFDA Number: 84.419B



Submitted by:

Mike Beebe

Governor

Tonya Williams

Director, Division of Child Care and Early Childhood Education

Submission Date: October 15, 2014

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A Guide to Acronyms in Arkansas

Acronym	Expansion
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 and 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
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

A. Executive Summary

In 2008, Walter Gilliam, Director of The Edward Zigler Center in Child Development and Social Policy at Yale University, wrote an article for *Infants and Young Children* entitled, "Head Start, Public School Prekindergarten, and a Collaborative Potential."[1] His study of nearly 3,900 Head Start and preschool classrooms found that each program did well in certain areas. Head Start programs excelled in providing comprehensive services, small class sizes, and low student-teacher ratios, and public school prekindergarten programs shined in their ability to employ and compensate highly qualified teachers. He concluded that more programs should find ways to blend education and comprehensive services—regardless of program type or setting—to create an approach that would result in something "greater than the sum of their respective components."

Arkansas has created such an approach with its state preschool program, *Arkansas Better Chance* (ABC). The program is one of the highest quality state preschool programs in the country, focused on ensuring highly qualified and competitively compensated early childhood teachers, manageable class sizes and ratios, and comprehensive services. It fully conforms to 10 of the 12 elements of the High Quality Preschool Program (HQPP) definition in the grant application and partially conforms to the remaining two. Equally important, ABC is part of a state early care and education (ECE) system that is run by one agency, the Division of Child Care and Early Childhood Education (DCCECE) within the Arkansas Department of Human Services (DHS), which allows for a high level of coordination between the preschool program and other ECE programs in the state.

Serving 63.5 percent of the State's eligible 4-year-olds in 2014, there is still room for the ABC program to improve and grow. As such, in this proposal the State outlines its plans to fully conform to the HQPP definition in the application and how it will use the Federal grant funding requested, combined with additional state, local, and philanthropic funding to fund an average of (b)(4) improvement slots per year and an average of 2,241 expansion slots per year in sites within 10 of the highest-need, most underserved counties in the State (Sections D and E). To ensure that the gains made by children in these HQPPs are sustained, the State will create a cohesive, coordinated continuum of high-quality learning opportunities from birth through the early elementary grades

[1] Gilliam, W. S. (2008) *Infants and Young Children.* "Head Start, Public School Prekindergarten, and a Collaborative Potential." January/March: Volume 21: Issue 1 pp. 30–44.

(Section F). Additionally, the State will build upon and strengthen its robust ECE system by integrating and coordinating grant funding with other resources to engage in key "Priority Improvement Projects," which will focus on state-level infrastructure reforms to further bolster the ability of the proposed HQPPs (and ECE programs statewide) to promote children's development and learning (Section C).

Taken together, the Ambitious and Achievable Plans outlined in this proposal focus on achieving the primary goal of expanding access to HQPPs for Eligible Children in High-Need Communities through:

1. Setting higher ABC standards based on the definition of HQPP in the application and communicating those higher standards to the Subgrantees;
2. Providing the state- and local-level supports necessary so that the Subgrantees can be successful in implementing these higher standards, including the provision of sufficient levels of funding, state-level systems coordination, professional development, and technical assistance; and
3. Creating the appropriate accountability mechanisms, including monitoring compliance to the new expectations and fiscal audit procedures to ensure appropriate implementation and use of the funds.

The generous support of the philanthropic community and a (b) percent local match requirement allows the State to leverage these Federal dollars to undertake a significant number of projects to successfully improve and expand the ABC program. The Ambitious and Achievable Plans in this proposal include:

- Changes to the State's ABC standards for selected programs (including a requirement for ABC programs to have a Family Services Manager on staff) to fully conform to the definition of HQPP in the application, as well as to the state monitoring system to ensure compliance with the new standards (Sections D and E)
- A revision of the State' Early Learning and Development Standards (ELDS; Section C(1)(a)) and Workforce Knowledge and Competency Framework (WKCF; Section C(1)(f))
- Improvements to the Arkansas' professional development and training system with an emphasis on Relationship-Based Professional Development (RBPD; Section C(1)(f))
- A statewide family engagement initiative that includes the appointment of a Family Engagement Advisory Group and development of the *Arkansas Family Engagement*

Framework to guide the development of a statewide family engagement vision and strategy (Section C(1)(i))

- Strengthening the State's monitoring and continuous improvement system through the adoption of a new classroom process quality measure and the inclusion of parent feedback as an indicator of program quality (Section C(2)(a)).
- Improvements to the State's Kindergarten Entry Assessment (KEA) system (Section C(3))
- The development of a birth-through-third-grade continuum of learning using School Readiness Teams that are currently in place in each county (Section F)
- Sustaining the grant funding after the grant period (Section D(5))

These Ambitious and Achievable Plans, which build on Arkansas' strong ECE system, will successfully achieve the goal of implementing and sustaining HQPPs in the State's most underserved areas.

A(1) The State's progress to date

Arkansas has an exceptionally strong foundation on which to improve and expand the ABC program. A key aspect of this foundation is the State's financial commitment to its most vulnerable children. Despite the financial constraints of being a poor state (ranked 45th in per capita income nationally), Arkansas makes preschool education a priority and commits (b)(4) annually to ABC (ranked 12th in resources expended per child nationally). The State has also worked diligently to obtain philanthropic support to fund important systems-building efforts and to improve the quality of the ABC program. Undeterred by a 2013 Race to the Top—Early Learning Challenge (RTT–ELC) proposal that was not funded, the state approached the philanthropic community to support the systems-building work. This fall Arkansas received a (b)(4) grant from the W.K Kellogg foundation to support three projects proposed in the State's 2013 RTT–ELC application. The State will use the Kellogg funding to improve upon the State's current ELDS to create a new set of "best-in-class" standards, undertake a statewide family engagement initiative, and work to revise the State's KEA (see Appendix A.1.1 for the W.K. Kellogg Foundation's letter of support). In addition, the Endeavor Foundation has committed over (b)(4) to support the ABC program in the Springdale School District in Northwest Arkansas (see Appendix A.1.2 for the Endeavor Foundation letter of support). Equally important, Section B discusses how the Arkansas legislature will take up legislation to increase ABC funding by (b)(4) in 2015.

A second aspect of the state's strong foundation is the high program standards of the ABC program. Appendix B.1.1. provides a detailed side-by-side comparison of how the ABC program fully conforms to 10 of the 12 elements of the application's definition of HQPP and how it partially conforms to the remaining two elements (teacher qualifications and two aspects of comprehensive services). Sections C, D, and E present the State's plans to improve the program to fully conform to the definition, how the State will provide support to Subgrantees to meet the new standards, and how the State will hold programs accountable.

A third aspect of the State's strong foundation is its exceptionally robust monitoring system. ABC programs are monitored through the State's child care licensing system, ABC compliance monitoring, and the State's Tiered Quality Rating and Improvement System (TQRIS), which includes a measure of classroom quality using the *Early Childhood Environment Rating Scale—Revised* (*ECERS—R*). *Child Care Aware* ranks Arkansas number one in the country for the monitoring of it child care programs. The quality of the state's monitoring system is defined by the following characteristics: (1) high-quality monitoring instruments; (2) highly trained and well-qualified monitors; (3) frequent monitoring visits; and (4) the use of monitoring data for continuous quality improvement. The State has an Ambitious and Achievable Plan to incorporate a new measure of classroom quality that focuses more explicitly on the quality of teacher–child interactions, incorporate a measure of parent satisfaction as an indicator or quality, and to revise the ABC monitoring protocol to incorporate the quality improvements to the program.

A fourth key aspect of the State's strong foundation is the current quality of ABC programs. As discussed above, part of the ABC program's monitoring and continuous improvement system is mandatory participation in the State's TQRIS and monitoring visits that evaluate classroom quality (currently using the *ECERS-R*). Section B discusses that, with only a few exceptions, all ABC programs are at the highest level of the TQRIS and that the average classroom quality score using *ECERS-R* is over 5 (on a 7-poing scale).

A final aspect of the State's strong foundation is the high level of coordination at the state and local levels. DCCECE currently administers and coordinates the ABC program, child care licensing, the child care subsidy program, the Child and Adult Care Food Program (CACFP), the National School Lunch program, the Special Nutrition and Summer Food Service Programs, the TQRIS, and child welfare residential licensing. This governance structure allows for an exceptional amount of state-level coordination. At the local level, ABC standards require that

programs coordinate with and leverage other early childhood programs and services, and local School Readiness Teams established by the State in 2012 support this local coordination.

A(2) Provide voluntary, HQPPs in two or more High-Need Communities

Ten of Arkansas' most underserved counties that contain 49 percent of the State's Eligible Children will serve as the High-Need Communities for the improvement and expansion slots funded under this proposal. Section D discussed the rigorous methodological approach applied to site selection, which included consideration of the following characteristics:

- **Geographic diversity**, measured by whether the county was urban or rural and the county-level growth of the Latino population over the past 10 years.
- **The extent to which the county is underserved,** measured by the difference between the number of eligible four-year-old children in the county and the number of children currently served by ABC and Head Start.
- **School readiness,** measured by the average percent of children scoring "developed" across the subscales of Arkansas' KEA.
- **Low-performing schools,** measured by whether the county included schools designated by the Arkansas Department of Education (ADE) as "Needs Improvement—Focus" schools or "Needs Improvement Priority."

Using these site selection characteristics, the State has chosen not only the highest need communities, but also sites that best reflect the changing demographics of Arkansas's preschool population. Sections D and E describe how the State will work with Subgrantees in each High-Need Community and provide state- and local-level supports necessary to build a preschool program that supports the school readiness of a changing population of preschool children in Arkansas.

A(3) Increase the number and percentage of Eligible Children served in HQPPs

Because of Arkansas' strong existing ABC program infrastructure, high capacity to implement the program, and strong existing alignment to the definition of HQPP, there is no need for an extended period of infrastructure development or capacity-building. Therefore, the State will begin serving children through expansion and improvement slots at the earliest possible start date (fall 2015) and will be able to serve large numbers of children during the first year of the grant. There will also be a slight increase in the number of children served in the HQPPs over the grant period. The increase is small due the exceptionally large funding allocation from the legislature and the

philanthropic community in year one, which will be maintained throughout the duration of the grant.

A(4) Characteristics of HQPPs

A(1) above discusses the side-by-side comparison found in Appendix B.1.1 that outlines how the current ABC program standards conform with the characteristics specified in the definition of HQPP. Although the current ABC program conforms well to these criteria, the Ambitious and Achievable Plans and the cost model included in this proposal focus on those characteristics that are not yet fully compatible. These characteristics include ensuring that every ABC lead teacher has a bachelor's degree, that ABC children receive dental screenings, and that ABC programs' culturally and linguistically responsive family engagement efforts and local coordination initiatives go beyond the letter of the ABC program standards. With these relatively few—yet important—improvements, the ABC standards will meet all characteristics specified in the definition of a HQPP.

A(5) Set expectations for the school readiness

In 2012, the Arkansas Department of Education (ADE) convened an advisory committee to re-examine the State's definition of kindergarten readiness. After a review of the latest research in child development and early learning, and gathering input from stakeholders, the advisory committee created a new definition of school readiness and a new set of expectations that cover the essential domains of school readiness. The definition and indicators were approved by the Arkansas Early Childhood Commission in October of 2013 and are included as Appendix A.5.1. As discussed below, one motivation for the revision of the State's current KEA is that it does not address these new indicators, particularly in the areas of physical and social/emotional development. The plans for the revision of the State's ELDS and KEA are outlined in detail in Section C and specify how the State will communicate appropriate expectations for children's development across the Essential Domains of School Readiness and will support teachers and parents in fostering growth in these areas. In addition, Section C(2)(c) outlines specific measurable targets for children's school readiness abilities as well as targets for program quality levels in order to support children's development and learning. A summary table is provided below.

State's Target Goals for HQPPs

		Current State ABC Average	Goals for HQPP 2016	Goals for HQPP 2017	Goals for HQPP 2018
Program Quality	**Teacher Qualifications**	86% ABC teachers @ BA+	90% BA or higher	100% BA or higher	100% BA or higher
	TQRIS Ratings	85% of programs at Level 3	100% at Level 3	100% at Level 3	100% at Level 3
	Classroom Quality Assessment (current: *ECERS–R*; proposed *ECERS–3* or *CLASS*)	**Average rating:** 5.33 on *ECERS* global index	Average of 5 on *ECERS–3* global index **OR** Average of 5 on Emotional / Organizational Support subscales; 3 on Instructional Support	Average of 5.5 on *ECERS–3* global index **OR** Average of 5.5 on Emotional / Organizational Support subscales; 3.5 on Instructional Support	Average of 6 on *ECERS–3* global index **OR** Average of 6 on Emotional / Organizational Support subscales; 4.5 on Instructional Support
	Parent Satisfaction	N/A	50% parent participation	60% parent participation	75% parent participation
	Enrollment Diversity	4% of children w/ disabilities; 44% non-White enrollment	8% of children w/ disabilities; 46% non-White enrollment	10% or more w/ disabilities; 48% non-White enrollment	10% or more w/ disabilities; 48% non-White enrollment
School Readiness	***Work Sampling System*** school readiness indicators	80.34% children score at "Proficiency" across all 7 domains	85% Average Proficiency across 7 domains	90% or more Average Proficiency across 7 domains	90% or more Average Proficiency across 7 domains

	KEA school readiness indicators (current: *QELI*; new TBD, see C(3))	50.68% children rated "developed" across all domains on *QELI*	60% rated equivalent of "developed" across domains on new KEA	70% rated equivalent of "developed" across domains on new KEA	80% rated equivalent of "developed" across domains on new KEA

A(6) Supported by a broad group of stakeholders

The State's plan for improvement and expansion of the ABC program received an incredible amount of stakeholder support. Appendix A.6.1 contains a letter of support from the Arkansas Early Childhood Commission (AECC), which is Arkansas' State Early Learning Advisory Council. The letter discusses how the proposal aligns with the Commission's priorities. Appendix A.6.2 includes letters of support from the State's *Early Learning Intermediary Organizations* including the Arkansas Head Start Association and the Arkansas Early Childhood Association, the State's child care resource and referral network, and local School Readiness Teams. The Appendix also includes letters from state agencies, advocacy organizations, the higher-education community, policymakers, and the organizations in the state who will be working to form a birth through third grade continuum and support the ABC providers with services.

A(7) Allocation of funds

A(7)(a) State-level program infrastructure improvement

As outlined in Section C, the State will build upon its strong foundation of ECE infrastructure by implementing five "Priority Improvement Projects" to further bolster the ability of the proposed HQPP and ECE programs across the state to foster children's development and learning. Two of these projects—**strengthening the early childhood workforce** (through WKCF revision statewide support for RBPD) and **bolstering the State's monitoring and continuous improvement process** (by adopting a new measure of classroom quality and incorporating parent satisfaction as an indicator of quality) will be funded using less than five percent of the Federal funds requested in this grant. The remaining three Priority Improvement Projects—**ELDS revision**, building a statewide **family engagement strategy**, and **KEA revision**) will be funded by philanthropic grants and other state money, allowing Arkansas to maximize the impact of statewide ECE reforms by integrating and coordinating across funding sources and allocating a maximum amount to expansion and improvement efforts.

A(7)(b) Supporting Subgrantees in Implementing HQPP in High-Need Communities

Section G provides a clear description of how 97 percent of the grant funding will be allocated to Subgrantees in the 10 High-Need Communities. Given the strong ABC infrastructure currently in place, the Ambitious and Achievable Plans in Sections D and E propose full implementation of the improvement and expansions slots in the fall of 2015. At both the state and local levels, initiatives will be put in place to support the Subgrantees in culturally and

linguistically appropriate outreach and communication, which is particularly important given that a key site selection criterion specifically focused on each site's growing diversity. Section E discusses the expansion of *Welcome the Children,* the State's premiere training and professional development series focused on cross-cultural communication and Section G illustrates how funding for the initiative is built into the funding allocation for each Subgrantee.

B. Commitment to State Preschool Programs

For well over two decades, Arkansas has been strongly committed to enhancing school readiness and supporting the future success of its youngest children through the implementation of HQPPs. In fact, the State is a pioneer in this area, first establishing its prekindergarten program, *Arkansas Better Chance* (ABC), in 1991. Since then, numerous pieces of legislation have expanded and improved the program, evolving it into one of the highest-quality preschool programs in the country. Equally important, while garnering less attention than other states, Arkansas has quietly and methodically built a comprehensive state early childhood system to support and compliment the ABC program. The system includes a set of research-based, developmentally appropriate ELDS; a statewide TQRIS; a workforce and professional development system; a nationally-recognized state longitudinal data system; and a comprehensive assessment system that includes a fully implemented KEA for all children entering public school.

This work is by no means finished, and the State's policymakers, administrators, practitioners, advocates, and parents remain highly committed to the continuous improvement of its preschool program and systems building. Below, the State's preschool program infrastructure, administrative capacity, financial commitment, and coordination efforts are discussed to provide important context on the foundation for the preschool improvement and expansion proposed as part of this grant application.

(B)(1) State Early Learning and Development Standards

Arkansas' ELDS are the foundation of the ABC program. ABC programs must use a state-approved curriculum that aligns to the standards; children are assessed with an observation-based assessment that measures the extent to which children are meeting the expectations outlined in the standards; and educators are trained on how to support children's development and learning toward the standards. The State's ELDS exist as two separate documents, the *Arkansas Framework for Infant and Toddler Care (ITC Framework)* and the *Arkansas Early Childhood Education Framework Handbook for Three- & Four-Year-Old Children.* These Frameworks present

expectations for children's development and learning and are accompanied by a number of resources[2] to support the developmentally appropriate use of the standards. The Frameworks first describe the strong foundational base or "Elements of Quality" that should be present in ECE programs in order to support children's learning and development. The Elements of Quality articulated in the documents are: Caregiver-Family and Caregiver-Child Relationships; Physical and Social/ Emotional Environments; Nutrition, Health & Safety; Quality Experiences; Respect for Diversity and Individual Differences; Attention to Family Structure and Family Partnerships; and Strategies that Support Learning. Building on these foundational supports, the Frameworks describe expectations for what children should be able to understand, know, and do at different ages across a set of domains that align with the Essential Domains of School Readiness defined in the application. The *ITC Framework* describes children's developmental progress from birth to age three across the Developmental Strands of Language Development (to learn to communicate), Cognitive Development (to learn to think), Physical Development (to learn to move and do), Emotional Development (to learn about feelings), Social Development (to learn about others), and Self-Concept (to learn about themselves). The expectations for learning and development for three- and four-year-olds build upon the infant and toddler progressions and include the developmental strands of Language Development, Cognitive/Intellectual Learning, Physical Development, Social/Emotional Development, and Creative/Aesthetic Learning. For each of the strands in both *Frameworks*, developmental benchmarks are identified and vignettes are provided illustrating the various learning strands. Appendix B.1.1 provides an additional description of the Arkansas ELDS taken directly from the documents, as well as an alignment of the Arkansas ELDS domains to the Essential Domains of School Readiness to illustrate how the standards meet the definition.

Recognizing that standards must change over time to incorporate the advances in brain development research and the changing needs and demographics of the state's children, Arkansas

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[2] These resources include, among others, *Picture This* scenarios illustrating particular strategies for parents and providers to support development and learning on specific standards; an *Adventures for Toddlers* curriculum for providers on how to plan daily activities using the standards; and an *Association of Measurements* document that crosswalks the standards to *Work Sampling*, the *Ounce Scale*, Head Start Performance Standards, *The Creative Curriculum*, and the state's Kindergarten Entry Assessment.

is developing a new set of ELDS and associated supports. Arkansas recently received a (b)(4) grant from the W.K. Kellogg Foundation, part of which is dedicated to developing a "best-in-class" set of research-based, measurable, and culturally and linguistically appropriate early learning standards. Unlike the current standards, the new standards will be developed as one birth-to-five continuum of development and learning, which will be used to support the State's birth-to-third grade alignment efforts (discussed in Section F). The new standards will be "horizontally aligned" to the Head Start Child Development and Early Learning Framework and "vertically aligned" to the State's K–12 and Common Core Standards. In addition, a number of ancillary products will be derived from the standards that will adapt the standards for different audiences, including practitioners and parents. Extensive training will be conducted on the standards to ensure that they are well understood and implemented with fidelity. Arkansas' Ambitious and Achievable plan to develop a "best-in-class" birth-to-five set of early learning and development standards through the Kellogg grant is described in Section C(1)(a).

B(2) The State's financial investment

By any measure, Arkansas is one of the poorest states in the country. Whether it be per capita income (Arkansas ranks 45th)[3] or the economic well-being of its children (Arkansas ranks 42nd)[4], the State lacks the financial resources of states that derive tax revenue from a wealthier population. Yet, despite the financial constraints of being a poor state, Arkansas makes preschool education a priority and commits (b)(4) annually to the ABC program. The funding comes from an annual appropriation of (b)(4) from the state legislature, a transfer of (b)(4) in federal Temporary Assistance to Needy Families funds to the ABC program (mandated by state law), (b)(4) in Child Care and Development Block Grant funds (CCDBG), and (b)(4) in local matching funds. To put Arkansas' incredible financial commitment to its State Preschool Programs in a national perspective, *The State of Preschool 2013* report, published by the National Institute of Early Education Research (NIEER) ranked Arkansas 12th in the nation in pre-kindergarten resources expended per child, ahead of much wealthier states like Massachusetts (2nd

[3] Bureau of Business and Economic Research. Per Capita Income- .U.S and All States. https//bber.unm.edu/econ/us-pci.htm. Retrieved September 25th, 2014.

[4] The Annie E. Casey Foundation. *2014 Kids Count Data Book; State Trends in Child Well-Being*. Baltimore, MD.

highest per capita income in the country), New York (4th highest), Maryland (5th highest), and Virginia (8th highest).[5] Arkansas spends (b)(4) per child ((b)(4) state and (b)(4) local match) which is nearly (b) percent more than the national per-child average of state pre-kindergarten expenditures ((b)(4)).[6]

As additional evidence of its commitment, since 2012, Arkansas has been using CCDBG funding to increase access to the high-quality ABC program slots. In 2012, (b)(4) in CCDBG funding was committed to increasing access to ABC and, as noted above, the amount has increased to (b)(4) in 2014. Arkansas will continue to increase this funding by (b)(4) per year until 2018. Additional funding from the legislature for the program is also on the horizon (see Section B.3 below).

Table B.2.1 provides the State's financial investment for the past four years. The state investment has steadily increased since FY 2011 with the largest increase occurring in the past two years.

Table B.2.1 Arkansas' Financial Investment and Estimated Number of Children Served

	2011	2012	2013	2014
State's Investment	(b)(4)			
Local Matching Funds				
CCDBG Funding to ABC				
Total				
4-Year-Old Children Served				
Eligible 4-Year-Old Children				
Percent of Eligible Children Served				

[5] Barnett, Steven, Carolan, Megan, Squires, James adn Brown, Kristy, 2013. *The State of Preschool 2013*. The National Institute for Early Education Research. Rutgers,New Jersey.

[6] Barnett, Steven, Carolan, Megan, Squires, James and Brown, Kristy, 2013. *The State of Preschool 2013*. The National Institute for Early Education Research. Rutgers,New Jersey.

B(3) Enacted and pending legislation, policies, and practices

Arkansas's policy and advocacy communities have been working tirelessly to increase access to the State's high-quality preschool program. Administrative practices within DCCECE and pending legislation both demonstrate a movement to increase access to ABC. Since 2011, DCCECE has been writing into Arkansas' child care plan to the Office of Child Care that it would spend CCDBG funding to support additional high-quality preschool slots. As discussed above, this commitment of CCDBG funds increased to (b)(4) in 2014.

Within the legislature, there is growing awareness that ABC has not seen an increase in its (b)(4) annual state appropriation since Fiscal Year (FY) 2008. The Arkansas state legislature is in full session every other year with 2014 being an "off year." These off years are called "fiscal sessions" which are used to conduct legislative business that maintains current policies and budgets and to prepare for the following year when the legislature is in full session. New business is rarely taken up during the fiscal sessions.

However, a small budget surplus opened the door to a conversation with legislators about an increase to the ABC program. A coalition of advocates and policymakers, led by Senator Joyce Elliott, a high-ranking member on the Joint Budget Committee, introduced an amendment to secure (b)(4) in new funding for the ABC program. There was a great deal of support from the Committee with only 13 of the 58 members voting no on the final Amendment and a group of 20 bipartisan members voting yes (the amendment required 29 votes to pass). However, 23[7] members of the Committee abstained from voting on procedural grounds, citing that their support for the increased ABC funding would open the door to a number of other last-minute funding requests that are not appropriate for an off-year legislative session. The bipartisan support for the amendment was very encouraging, and a number of legislators who abstained urged advocates to request new funding during the 2015 full legislative session. Appendix A.6.2 includes a letter of support from Senator Elliot as well as a letter from Rich Huddleston, Executive Director of Arkansas Advocates for Children and Families who will lead the advocacy effort to secure the funding in 2015 legislative session. The funding ask will be a (b)(4) increase in the ABC program. This increase is based on an analysis done by the Arkansas advocacy community to

[7] The vote total does not add up to the number of Committee Members because 2 members were not present to vote.

provide higher-quality ABC services that align with the definition of High-Quality Preschool Programs in this application.

B(4) Quality of existing State Preschool Programs

The quality of the Arkansas' ABC preschool programs is evidenced by:

- exceptionally high program standards;
- compliance monitoring and continuous improvement support for preschool programs;
- program data that show a high level of classroom quality; and
- strong child outcomes from a rigorous independent evaluation of the ABC program that persist into elementary school.

Exceptionally High Program Standards

The ABC program is a high-intensity, high-quality pre-kindergarten program offered for seven hours per day for the Arkansas K–12 academic year (178 days per year of instruction). The program uses a mixed-delivery model that consists of school districts, educational cooperatives[8], Head Start programs, and private providers. Regardless of program type, all ABC programs must adhere to a strict set of program standards, which demonstrate the State's commitment to the components of a High-Quality Preschool Program. Appendix B.4.1 provides a full alignment of the ABC program standards to the definition of High-Quality Preschool Program in the grant application. The ABC program fully aligns with 10 of 12 components of the definition. It partially aligns with the remaining two components, and the process to get to full alignment on these two components is discussed in the Ambitious and Achievable Plan found in Section D. As evidence of the ABC's exceptionally high program standards, Appendix B.4.2 includes the *Arkansas Department of Education Rules Governing the Arkansas Better Chance Program* (hereafter referred to as the "ABC standards") and the *Arkansas Better Chance Program Manual* (hereafter referred to as the "ABC Program Manual").

[8] Education cooperatives are groups of child care programs or small school districts that come together under a cooperative to take advantage of bulk purchasing discounts and to share professional development offerings, technical assistance, and computer and other technical supports.

The ABC program fully aligns with the definition of High-Quality Preschool Program on the following components:

High-quality professional development (component b of the definition): Section 11.09 of the ABC standards requires a minimum of 30 hours of professional development and requires teachers, at minimum, to receive training in the state's early learning standards; early literacy, math, and social-emotional development; early childhood assessment; and working with children with special needs.

- ***Child-to-instructional staff ratio of no more to 10 to 1*** (component c): Section 10.01 of the ABC standards requires that ABC programs not exceed a ratio of 1 adult to 10 children in any classroom for children three- to five-years-old.
- ***Class size of no more than 20*** (component d): Section 10.01 of the ABC standards requires that ABC programs not exceed a group size of 20 for children three- to five-years-old.
- ***A full-day program*** (component e): Section 9.06 of the ABC standards requires that ABC programs provide a minimum of seven hours per day, 178 days per year of instruction for each enrolled child.
- ***Inclusion of children with disabilities to ensure access to and full participation in all opportunities*** (component f): Section 23.04.1 of the ABC standards requires ABC programs admit students without regard to race, gender, national origin, ancestry, color, disability, creed, political affiliation or religion. Equally important, Section 14.05 requires that each child in an ABC program have access to professional services and Section 14-2 of the ABC Program Manual requires that ABC staff work cooperatively with professional staff to ensure that a child's Individualize Education Program (IEP) be implemented in the natural/lease restrictive environment for all eligible children. The ABC program requires special services for children with disabilities to be implemented in the program setting.
- ***Developmentally-appropriate curricula, culturally and linguistically responsive instruction and evidence-based curricula, and learning*** (component g): Sections 13.01, 13.05, and 13.06 of the ABC standards require that ABC programs be developmentally appropriate and use a written curriculum that is culturally appropriate and focuses on all domains of child development including social emotional development, creative/aesthetic learning, cognitive and language development, and physical development. The ABC standards require that each curriculum used in ABC programs be approved by DCCECE.

DCCECE undertakes a rigorous curriculum adoption process to review the evidence base and cultural and linguistic appropriateness of published curricula and provides a vetted list of curricula that can be used in the ABC program. The last curriculum review was conducted in 2012. Appendix B.4.3 includes the criteria used to select the approved curricula, as well as the currently approved list.

- ***Individualized accommodations and supports so that all children can access and participate in learning activities*** (component h). Sections 13.01 and 14.05 of the ABC standards and Section 14-2 of the ABC Program Manual require that programs funded with ABC funding be developmentally appropriate and individualized to meet the needs of each student enrolled. The standards also require that children with IEPs or medical treatment plans be implemented in the program setting.
- ***Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff*** (component i). Section A-7 of the ABC Program Manual requires that school districts and cooperatives pay ABC staff according to the established school district/cooperative salary schedule. For all school districts/cooperatives that do not have a schedule for a specific position, they must utilize a salary schedule created by the state that conforms to all minimum salary laws set for certified teachers. Private programs accessing ABC funding must also follow the current year's salary schedule for teachers.
- ***Program evaluation to ensure continuous improvement*** (component j). Section 15.04 of the ABC standards requires a comprehensive longitudinal study be implemented to evaluate the ABC program to ensure that program goals are achieved. The study must be designed to use sound research-based evidence to determine whether the programs meet the expected standards. The results are provided annually to the Governor and the Senate Interim Committee on Education and the House Interim Committee on Education. The results are used in conjunction with KEA data, TQRIS information for ABC programs, and classroom quality measures (*Early Childhood Environment Rating Scale-Revised*) to guide program improvement decisions at the state- and local-levels.
- ***Evidence-based health and safety standards*** (component l): Section 9.01 of the ABC standards require that all ABC classrooms satisfy the requirements of the Child Care Licensing Act, which includes rigorous health and safety standards. An independent study found that the Arkansas' health and safety standards are some of the country's strongest,

"fully meeting" recommended safety practices and "substantially meeting" the recommended health practices. Equally important, Arkansas ranked highest of all states on the monitoring of its licensing standards.[9]

The ABC program partially aligns with the definition of High Quality Preschool Program on the following components:

- ***High staff qualifications, including a teacher with a bachelor's degree in early childhood or in any field with a State-approved alternative pathway*** (component a): Section 11.01 of the ABC standards requires that lead teachers in an ABC program have a bachelor's degree, which is required to earn a **standard Arkansas teacher license with P-4 certification.** At the same time, Section 11.02 specifies that for multiple classroom sites, the teacher of a second classroom shall hold, at a minimum, an associate degree in early childhood education or early childhood development. Program data indicate that 86 percent of ABC teachers have a bachelor's degree in early education or a related field. It will be a part of the state's high-quality plan (Section D) to ensure that all teachers in the improvement and expansion sites have a bachelor's in early childhood education.
- ***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*** (component k). The application's definition of Comprehensive Services has 8 components (a–h). The ABC program is strong on most components and the state has a high-quality plan to implement those comprehensive services that are not currently in place.
    - ***Screenings for hearing, vision, dental, health, (including mental health), as well as referrals for and assistance obtaining services*** *(component "a" of the definition of Comprehensive Services).* Sections 15-1, 15-2, 15-3 of the ABC Program Manual require health (including hearing and vision), well child, and developmental screenings within 45 days of a child entering an ABC program. Health screenings must be performed by a physician or physician's assistant. Section 15.05 of the

[9] Child Care Aware of America. (2013). *We Can Do Better: Child Care Aware of America's Rankings of Child Care Center Regulations and Oversight 2013 Update. Washington, D.C.* (page 85)

ABC standards require that children identified with developmental delays and/or other deficiencies shall be referred to special education services within 7 days of the date of the screening. The provision of dental screenings is included in the state's high quality plan in Section D and the cost model is Section G.

- ***Culturally and linguistically responsive family engagement opportunities (component b).*** Section 16.01 of the ABC standards requires that ABC programs develop a plan for family engagement and parental input in program operation and design. It also requires that programs have an "open door" policy and that the program publish a parent handbook. While culturally and linguistically responsive family engagement opportunities are implicit in this standard, the state's Ambitious and Achievable Plan for implementing the ELDS in Section C, the Plan for a statewide family engagement initiative, and the Plan in Section E outline goals and activities that create stronger culturally and linguistically responsive family engagement strategies to reflect Arkansas' changing demographics.
- ***Nutrition services, including nutritious meals and snack options aligned with requirements set by the most recent Child and Adult Care Food Program (component c).*** Sections 13.15 and 13.16 of the ABC standards requires that programs provide free nutritious meals and snacks for all children enrolled in the program. During the 7-hour program day, the ABC program is required to provide breakfast, lunch, and snack that meet the Child and Adult Care Food Program nutritional standards. ABC programs are required to enroll in the Child and Adult Care Food Program.
- ***Services coordinated with the LEAs and early intervention service providers and other entities providing services under Part C and Section 619 Part B of IDEA component d).*** Section 14.05 of the ABC standards requires that children have access to professional services and that ABC programs work collaboratively with IEP teams to ensure that services are implemented in the most natural, least restrictive environment as possible.
- ***Physical activity services aligned with evidence-based guidelines (component e).*** Section 13.12 of the ABC standards requires that outdoor play and exercise be used

as an extension of the learning activities that occur in the classroom and that 60 minutes of outdoor play be offered each day unless prevented by inclement weather.

- ***Partnerships with and linkages to community services to enhance family well-being, such as income supports, food pantries, housing, social services, and other services related to health/mental health, domestic violence, substance abuse, adult literacy, education and training, and financial asset building (component f).*** Section 16.04 of the ABC standards and Section 16-2 of the ABC Program Manual requires that each program develop a plan for community/school district/educational services coordination, which includes a description of how cooperation will be established with other service providers who are concerned with education, welfare, health and safety needs of young children.
- ***On-site coordination of services to the maximum extent feasible (component f).*** This component is also covered by ABC standard 16.04. The Ambitious and Achievable Plan that outlines a birth-to-third grade continuum discussed in Section F enhances the state's current work in this area.
- ***Other services, determined by the state (component h).*** Section 13.14 of the ABC standards requires that ABC programs engage in program design and networking efforts that ease the transition of children moving from one program to another or into public school kindergarten. Like standard 16.04 above, this standard is a key part of the foundation for the Ambitious and Achievable Plan for a birth-to-third grade continuum discussed in Section F.

<u>Compliance monitoring and continuous improvement support for ABC programs</u>

As will be discussed in greater detail in Sections C, D, and E, Arkansas has one of the strongest monitoring, compliance, and continuous improvement systems in the country. ABC programs are monitored in three ways:

- Through the child care licensing system
- By ABC program monitoring staff for compliance to the ABC standards
- As part of Arkansas Better Beginnings (AR–BB), the state's Tiered Quality Rating and Improvement System (TQRIS), which includes classroom assessments using the Early Childhood Environment Rating Scale (ECERS)

Monitoring through the child care licensing system

Child Care Aware ranks Arkansas first in the country in the oversight of its licensed early child care and education programs, which includes the state's ABC programs.[10] The state received this distinction because of four key components of its licensing monitoring system:

- Child care centers are inspected at least four times per year, including visits by licensing, health, and fire personnel
- The state's program staff to licensing staff ratio is less than 50 to 1
- Licensing staff have a bachelor's degree in early childhood education or a related field
- Inspection and complaint reports are available to parents online

ABC Monitoring

In addition to licensing compliance, ABC programs also receive monitoring visits from an ABC program specialist. At minimum, ABC program specialists conduct one unannounced visit per year. The specialists use a detailed multi-item protocol that measures compliance to all sections of ABC program standards. Specialists must have a bachelor's degree in early childhood or related field. Appendix B.4.4 provides a copy of the ABC monitoring protocol.

Monitoring through the state's TQRIS

All ABC programs are required to participate in the state TQRIS. The TQRIS focuses on five components of program quality: 1) administration, 2) qualifications and professional development, 3) learning environment, 4) environmental assessment, and 5) child health and development. Within these categories, the state measures the implementation of early learning standards, assessment and data practices, the quality and capacity of the program staff, cultural and linguistic responsiveness, health and development practices, and the other elements listed under the definition of programs standards in the application (p. 115). Similar to monitoring for licensing compliance, the state's TQRIS monitoring process is defined by a number of characteristics that make it particularly effective. These include:

- High-quality assessments and monitoring protocols
- Credentialed monitors that are well trained

[10] Child Care Aware of America. (2013). *We Can Do Better: Child Care Aware of America's Rankings of Child Care Center Regulations and Oversight 2013 Update. Washington, D.C.*

- Appropriate frequency of visits, balancing the need for timely information while not overburdening early care and education providers

Only programs that are at the highest level of the State's TQRIS are eligible to become ABC providers. As a result, 85 percent of the state's ABC programs are at the highest level on the states TQRIS.

High-quality assessments: Arkansas utilizes tools with strong psychometric properties to monitor the quality aspects of that state's early care and education programs through the TQRIS. AR–BB currently utilizes three types of assessment instruments:

1. *The Program Administration Scale* (PAS): The PAS measures 25 items clustered into 10 subscales and a 7-point Likert scale for center based programs. Subscales include: Human Resources Development, Personnel Cost Allocation, Center Operations, Child Assessment, Fiscal Management, Program Planning and Evaluation, Family Partnerships, Community Resources, Marketing and Public Relations, Technology, and Staff Qualifications.

2. *The Business Administration Scale* (BAS): The BAS is designed to assess business practices. The BAS includes 37 indicators strands clustered in 10 items including: Qualifications and Professional Development, Income and Benefits, Work Environment, Fiscal Management, Record Keeping, Risk Management, Provider's Parent Communication, Community Resources, Marketing and Public Relations, and Provider as Employer (if the provider employs assistants).

3. *The Early Childhood Environment Rating Scale* (*ECERS–R*): The *ECERS-R* is designed to assess process quality of the interactions that go on in a classroom between staff and children, staff, parents, and other adults, among the children themselves, and the interactions children have with the many materials and activities in the environment, as well as those features, such as space, schedule and materials that support these interactions.

Credentialed monitors that are well-trained: AR–BB monitors are contracted through Arkansas State University (ASU) and have a minimum of a BA in Early Childhood Education or related field and three years of experience in early childhood. They are well-trained to ensure inter-rater reliability and the assessment teams attend an annual three day statewide meeting and monthly or bi-monthly regional meetings to receive updates and address assessment issues. The use of PC tablets and web-based software are used to administer the *PAS*, *BAS*, and *ECERS*.

Frequency of Visits: A TQRIS monitoring visit occurs, at minimum, once every three years but is more frequent if necessary. An automatic visit is triggered if a facility changes location or ownership. Facilities requesting a review for a higher level of certification must wait at least six months after the program's last certification date. Unannounced visits or random checks conducted by licensing monitoring staff that result in an unfavorable review trigger a full-scale reassessment of the TQRIS rating.

Program Data on Classroom Quality Indicators

The state's commitment to high-quality preschool programming can be seen through the *ECERS* scores on ABC programs. ABC programs receive an overall average score of 5.33 on the 7-point *ECERS* scale. Scores over 5 are considered "good" quality on the *ECERS*. In addition, as noted above, all ABC programs participate in the state's TQRIS; thus over 90 percent of the ABC programs are at the highest level in the rating system.

Child Outcomes

Perhaps the strongest evidence of the quality of the state's existing ABC programs is evidenced by a rigorous program evaluation conducted by the National Institute of Early Education Research (NIEER). ABC program regulations require that the overall program undergo a rigorous yearly evaluation to ensure its efficacy. As part of this requirement, the DCCECE funded Rutgers University to have NIEER conduct a methodologically rigorous longitudinal study of the ABC program to determine the program's impact on school readiness and the extent to which the program impacts are sustained through the early elementary grades.[11]

The study found positive impacts in child outcomes in the areas of vocabulary, language, mathematics, and literacy using multiple statistical methods including a rigorous regression discontinuity design. Statistically significant, positive impacts of the ABC program were documented through third grade, the critical "tipping point" for a child's future success.

(B)(5) The State's coordination of preschool programs and services

Arkansas actively works to coordinate and leverage multiple early childhood funding sources to expand access to high-quality early childhood programs. The State's ability to

[11] Jung, Kwangee, Barnett, Steven, Hustedt, Jason and Francis, Jessica. 2013. *Longitudinal Effects of the Arkansas Better Chance Program: Findings from First Grade through Fourth Grade*. The National Institute for Early Education Research at Rutgers University.

coordinate its preschool programs and services with other state and Federal resources derives from the State's consolidated early childhood governance structure. In 1997, the Arkansas Legislature passed Act 1132, which at the time was a landmark piece of legislation that transferred authority for a majority of the state's early care and education programs to DCCECE. DCCECE was given the mission to improve the coordination of the state's various Federal and State early childhood education programs with the goal of creating higher-quality early care and education programs. As a result of the legislation, DCCECE currently administers and coordinates the ABC program, child care licensing, the child care subsidy program, the Child and Adult Food Program, the National School Lunch program, the Special Nutrition and Summer Food Service Programs, the state's TQRIS, and child welfare residential licensing.

In addition, prior to stepping into her current role, the Director of DCCECE was Director of the Head Start State Collaboration Office. As a result, the Director of DCCECE has a strong knowledge of Head Start and a clear line of communication with the Head Start State Collaboration Office. This relationship supports a strong relationship between Head Start and other state early childhood programs. Many of the State's 21 Head Start programs, for example, participate in the ABC program as providers and 90 percent of the State's Head Start programs participate in the state's TQRIS.

DCCECE's control over the different State and Federal programs has afforded it the ability to coordinate and leverage State and Federal funding in variety of ways. The allocation of $5 million in CCDBG funding to the ABC program is an excellent example of how DCCECE leverages federal funding streams to fund high-quality preschool programs in the state. DCCECE's authority over the ABC program also allows the agency to mandate that ABC programs participate in CACFP and the state's TQRIS, and enforce regulations that require ABC programs to access resources at the local level through IDEA (see regulation 14.05 above) and other community collaborations.

DCCECE works in close partnership with the Arkansas Early Childhood Commission, the state's Early Learning Advisory Council. Established in 1989, the Arkansas Early Childhood Commission is one of the oldest state early childhood advisory bodies in the country and has over time created a true culture of collaboration and coordination. The 18-member Commission brings together stakeholders, schools, providers, pediatricians, mental health professionals, parents, and others to advise and approve early childhood reforms in the state. The Commission advises on all

regulatory changes to early childhood programming and must approve all changes and initiatives before they are finalized. This requirement serves to institutionalize coordination of early care and education programs and funding at the state level.

DCCECE also has strong relationships with the national and state philanthropic community and has been able to access private dollars to support a number of its systems building efforts as well as direct service. For example, after being unsuccessful in obtaining a Race to the Top—Early Learning Challenge grant in 2013, the State sought Foundation funding to implement some of the reforms. The result, as discussed above, was a (b)(4) grant to support three projects proposed in the RTT–ELC grant (discussed in this proposal). In addition, the state has worked with the Endeavor Foundation in Northwest Arkansas to provide additional services to ABC children in that area of the state.

(B)(6) Role in promoting coordination of preschool programs with other sectors

The state also plays a strong role in promoting coordination of preschool programs and services with other sectors that support early learning and development. At the state level, the legislature created incentives for such cross-sector collaboration in 2013 by passing Act 1326 establishing the Whole Child–Whole Community Program. The program creates a state working group to help recognize and learn from communities that "spur systemic cooperation, collaboration, and coordination within and beyond schoolhouse doors and promote a shift from the narrowly defined student achievement and traditional education reform to broader, more comprehensive efforts…" DCCECE is actively working to realize the vision of the Whole Child–Whole Community Program with the ABC program. The fact that DCCECE administers ABC and CACFP ensures that every ABC program has access to nutritious meals with CACFP funding. DCCECE also mandates that ABC programs coordinate with health partners and mental health consultants for child health and mental health services.

At the local level, the State requires that ABC programs develop plans to establish and maintain linkages with other programs including "education, welfare, and health…". The Ambitious and Achievable Plan discussed in Section F on the alignment of a birth-through-third-grade continuum provides a clear, research-based plan to further strengthen this commitment. In addition, the proposal discusses the creation of a Family Service Manager position within each ABC program that will coordinate services to meet specific goals including family well-being and

adult education and training; strong parent-child relationships; and other family supports that promote children's development and learning.

C. Ensuring Quality in Preschool Programs

C(1) Quality Improvements at the State Level

In order to achieve the primary goal of this grant to expand access to High-Quality Preschool Programs (HQPPs) for Eligible Children in High-Need Communities, the State will build upon and strengthen its robust early care and education (ECE) system. As articulated in the sections below, Arkansas already has a strong foundation of ECE infrastructure, and has selected key "Priority Improvement Projects" to further bolster the ability of the proposed HQPP and ECE programs across the state to foster children's development and learning. In order to leverage the maximum impact of early childhood reforms, funding from the current grant will be integrated and coordinated with other sources of funding. For example, Arkansas recently received a (b)(4) grant from the W.K. Kellogg Foundation. The Kellogg grant was awarded to support the following projects (described in greater detail in subsequent sections): 1) Creating a **"best-in-class" set of Early Learning and Development Standards** (see Section C(1)(a)); 2) Developing a **family engagement framework and state infrastructure** (see Section C(1)(i)); and 3) Selecting and piloting a **new Kindergarten Entry Assessment** (see Section C(3) of this application). These projects will be primarily funded by the Kellogg grant, supplemented by existing state funding resources (e.g., CCDF, ADE funds). In addition to these projects, the State seeks funding from the current grant opportunity and proposes Ambitious and Achievable Plans to: revise the state's **Workforce Knowledge and Competency Framework** and implement statewide **training promoting relationship-based practices** (see Section C(1)(f)); and strengthen the State's system of **monitoring and continuous improvement** (see Section C(2)). Ambitious and Achievable Plans are described for each of the five Priority Improvement Projects.

C(1)(a) Enhancing Early Learning and Development Standards

Current Status and Rationale for Revisions

As previously described in Section B(1), Arkansas' ELDS currently exist as two separate documents, one presenting the standards for children birth-to-3 and one presenting the standards for 3- and 4-year-olds. Recognizing that standards must change over time to incorporate the advances in brain development research and the changing needs and demographics of the state's children, Arkansas is developing a new set of ELDS and associated supports. As discussed above,

Arkansas recently received a (b)(4) grant from the Kellogg Foundation, part of which is dedicated to developing a "best-in-class" set of research-based, measurable, and culturally and linguistically sensitive early learning standards. Unlike the current standards, the new ELDS will be conceived and developed as one birth-to-five continuum of development and learning, which will be used to support the state's birth-to-third grade alignment efforts (discussed in Section F) and will allow for the use of a single document for a child whose development may be significantly delayed or advanced in one or more areas. One of the foremost principles that will guide the development process is that the Arkansas ELDS will honor diverse languages, cultures, and abilities. The standards will emphasize that children should be provided with a variety of ways to demonstrate what they know and can do, particularly for children with disabilities or who are dual language learners (e.g., verbally counting in a home language demonstrates underlying mathematics ability).

Ambitious and Achievable Plan to Develop New ELDS

As articulated in Table C.1.a, the State has already begun the initial steps to develop a new, "best-in-class" set of ELDS. The standards will be developed using a two-phase approach, each with a robust public input process. The steps taken as part of Phase I will define the overall purpose and structure of the standards. Phase II of the standards development process will consist of a thorough expert review to ensure that the standards incorporate the latest research on early learning and development and that they are appropriate for typically developing children, dual language learners, and children with disabilities. The State will ensure that the ELDS are accessible by a broad audience, including families and Spanish-speaking stakeholders, and will provide comprehensive training and supports for practitioners and families. The State will also update/create crosswalk documents that show the alignment among the ELDS to the state's Kindergarten Readiness Indicators, K–12 and Common Core Standards, and curricula used in the state. Furthermore, the new ELDS will be closely tied to the selection of a new KEA system, (the ELDS Committee will meet with the Pre-K–2 Task Force (described in Section C(3)) to ensure efforts by both teams are coordinated). Similarly, the new ELDS will be incorporated into the new Workforce Knowledge and Competency Frameworks through collaborative efforts (See Section C(1)(f)).

Table C.1.a. Ambitious and Achievable Plan to Develop Early Learning and Development Standards

Goal 1: Engage relevant stakeholders in ELDS development process				
Activities	**Indicators of Success**	**Timeline**	**Party Responsible**	**Financial Resources**
1.1 Create Early Learning Standards (ELDS) Committee	ELDS Committee consisting of 20 members with representation from higher education, Head Start, child care, K–12, and disabilities communities, including at least 2 practitioners	Committee formed by October 2014	Head Start State Collaboration Office (HSSCO)	**No grant funding required;** Funded by Kellogg
1.2 Hire expert consultant to conduct literature review, facilitate stakeholder input, assist in development of standards	Hire consultant with previous experience in ELDS development and proven track-record in delivering on-time and on-budget	Consultant will be hired by October 2014	HSSCO	**No grant funding required;** Funded by Kellogg
1.3 Engage 2–3 national experts to solicit input for development process	Brief memo to ELDS Committee detailing input from experts regarding criteria of high-quality standards and issues to be aware of during development process	Discussions with experts November 2014	HSSCO; selected consultant	No cost
1.4 Engage expert review panel that will	Panel of 5–8 experts who specialize in specific Essential	Commitments from panel	HSSCO; selected consultant	**No grant funding required**

participate in review of draft standards (see 3.2)	Domains of School Readiness and in specific populations (e.g., DLLs, children with disabilities, infants and toddlers)	members will be obtained by December 2014		Funded by Kellogg
Goal 2: Determine organizational structure of ELDS				
Activities	**Indicators of Success**	**Timeline**	**Party Responsible**	**Financial Resources**
2.1 Review Arkansas' current ELDS, standards from other states, and recent research literature regarding child development	"Point of departure" document regarding potential organization/ content of ELDS (e.g., age groupings, domains/subject areas to be addressed, structure/number of "levels" within standards)	*Review process Oct to Dec 2014 *Point of departure document by Jan. 2015	DCCECE, selected contractor, ELDS Committee	**No grant funding required** Funded by Kellogg (cost is included in overall consultant contract, see 1.2)

2.2 Host open forums and broadly disseminate feedback survey to obtain public input on point of departure document	*Memo describing feedback obtained on point of departure document and special considerations for specific groups of children (e.g., children in rural areas, DLLs, children with special needs). *ELDS Committee finalizes/approves organizational structure of ELDS	*Survey data Feb. 2015 *Forums Mar. 2015 *Memo Apr. 2015 *Organizational structure finalized/ approved by June 2015	DCCECE, selected contractor, ELDS Committee	**No grant funding required** Funded by Kellogg
Goal 3: Create "Best-in-class" ELDS for children birth to 5				
Activities	**Indicators of Success**	**Timeline**	**Party Responsible**	**Financial Resources**
3.1 Develop initial draft of birth-to-five ELDS	Draft standards address all Essential Domains of School Readiness; are culturally/ linguistically sensitive; are research-based (and meet any other criteria from Activity 1.3):	Initial draft developed by September 2015	HSSCO; selected consultant	**No grant funding required** Funded by Kellogg (cost is included in overall consultant contract, see 1.2)
3.2 Submit draft ELDS for review by expert panel (described in 1.4) and revise based on feedback	Revisions made based on expert feedback, with rationale for key decisions documented	*Draft to panel by Oct. 2015 *Revisions by Dec. 2015	HSSCO; selected consultant	**No grant funding required;** Funded by Kellogg (see 1.2, 1.4)

3.3 Submit revised draft to ELDS Committee for review	Revisions made based on review of ELDS Committee with key decisions documents	*Draft submitted to Committee Dec. 2015 *Revisions by Jan. 2016	HSSCO, selected consultant, ELDS Committee	**No grant funding required;** Funded by Kellogg (see 1.2)
3.4 Submit revised ELDS for final round of public input	Brief memo describing feedback from public comment period	*Comment period Feb. 2016 *Memo/revisions by Mar. 2016	HSSCO, ELDS Committee, and selected consultant	**No grant funding required;** Funded by Kellogg (see 1.2)
3.5 Share public input with ELDS Committee	Final meeting of ELDS Committee and standards approval by Committee	Final meeting held April 2016	HSSCO, ELDS Committee, and selected consultant	**No grant funding required;** Funded by Kellogg (see 1.1)
3.6 Birth-to-five ELDS finalized	All input incorporated as appropriate, rationale for key decisions documented and final version reflects criteria noted in 3.1 and 1.3	Final version of ELDS developed by April 2016	HSSCO, ELDS Committee, and selected consultant	No cost
3.7 Format, design, and publish ELDS	Document presents ELDS in a way that guides professionals and families in their use and understanding of the standards	ELDS formatted by May 2016	DCCECE	**No grant funding required;** Funded by existing CCDF/ABC funding
Goal 5: Support understanding and implementation of ELDS				

Activities	Indicators of Success	Timeline	Party Responsible	Financial Resources
5.1 Translate ELDS into Spanish	Hire translators with previous experience to translate document.	Translation complete May 2016	HSSCO	**No grant funding required;** Funded by Kellogg
5.2 Develop and adapt family resources to support the use and understanding of ELDS for families	*Adapt family resources to be distributed through web and social media outlets *Monitor access and traffic to resources and feedback from families and providers regarding family resources.	Resources made available by August 2016 in preparation for beginning of school year	DCCECE, ADE, and selected communications contractor	**No grant funding required;** Funded by existing CCDF and ABC funding
5.3 Develop train-the-trainer sessions that address ELDS content	A series of two train-the-trainer sessions that address ELDS content and the training goals described in 5.4	*Train-the-trainer sessions developed by June 2016 *Statewide trainings July–Sept. 2016	HSSCO	**No grant funding required;** Funded by Kellogg (Training development built into consultant contract, see 1.2)
1.4 Implement training to support use of ELDS	New trainings embedded in the Early Childhood Prof. Development Registry.	Full rollout of trainings start Oct. 2016	DCCECE; selected state contractor	**No grant funding required;** Existing CCDF/ABC funding
Goal 6: Create alignment documents				
Activities	**Indicators of Success**	**Timeline**	**Party Responsible**	**Financial Resources**

6.1 Update *Associations of Measurements* document that contains crosswalks among relevant state standards (ELDS, K–12, Common Core)	Update existing document to align similar developmental and learning constructs across the standards to highlight commonalities, as well as differences.	Alignment document updated by July 2016	DCCECE	**No grant funding required;** Existing CCDF and ABC funding (alignment built into training contract, see 5.4)
6.2 Create curriculum/assessment alignment template for revised ELDS	Provide information on alignment to state-approved curriculum used in ABC programs, KEA, and *Work Sampling* assessment system used in ABC programs	Alignment documents created by July 2016	DCCECE, ADE, and Head Start State Collaboration Office	**No grant funding required;** Existing CCDF and ABC funding (alignment built into training contract, see 5.4)

C(1)(f) Training Programs and Professional Development

Arkansas recognizes that a well-educated and qualified workforce is critical to nurturing the learning and development of young children, particularly those with high needs. This application seeks funding to enhance the current system by: 1) Revising the existing Workforce Knowledge and Competency Framework (WKCF) to reflect current research on the knowledge and skills teachers and administrators need to support early learning and development; 2) Offering professional development on the revised WCKF and how to use the competencies to support professional growth; and 3) Supporting the quality and intentionality of adult–adult and adult–child interactions through the expansion of the *Powerful Interactions* program. These initiatives will be foundational in creating a strong, comprehensive infrastructure of supports that will improve the knowledge and skills of the state's early childhood workforce.

Workforce Knowledge and Competency Framework Revision

Current Status and Rationale for Revision

In order to guide professional development efforts that scaffold different levels of knowledge and experience, Arkansas has developed a WCKF entitled "Arkansas Key Content Areas and Competencies for Early Care and Education Practitioners" that delineates a continuum of early childhood educator competencies (see Appendix C.1.1). Although the current document represents the foundation of a high-quality workforce knowledge and competencies framework, Arkansas is committed to continuous improvement efforts. Therefore, consistent with NAEYC recommendations that professional standards be reviewed and updated on a regular basis, the state is prepared to revisit the framework and engage in a revision process.

Ambitious and Achievable Plan to Revise WKCF

As outlined in the Ambitious and Achievable Plan articulated in Table C.1.f, the State will revise the WCKF to ensure that competencies: align with NAEYC Standards for Early Childhood Professional Preparation; align with the newly revised Arkansas ELDS (see Section C(1)(a));[12] focus on teacher/administrator competencies needed to support children's development and learning; reflect current research and knowledge of best practices; and support maintenance of a

[12] Although ELDS revision will not be complete until April 2016, a comprehensive first draft will be developed by September 2015. It is anticipated that this will provide sufficient data to inform the WKCF revision process.

culturally and linguistically diverse workforce. In order to support the utilization of the revised WKCF in the field to guide professional growth within the workforce, the State will provide a strong system of training and supports.

Expansion of *Powerful Interactions* Professional Development Program

Current Status and Rationale for Expansion

In an effort to strengthen the quality and intentionality of adult–adult and adult–child interactions, Arkansas is proposing to expand the *Powerful Interactions* program statewide. The *Powerful Interactions* program is a strengths-based approach to providing technical assistance, mentoring, and coaching based on a cascade model of change: Supervisors, monitors, assessors, and coaches use *Powerful Interactions* strategies as they work with teachers and directors. When teachers and directors experience Powerful Interactions, they are more likely to implement Powerful Interactions strategies with children. The goal of this proposed project is to expand the current limited trainings to a statewide model, supporting a culture of Powerful Interactions at all levels of the ECE workforce.

Ambitious and Achievable Plan to Expand Powerful Interactions

As articulated in the Ambitious and Achievable Plan in Table C.1.f, the State will collaborate with the author of *Coaching with Powerful Interactions* to update existing training for RBPD providers (monitors, assessors, TA providers, coaches, trainers). To support RBPD providers after the training, the State will establish and facilitate online communities of practice and hold annual one-day Powerful Interactions Summits for participants to share experiences and explore strategies for strengthening implementation. Teachers will be trained on how to integrate Powerful Interactions strategies into their daily work with children and families, and small, two-day seminars will be offered to directors and principals focused on how to support teachers. The State will evaluate the effectiveness of the Powerful Interactions trainings and supports by examining pre- and post- data from the Interactions subscale of the *ECERS* (already collected for monitoring purposes) across four permutations of teachers attending/not attending training and directors attending/not attending the Supporting Teachers seminar. The state recognizes that because groups will not be randomly assigned, conclusions need to be tempered with caution. However, given the low-cost of this evaluation method, it is deemed a worthwhile preliminary exploratory effort to examine the effects of the Powerful Interactions program that may guide future workforce development initiatives and research efforts.

Table C.1.f. Ambitious and Achievable Plan to Enhance Workforce Development Supports

Goal 1: Revise Workforce Knowledge & Competency Framework				
Activities	**Indicators of Success**	**Timeline**	**Party Responsible**	**Financial Resources**
1.1 DCCECE PD Coordinator appoints a WKCF Revision Committee	15-member WKCF Revision Committee: representatives from PD System Advisory Committee, higher ed, trainers, and practitioners.	Committee established by March 2015	DCCECE PD Coordinator	No cost
1.2 RFP process to hire a national consultant to facilitate the revision process.	Competitive process resulting in contract with vendor with proven track-record in delivering on-time and on-budget	*RFP issued by February 2015 *Contractor signed by April 2015	DCCECE	Pre-K Development Grant (PDG) covers consultant fee
1.3 WKCF Revision Committee holds series of meetings to facilitate revision process	*Committee will review research literature, work of other states, NAEYC recommendations, state licensure standards, new ELDS (See Section C(1)(a))	Eight meetings held over period of June 2015 to January 2016	WKCF Revision Committee and selected contractor	PDG covers meeting/ travel costs
1.4 Draft of revision presented to PD	Revised draft competencies meet criteria specified in	Draft WKCF submitted to	Professional Development System	No cost

System Advisory Committee for review and comment.	narrative and incorporate Committee feedback/findings of review gathered in 1.3	PDSAC by Jan. 2016	Advisory Committee (PDSAC)	
1.5 Review comments/finalize revisions.	Brief memo describing changes made based on PDSAC feedback	Final revisions completed by February 2016.	WKCF Revision Committee and selected contractor	No cost
1.6 Final competencies to DCCECE for approval and publication..	Final WKCF that meets criteria specified in 1.4 and PDSAC feedback	Final WKCF published April 2016.	DCCECE.	PDG covers cost of publication
Goal 2: Offer trainings to workforce on revised WKCF and how to use the competencies for individual professional growth.				
Activities	**Indicators of Success**	**Timeline**	**Party Responsible**	**Financial Resources**
2.1 Introduce revised competencies to DCCECE staff and contractors	*All pertinent DCCECE staff/contractors attend training on revised WKCF *Trainings convened at 2–3 locations in the state..	May and June 2016.	DCCECE PD Advisor, with assistance of WKCF Revision Committee	PDG covers trainings
2.2 DCCECE selects contractor to develop training (using RFP process)..	Competitive process resulting in contract with vendor with previous experience and proven track-record in delivering on-time/on-budget	Contractor selected by May 2016.	DCCECE	PDG covers contractor for training development

2.3 Develop, pilot, and finalize face-to-face and online versions of the training.	Training for ECE staff/ administrators finalized, content focusing on changes to competencies and how to use competencies to guide professional growth	Development completed by October 2016	Selected contractor; input from WKCF Revision Committee/DCCECE /Registry PD Adviser	PDG covers piloting of trainings
2.4 Administer train-the-trainer sessions	All trainers who will administer training are prepared and trained	November 2016	DCCECE	PDG covers train-the-trainer sessions
2.5 Training at conferences/other events	All relevant conferences/ events include WKCF training	October 2016-September 2017	DCCECE PD Coordinator and trained trainers	PDG covers trainings
2.6 Offer online and face-to-face training	*Online training scheduled 20 times/year (2017–18); once/month during 2019 *Face-to-face training scheduled 10 times per year.	*Begin Jan. 2017	*Selected contractor/ PD Adviser from the Registry	PDG covers trainings
Goal 3: Expand Powerful Interactions Training				
Activities	**Indicators of Success**	**Timeline**	**Party Responsible**	**Financial Resources**
3.1 RFP process to select vendor to provide training	Vendor with proven track-record in delivering on-time/on-budget	*RFP issued by Feb. 2015.	DCCECE	PDG covers vendor fees for trainings

for monitors, coaches, trainers, TA providers		*Selected by Apr. 2015		
3.2 Update existing training for RBPD providers (monitors, assessors, TA providers, coaches, trainers)	*One-day training developed for monitors and assessors. *Two-day training developed for TA providers, coaches, trainers.	Training updated by July 2015	Selected vendor updates training.	PDG covers cost of updating trainings
3.3 Offer training on Powerful Interactions for RBPD providers	*Selected vendor schedules and provides trainings. *Powerful Interactions author facilitates a one-day training for monitors and assessors. *Contractor's trainers facilitate 7 two-day trainings for TA providers, coaches, and trainers.	Training offered July 2015 through December 2015.	DCCECE invites RBPD providers to attend training, disseminates schedule; Selected vendor provides training	PDG covers cost of train-the-trainer sessions; one-day trainings; and two-day seminars.
3.4 Provide opportunities for online support for RBPD providers in implementing Powerful Interactions	Vendor organizes/facilitates online communities of practice (CoP) for RBPD providers, using University of Washington Coaching Companion online platform	The first CoP to begin 1 mo. after first training, continue for 36 mos.	Selected vendor.	PDG covers communities of practice

3.5 Provide annual Powerful Interactions summit for RBPD providers and directors/principals	Summit for RBPD providers and directors/principals who have completed Powerful Interactions training.	July 2016 July 2017 July 2018	Selected vendor	PDG covers annual Summit
3.6 Provide Powerful Interactions training for teachers and directors	10 one-day Powerful Interactions trainings for teachers and directors	July 2016 through May 2017	Selected vendor	PDG covers teacher/director trainings
3.7 Provide training for directors/principals on supporting teachers	2 two-day seminars (15 participants each seminar) on supporting teachers, based on existing training that was developed by the author of Powerful Interactions	November 2016 July 2017	Selected vendor	PDG covers 2-day seminars
3.8 Evaluate the effectiveness of Powerful Interactions training and support for teachers.	Compare process quality scores prior to training and support with scores at the end of the implementation period	October 2017- November 2018;	*Contractor for ERS assessments *Contractor for Powerful Interactions	PDG covers evaluation efforts

C(1)(i) Family Engagement

Current Status and Rationale for Improvement

Current family engagement practices required in ABC programs include "open-door" policies, parent–teacher conferences, distribution of a parent handbook, and opportunities for parents to participate in activities during and after program hours. These types of interactions are referred to as a "parent involvement" model, which often places a strong responsibility on parents to participate in school-defined practices.[13] Arkansas seeks to create a paradigm shift and move from a parent involvement to a family engagement model, which promotes shared responsibility among schools and families.

Ambitious and Achievable Plan to Improve Family Engagement Practices

The State will create an *Arkansas Family Engagement Framework*, which will define the State's goals for family engagement, offer family engagement strategies for ECE providers, and identify resources that support the implementation of those strategies. This framework will focus on a social exchange framework that aligns with models from the Harvard Family Research Project, NAEYC Family Engagement, Strengthening Families, and the Office of Head Start's National Center on Parent, Family, and Community Engagement. *Areas of Practice* will include: (1) Program Environment, (2) Transitions, (3) Engaging families as teachers, (4) Home visiting, (5) Educator–family relationships, and (6) Community partnerships. *Program Foundations* include professional development, program leadership, and evaluation for continued improvement. This project will be funded by the grant from the Kellogg Foundation.

The State has hired a State Parent Coordinator to coordinate statewide efforts around family engagement and will appoint a Family Engagement Advisory Group to guide the development of a family engagement vision and strategy. Professional development and relevant resources will be developed and implemented to support the ECE workforce in implementing the 6 key Areas of Practice. As new strategies are implemented, it will be the responsibility of the ABC programs to track and improve their performance using the new *Family/Teacher Relationship Quality* (FPTRQ)

[13] Halgunseth, L. C, Peterson, A., Stark. D. R., Moodie, S. (2009). *Family engagement, diverse families, and early childhood education programs: An integrated review of the literature.*

project tool,[14] expected to be released in the fall of 2014 from the Office of Planning, Research & Evaluation. The State will develop and offer a webinar on the FPTRQ to assist programs in using this tool to gather data and use family engagement data to make informed, program improvement decisions.

14 Child Trends (2014). *Family and provider/teacher relationship quality measures*. Office of Planning, Research, & Evaluation. (2014). *Development of a measure of family and provider/teacher relationship quality (FPTRQ)*, 2010-2014. Office of Planning, Research & Evaluation.

Table C(1)(i). Ambitious and Achievable Plan to Guide Family Engagement Vision and Strategy

Goal 1: Convene Family Engagement Advisory Group of members from local and state levels to offer expert advice about a Family Engagement vision and strategy				
Activities	**Indicators of Success**	**Timeline**	**Party Responsible**	**Financial Resources**
1.1.Hire State Parent Coordinator	Employee hired with strong qualifications, deep knowledge of family engagement research/ recommended practices, and previous experience facilitating stakeholders.	State Parent Coordinator hired by October 2014	Head Start State Collaboration Office (HSSCO)	**No grant funding required** Funded by Kellogg
1.2 Appoint state-level Family Engagement Advisory Group to review current practices; facilitated by State Parent Coordinator	*Advisory group of 15 parents, teachers, directors, community representatives, family engagement specialists, DCCECE staff. *Advisory group will review current practices.	December 2014	State-level Parent Coordinator; DCCECE; HSSCO; Family Engagement Advisory Group	No cost
1.3 Family Engagement Advisory Group will participate in online discussion about barriers	*Advisory group will use information from the online discussions to identify key	January 2015	*Family Engagement Advisory Group	No cost

and opportunities for Family Engagement	barriers and opportunities for family engagement.		*State-level Parent Coordinator	
1.4 Family Engagement Advisory Group will review recent best practices in Family Engagement; create *Arkansas Family Engagement Framework*	Framework that aligns with Harvard Family Research Project, NAEYC, Strengthening Families, & Office of Head Start Natl. Center on Parent, Family and Community Engagement	February 2015–June 2015	Family Engagement Advisory Group; State Parent Coordinator	**No grant funding required** Funded by Kellogg
Goal 2: Offer training on the Family Engagement Framework				
Activities	**Indicators of Success**	**Timeline**	**Party Responsible**	**Financial Resources**
2.1 Introduce *Family Engagement Framework* to DCCECE staff and contractors	All pertinent DCCECE staff and contractors attend an informational meeting on the *Family Engagement Framework*	July 2015	Advisory Group; DCCECE; ABC Coordinator; State Parent Coordinator	**No grant funding required** Funded by Kellogg
2.2 Contractor (via RFP) to coordinate training on Family Engagement and associated assessment materials	Competitive process resulting in contractor with experience and proven track-record delivering on-time/on-budget	Contractor selected by September 2015	DCCECE	**No grant funding required** Funded by Kellogg

2.3 Develop, pilot and finalize 3-session training series on the 6 areas of practice in the Family Engagement Framework	*Training for teachers/administrators finalized; Determine options for face-to-face only or online training option	Completed by January 2016	Selected contractor	**No grant funding required** Funded by Kellogg
2.4 Provide train-the-trainer session	All trainers who will facilitate the workshop are prepared and trained.	February 2016	Selected contractor	**No grant funding required** Funded by Kellogg
2.5 Offer training sessions throughout the state.	Teachers/administrators learn about Family Engagement Framework and how to use it in their programs	March 2016–June 2018	Selected contractor	**No grant funding required** Funded by Kellogg through 2016; existing CCDF/ABC funding 2017–18.
Goal 3: Assess changes in family engagement that occur over the grant period				
Activities	**Indicators of Success**	**Timeline**	**Party Responsible**	**Financial Resources**
3.1 Develop a webinar on the Family and Provider/Teacher Relationship Quality Measures (FPTRQ)	Webinar (90 minutes) will prepare staff to use the FPTRQ in their programs, including distributing, collecting, and compiling surveys; analyzing data; and	Webinar developed by May 2015	Selected vendor	**No grant funding required** Funded by Kellogg

	designing a program improvement plan.			
3.2 Offer 10 webinars on the FPTRQ	Directors/principals participate in webinar, offered on different days of the week/ times of day.	July 2015 through September 2015	Selected vendor	**No grant funding required** Funded by Kellogg
3.3 PreK programs implement the FPTRQ annually	Programs obtain baseline data; develop program improvement plan; assess end-of-year change	2015–16 2016–17 2017–18	Local site administrators	No cost to project. Local programs print surveys.

C(2)Implement a system for monitoring

C(2)(a) Capacity to measure preschool quality

Current Status and Rationale for Improvement.

As described in detail in Section B(4), Arkansas has one of the strongest monitoring, compliance, and continuous improvement systems in the country. ABC programs are monitored in three ways:

Child Care Licensing System. *Child Care Aware* ranks Arkansas first in the country in the oversight of its licensed ECE programs (including ABC).[15] This distinction was awarded based on: the high frequency of licensing/health and safety visits (at least 4 per year); low program staff to licensing staff ratio (50:1); high educational qualifications required for licensing staff (bachelor's degree in ECE or related field); and the online availability of inspection/complaint reports to the public.

ABC Monitoring. ABC programs also receive monitoring visits (minimum of one per year) from an ABC program specialist. Specialists use a detailed, multi-item protocol that measures compliance to all sections of ABC program standards (see Appendix B.4.4). Specialists must have a bachelor's degree in ECE or a related field.

Arkansas Better Beginnings (AR-BB) TQRIS. All ABC programs are required to participate in the state's TQRIS, which focuses on five components of program quality: 1) administration, 2) qualifications and professional development, 3) learning environment, 4) environmental assessment, and 5 child health and development. Within these categories, the State measures the implementation of ELDS, assessment and data practices, the quality and capacity of the program staff, cultural and linguistic responsiveness, and health and development practices. Similar to licensing compliance monitoring, the State's TQRIS monitoring process is defined by a number of characteristics that make it particularly effective, including high-quality assessments and monitoring protocols (i.e., *PAS*, *BAS*, *ECERS*), well-trained, credentialed monitors, and frequency of visits that balance the need for timely information while not overburdening providers.

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[15] Child Care Aware of America. (2013). *We Can Do Better: Child Care Aware of America's Rankings of Child Care Center Regulations and Oversight 2013 Update. Washington, D.C.*

Ambitious and Achievable Plan to Strengthen Monitoring and Improvement

Although Arkansas already has a robust system of monitoring and continuing improvement, the State has identified two areas in which the system can be strengthening: 1) the adoption of a new classroom process quality measure that places a greater emphasis on teacher–child interactions than the current measure (*ECERS–R*) and 2) the inclusion of parent feedback as an indicator of program quality. The Ambitious and Achievable Plan to implement these improvements is presented in Table C.2.a and described below.

New Classroom Quality Assessment

Arkansas currently has a strong infrastructure for implementing classroom quality assessments and follow-up technical assistance and coaching around improvement. As part of ABC Program Monitoring Requirements as well as AR–BB TQRIS requirements, ABC programs are currently evaluated using the *ECERS–R* (the same assessment data is used for both ABC and TQRIS requirements). Assessment data is collected by highly trained and qualified assessors, including Level 1 Assessors, who are highly experienced assessors who also serve as regional coordinators and supervisors. Classroom quality assessment data is used in a formative way to guide and foster program improvement efforts by informing the design and delivery of research-based professional development on topics of relevance as identified through *ECERS* data, identifying "at-risk" programs and providing systematic coaching and reports, and assisting ABC staff in constructively using the *ECERS* Summary Report to validate program strengths.

Within this strong foundation of high-quality assessment and continuous improvement, the State seeks to update the classroom quality assessment instrument to reflect recent research that indicates that instruments that measure specific elements of process quality (e.g., dimensions of teacher–child interactions such as emotional support and instructional support) are more predictive of child outcomes than a global index of quality such as the current *ECERS*.[16] Examples of assessment instruments that may better capture these important elements of process quality within

[16] Mashburn, A. J., Pianta, R. C., Hamre, B. K., Downer, J. T., Barbarin, O. A., Bryant, D., Howes, C. (2008). Measures of classroom quality in prekindergarten and children's development of academic, language, and social skills. *Child Development, 79*(3), 732-749.

the classroom are the *Classroom Assessment Scoring System (CLASS)*[17] and the newly developed *Early Childhood Environment Rating Scale, Third Edition (ECERS–3)*.[18] The *CLASS* is a widely used measure of classroom process quality with strong psychometric properties and the *ECERS–3* (to be released November 2014) shows strong initial indicators of reliability and validity[19] and the Frank Porter Graham Child Development Institute has submitted a grant to the Institute of Education Sciences to refine the large-scale psychometric properties and establish the predictive validity of the instrument with regard to child outcomes (Arkansas is a proposed evaluation site for the grant).

Ambitious and Achievable Plan to Pilot a New Classroom Quality Assessment

The State is proposing to select and pilot a new classroom quality assessment instrument through this grant at selected improvement/expansion sites. A Classroom Quality Assessment Committee will carefully consider the advantages and drawbacks of the *CLASS* and the *ECERS–3* (as well as any other relevant instruments that have demonstrated strong psychometric properties and an emphasis on teacher–child interactions. Potential considerations will include the theoretical and research-base for each tool, the anticipated process/cost to train assessors and programs on a new system, how the new tool would be integrated into the TQRIS and ABC Monitoring Standards, and how well each tool might align with other early learning monitoring systems (e.g., relative advantages to using *CLASS*, which is also used in Head Start programs). Level I Assessors will be trained on the tool and will achieve reliability according to the tool developers' standards. Initial classroom quality assessments will be completed in expansion/improvement sites with follow-up visits to review and explain assessment results and provide technical assistance around specific strategies to use in growth areas. In addition to these individualized consultation visits, program staff will also receive workshop trainings designed to support best practices by teaching about the research-based reasons why key elements are important to child development and discussing strategies that support these aspects of classroom quality. At the conclusion of the pilot

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[17] Pianta, R.C., La Paro, K., & Hamre, B.K. (2008). *Classroom assessment scoring system*. Baltimore: Paul H. Brooks

[18] Harms, T., Clifford, R.M. & Cryer, D. (In Press). *Early Childhood Environment Rating Scale*, Third Edition. New York: Teachers College Press.

19 Personal communication with author (October, 2014)

period, the State will review lessons learned and plan for statewide scale-up efforts of the new assessment instrument, including engaging in the steps necessary to include the new tool in the State's TQRIS (AR–BB) and to fully integrate the new tool into the ABC Program Monitoring requirements..

Family Satisfaction Measure

Ambitious and Achievable Plan to Adopt and Pilot a Family Satisfaction Measure

As an additional data point to measure program quality, the State is proposing the adoption of a parent/family satisfaction measure. The survey will assist programs in gathering information from families about the family member's satisfaction with their child's program and how it supports the child's learning and development. The Family Engagement Advisory Group (see Section C(1)(i)) will review existing measures of parent/family satisfaction, including those used by other states and localities (e.g., the *Desired Results Parent Survey*) and the *Family and Provider/Teacher Relationship Quality* measure discussed in Section C(1)(i) to see if there is potential overlap in purpose and to ensure that parents are not being over-burdened. Based on the review, the Advisory Group will provide a recommendation regarding whether one of the existing tools should be adopted, or whether the State should develop or adapt a tool to fit the specific needs of the state. If a new tool is created (or adapted), the State will conduct a pilot test with a small, but representative sample of parents to ensure usability and basic psychometric properties..

The instrument will also be translated into Spanish (other translations will be provided on an as-needed basis). A customized portal will be created to allow parents to complete the survey online (anonymously) that will connect data to program information through the existing Child, Outcome, Planning, and Administration (COPA) database. Parent satisfaction surveys will be piloted during the grant period in HQPP expansion/improvement sites. After each round of data collection, ABC program and state staff will review parent satisfaction data to guide and inform program improvement efforts. After the survey has been piloted in HQPP expansion/improvement sites, the State will consider lessons learned during the pilot process and make any necessary adjustments before expanding into other ABC programs, including necessary adjustments to the ABC monitoring protocol. The State will also make the parent survey capability available to other programs that use COPA such that they may benefit from
this information.

Table C.2.a. Ambitious and Achievable Plan to Strengthen Monitoring and Continuous Improvement Processes

Goal 1: Select and pilot a new measure of classroom quality for ABC monitoring within expansion/improvement sites				
Activities	**Indicators of Success**	**Timeline**	**Party Responsible**	**Financial Resources**
1.1 Form Classroom Quality Assessment Committee	Team consisting of 5–10 members including current ERS assessors, ABC program administrators, ABC program specialists, and teachers	Committee appointed by January 2015	DCCECE; ASU Childhood Services; HSSCO	**No grant funding required**
1.2 Classroom Quality Assessment Committee determines list of potential assessments to use to evaluate classroom quality	List of potential assessments, including the *ECERS–3*, *CLASS*, and any other relevant instruments that have a strong focus on teacher–child interactions and strong psychometric properties	List compiled by February 2015	Assessment Committee	**PDG Grant covers cost of meetings**
1.3 Classroom Quality Assessment Committee reviews advantages and challenges of specific tools	Documentation of advantages and challenges of each tool, including alignment to other components of ECE system, research-base, cost	Assessment tools reviewed by March 2015	Assessment Committee	**PDG Grant covers cost of meetings**

1.4 Classroom quality assessment tool selected	Recommended assessment tool is selected and key rationale is documented; submitted to DCCCECE for approval	Recommended tool is selected and submitted to DCCECE by April 2015	Assessment Committee; DCCECE	
1.5 Train core team (Level I Assessors) on selected quality assessment instrument	Core team of assessors attain reliability on quality assessment tool	Trainings completed by July 2015	Level I Assessors; Assessment tool developers	**PDG Grant covers assessor initial and reliability training**
1.6 Initial classroom assessments completed in expansion/ improvement sites	Core team completes baseline classroom quality assessments in expansion/improvement programs	Assessments completed October 2015–April 2016	Level I Assessors	**No grant funding required;** occur as part of scheduled assessment visits
1.7 Individual consultation sessions with program staff to review initial classroom quality assessment	Assessors engage in follow-up visits to classroom sites to review and explain assessment results and provide technical assistance and consultation around improvement efforts	Follow-up consultation sessions occur within 3 weeks of initial observation visits; November 2015–May 2016	Level I Assessors	**PDG grant covers TA consultation**

1.8 Examine Year 1 baseline classroom quality assessment data to help drive program improvement decisions.	Year 1 baseline data informs decisions regarding future PD and TA efforts	May 2016–September 2016	Level I Assessors; ASU Childhood Services; DCCECE; Data Analyst	Covered in ABC Data Analyst job descriptions to facilitate process
1.9 Conduct workshop trainings providing orientation to program staff regarding new quality assessment tool	Program staff develop an understanding of the research-based reasons why the key elements of the new assessment instrument are important to child development and how they can support these aspects of quality in their programs.	Train-the-trainer May/June 2016; Regional trainings (6-hour workshop) held July–August 2016	ASU Childhood Services	**PDG grant covers train-the-trainer and teacher training workshops**
1.10 Classroom quality assessments administered yearly in expansion/ improvement sites; refresher training offered yearly, new teacher training offered as needed	Classroom quality assessment visits, follow-up consultation/TA sessions, and trainings continue through Years 2–4 of grant	Fall 2016–spring 2018	Level I Assessors; ASU Childhood Services	**No grant funding required;** assessment visits/training will occur as part of existing scheduled monitoring practices

Goal 2: Develop and implement a measure of family satisfaction as an indicator of program quality and source of data to guide improvement efforts				
Activities	**Indicators of Success**	**Timeline**	**Party Responsible**	**Financial Resources**
2.1 Family Engagement Advisory Group (see Section C(1)(i)) will review existing measures of parent/family satisfaction	Advisory Group will compile a list of potential parent satisfaction surveys (e.g., *Desired Results Parent Survey*). The Advisory Group will also review the *Family and Provider/Teacher Relationship Quality* measure discussed in Section C(1)(i)	September 2015	Family Engagement Advisory Group	**PDG Grant covers cost of meeting/ travel expenses**
2.2 Family Engagement Advisory Group will review list compiled in Activity 2.2 and evaluate relative merits and drawbacks of each tool	Documentation of merits/drawbacks of available tools, including alignment to *Arkansas Family Engagement Framework*, research-base, cost, length of time required for parent participation	October 2015	Family Engagement Advisory Group	**PDG Grant covers cost of meeting/ travel expenses**

2.3 Family Engagement Advisory Group will determine whether to purchase an existing measure of parent satisfaction or to adapt/develop their own version	Brief memo documenting key rationale of decision-making process; recommendation made to DCCECE	November 2015	Family Engagement Advisory Group; DCCECE	**PDG Grant covers cost of meeting/ travel expenses**
2.4 New tool is purchased; **OR** tool is developed and piloted	Parent satisfaction assessment tool that will provide programs with information regarding family members' satisfaction with their child's program	January 2016	Family Engagement Advisory Group; DCCECE	**PDG Grant covers purchase or development/pilot of parent satisfaction tool**
2.5 Translate tool into Spanish; other languages as needed/requested	Hire translators with previous experience with the State to revise document in Spanish	February 2016	Contractor; DCCECE/ HSSCO	**PDG Grant covers translation fee**

2.6 Build customized portal to allow parents to complete survey online; portal connects to program information through existing Child Outcome, Planning, and Administration (COPA) database	*Customized restricted area to allow families to access and submit parent satisfaction survey, without having access to other confidential information. *Survey data connected to COPA database to link to other classroom/program data; parent information collected anonymously to ensure parent opinions and concerns are kept confidential.	March 2016	Child Outcome, Planning, and Administration (COPA) personnel; DCCECE	**PDG Grant covers cost to build parent satisfaction survey portal**
2.7 Parent satisfaction survey administered twice per year (once after each parent–teacher conference period)	*Data collected at multiple time points to inform program improvement efforts *To encourage participation, COPA system will issue reminders to complete the survey	First full survey administered during spring 2016; late-fall and spring administration in 2016–2018.	Local programs send out survey invitations to parents	**No grant funding required**
2.8 After each round of data collection, ABC program and state staff will review parent satisfaction data.	Data will be used to guide and inform program improvement efforts.	2016–2018.	Program and state staff	**No grant funding required**

2.9 After survey is piloted in HQPP expansion/improvement programs, state will expand statewide	*State will consider lessons learned during pilot process, make any necessary adjustments, and expand into other ABC programs statewide (making necessary adjustments to ABC monitoring protocol)	2019 and beyond	DCCECE	**No grant funding required**

C(2)(b) State Longitudinal Data System.

According to the Data Quality Campaign's 2011 Data for Action survey, Arkansas has met 10 of 10 essential elements required to establish the state's capacity to use data from the State Longitudinal Data System (SLDS). The Arkansas SLDS is managed by the Arkansas Research Center (ARC), which was originally funded by an SLDS grant from the Institute of Education Sciences National Center for Education Statistics and is now funded through service contracts and grants from state and federal agencies, local nonprofits, and national foundations. As such, ARC participates in related SLDS initiatives, including Common Education Data Standards (CEDS). As of January 2014, all children who receive state funding for early learning programs (i.e., ABC programs, CCDF) are included in the SLDS. ABC currently sends ADE the full roster of Pre-K information twice a year. The data includes demographics, screening-related information, and the teacher and paraprofessional education profiles. A unique ID is generated for each Pre K student enrolled in ABC. In addition, all data related to KEA (see Section C(3) of this application) is included in the SLDS. Arkansas Research Center has developed a "QuickLooks" system that allows any interested party the opportunity to look at aggregated results of the KEA by year and program for different categories of children.

C(2)(c) Measurable Outcomes to be Achieved by Program

Arkansas' monitoring system will play a key role in determining the overall success of the HQPP expansion/improvement endeavor. Table C.2.c below specifies the State's target goals across multiple indicators over the course of the grant.

Program Quality Goals. As described in Section D, all lead teachers in HQPP will be required to have a bachelor's degree by the end of the 2016–17 school year. As discussed in Section B, currently 85 percent of ABC programs are at the State's highest level of AR–BB, the State's TQRIS (Level 3). It will be a requirement that participating programs are at a Level 3 to ensure programs have the capacity to deliver high-quality preschool services.

Currently, classroom process quality is measured using the *ECERS–R*, with ABC programs scoring an average of 5.33 (on a 7-point scale) statewide. As discussed in Section C(2)(a), the State will adopt a new measure that better captures the quality of teacher–child relationships. The *ECERS–3*, has not yet been released, and therefore baseline levels are difficult to judge. However, the tool will retain its 7-point scale and has been pilot tested by the tool developers. If this tool is used, the State predicts that HQPP classrooms will score an average of 5.0 on the *ECERS–3* the

first year, 5.5 during the second year, and an average of 6.0 during the third year. If the State uses the *CLASS* in these programs, expectations have been calculated using research from a large scale national samples of prekindergarten programs as a baseline.[20] Using this data, it would be expected that in the first year, HQPPs would score at an average of 5 on the Emotional Support and Organizational Support subscales, increasing to 5.5 in the second year and 6.0 during the third year. Historically, programs have scored much lower on the Instructional Support subscale of the *CLASS*; it is expected that HQPP will score Given the significant supports teachers will receive through this grant, it is predicted that scores will average 3.5 for the second year and 4.5 for the third year.

The parent satisfaction survey will be implemented for the first time during the spring of 2016. Because the instrument for this component of quality has yet to be determined, targets are set for rates of parent participation. We predict that as family engagement strategies (as outlined in Sections C(1)(i) and Section F) are implemented over the course of the grant, programs will develop increasingly strong relationships with families, resulting in greater participation rates (50% response rate in first year; 60% in second year; 75% in third year). More precise targets in terms of parent satisfaction scores will be set once the tool is determined and baseline data is collected in spring 2016.

Enrollment Diversity Goals. As a function of improved outreach efforts as discussed in Section E, the State expects to see HQPP classrooms that are increasingly diverse. For example, in addition to increased recruitment efforts (discussed in Sections E and F), improved overall service coordination, and addition of Family Service Manager positions, it is expected that more children with disabilities will be served in HQPP ABC programs. Additionally, it is expected that a greater number of non-White children will be served in HQPPs as a function of increased focus on culturally and linguistically responsive outreach efforts. Currently, 44 percent of children

[20] Burchinal, M., Vandergrift, N., Pianta, R., & Mashburn, A. (2010). Threshold analysis of association between child care quality and child outcomes for low-income children in pre-kindergarten programs. *Early Childhood Research Quarterly, 25*, 166-176. doi:10.1016/j.ecresq.2009.10.004; Pianta, R. C., Howes, C., Burchinal, M., Bryant, D., Clifford, R., Early, D., & Barbarin, O. (2005). Features of pre-kindergarten programs, classrooms, and teachers: Do they predict observed classroom quality and child-teacher interactions? *Applied Developmental Science, 9*, 144-159. doi:10.1207/s1532480xads0903_2

served in ABC programs are non-White. It is expected that over the course of the grant, this figure will reach 48 percent, which is the statewide proportion of children living below 200 percent poverty that are of non-White ethnicity.[21]

School Readiness Goals. Currently, a high percentage of children (80 percent) participating in ABC score at or above a "Proficiency" rating on the *Work Sampling System* across all seven domains (Personal and Social; Language and Literacy; Mathematical Thinking; Scientific Thinking; Social Studies; The Arts; and Physical Development and Health). It is expected that the program improvements outlined in this grant proposal will translate to even greater rates of school readiness. It is projected that at the end of the first year, 85 percent of children will meet this benchmark, and 90 percent in the second and third years. Arkansas currently uses the *Qualls Early Learning Inventory* as their KEA instrument to assess children's developmental levels at the beginning of kindergarten entry. During 2013, 51 percent of children who participated in ABC programs were rated as "developed" across all domains of development. As discussed in detail below in Section C(3), Arkansas will be selecting and piloting a new KEA instrument in HQPPs that has improved psychometric properties and covers all of the Essential Domains of School Readiness. When the tool has been selected, the State will set target goals for each year. As a proxy, the State projects that the percent of children scoring the equivalent of "developed" on the *QELI* will increase over the course of the grant. In addition, since children in classrooms using the KEA will come from HQPP and non-HQPP, it is expected that children who participated in HQPPs will score significantly higher than their peers.

[21] Population Reference Bureau, analysis of data from the U.S. Census Bureau, 2005 through 2012 American Community Survey.

Table C.2.c. State's Target Goals for HQPPs

		Current State ABC Average	Goals for HQPP by Spring 2016	Goals for HQPP by Spring 2017	Goals for HQPP by Spring 2018
Program Quality	**Teacher Qualifications**	86% of ABC teachers have BA+	90% BA or higher	100% BA or higher	100% BA or higher
	TQRIS Ratings	85% of programs at Level 3	100% of programs at Level 3	100% of programs at Level 3	100% of programs at Level 3
	Classroom Quality Assessment (current: *ECERS–R*; proposed *ECERS–3* or *CLASS*)	**Average rating:** 5.33 on *ECERS* global index	Average rating of 5 on *ECERS–3* global index **OR** Average of 5 on Emotional / Organizational Support subscales; 3 on Instructional Support	Average rating of 5.5 on *ECERS–3* global index **OR** Average of 5.5 on Emotional / Organizational Support subscales; 3.5 on Instructional Support	Average rating of 6 on *ECERS–3* global index **OR** Average of 6 on Emotional / Organizational Support subscales; 4.5 on Instructional Support
	Parent Satisfaction	N/A	50% parent participation	60% parent participation	75% parent participation
	Enrollment Diversity	4% of children in disabilities services; 44% non-White enrollment	8% of children in disabilities services; 46% non-White enrollment	10% or more in disabilities services; 48% non-White enrollment	10% or more in disabilities services 48% non-White enrollment

School Readiness Outcomes	***Work Sampling System*** school readiness indicators	80.34% children score at "Proficiency" across all 7 domains	85% Average Proficiency across 7 domains	90% or more Average Proficiency across 7 domains	90% or more Average Proficiency across 7 domains
	KEA school readiness indicators (current: *QELI*; new TBD as per C(3))	50.68% children rated "developed" across all domains on *QELI*	60% rated equivalent of "developed" across domains on new KEA	70% rated equivalent of "developed" across domains on new KEA	80% rated equivalent of "developed" across domains on new KEA

C(3) Kindergarten Entry Assessment

Current Status and Rationale for Improvement

Since 2004, Arkansas has had a fully implemented Kindergarten Entry Assessment (KEA) system funded through the Arkansas Department of Education (ADE). As discussed in Section A, in 2012 the ADE convened an advisory committee to re-examine the state's definition of kindergarten readiness. The new definition and school readiness indicators (Kindergarten Readiness Indicators Checklist [KRIC]) —which address all Essential Domains of School Readiness—were approved in 2013 (see Appendix C.3.1). One motivation for replacing the state's current KEA (*Qualls Early Learning Inventory* (*QELI*),[22] is that it does not address these new indicators, particularly in the areas of physical and social/emotional development. Additionally, the *QELI* does not have established estimates of reliability and validity for dual language learners and children with special needs. Based on these weaknesses of the current instrument, the State is engaging in a rigorous process to select, pilot, and implement a new KEA instrument. Through a grant from the Kellogg Foundation, the state will build off of the current robust infrastructure to pilot a new KEA instrument that conforms to the National Research Council's recommendations on assessment and addresses all of the Essential Domains of School Readiness.

Arkansas' current implementation of its KEA system provides a strong foundation for improvements. The state has a strong KEA infrastructure including: a statewide definition of school readiness, operationalized by the KRIC; clear, comprehensive guidance around intended uses (and non-uses) for the KEA, which conform to recommendations put forth by the National Research Council; supports for KEA use that build teachers' professional capacity; inclusion of the KEA as part of a early childhood–K–12 continuum that includes alignment of key constructs of learning and development and incorporation of the KEA into the SLDS; effective data practices that support decision-making and improvement efforts at both the child level (i.e., teachers using KEA data to individualize instruction) and program level (i.e., administrators using KEA data in the aggregate to inform program improvement and professional development decisions); and a

[22] Qualls, A.L., Hoover, H.D., Dunbar, S.B. & Frisbie, D.A. (2003). *Qualls Early Learning Inventory*. Itasca, NY: Riverside Publishing.

strong source of current funding for the KEA. Collectively, these features form a strong foundation that will provide the infrastructure for KEA improvements.

Ambitious and Achievable Plan to Pilot a New KEA Instrument

Efforts to select and pilot a new KEA instrument are already underway in Arkansas, as part of existing initiatives funded by the Kellogg Foundation and the Arkansas Department of Education (ADE). However, the communities in which the HQPP expansion/improvement sites in this grant are located will participate as pilot sites for the new KEA instrument. This represents an ideal opportunity to leverage funding across public and private sources to benefit children in HQPP and allow the State to allocate additional resources from this federal grant to other state-level infrastructure improvements. A Pre-K–2 Task Force has been convened with the charge of coordinating efforts around pre-kindergarten through 2nd grade assessment. Through a rigorous process outlined in Table C.3, the Task Force will be selecting a new KEA for the state that meets the following criteria: alignment with Childhood Commission's 2013 definition of school readiness and the KRIC indicators; inclusion of all five Essential Domains of School Readiness; appropriateness for children from different ethnic, racial, language, and developmental levels; strong psychometric properties for the intended purpose and target population within the state; conforms with the National Research Council's recommendations for child assessment; resources (e.g., trainings, support documents) available to support effective and accurate data collection and use; cost-effectiveness; and provides data in a format that can be easily interpreted and used by teachers, administrators, and parents to engage in decision-making. After the KEA instrument has been selected, the State will ensure that proper supports are available to support implementation, including adapting many of the State's current existing KEA supports and/or from the instrument developer/publisher. In addition, the State will undertake the technical steps necessary to integrate data from the new KEA instrument into the SLDS and QuickLooks data systems.

In order to ensure that the selected tool, supporting materials and trainings, and administrative procedures produce valid and reliable data for the population of kindergarten children in the state, Arkansas will engage in a multi-year, iterative pilot test. Within the pilot test, formative data and feedback will be collected from teachers who are administering the assessment and the child-level data will be statistically analyzed to evaluate whether the instrument appears to provide valid and reliable data for children in Arkansas (e.g., reliability estimates will be obtained by calculating measures of internal consistency, convergent validity estimates will be

calculated by comparing a sub-sample of children's ratings on *Work Sampling* performance indicators as provided by their preschool teachers at the end of the year). Although strong psychometric properties as reported by the tool's developer will be an important criteria in the initial selection of the tool, this pilot process will help ensure that the instrument can produce valid and reliable data for the population of kindergarten children specific to Arkansas.

The communities in which the HQPP expansion/improvement sites in this grant are located will participate as pilot sites for the new KEA instrument. This will allow children in these programs to attend a kindergarten program in which they are assessed across all five Essential Domains of School Readiness. It should be noted that this project is being primarily funded by the Kellogg Foundation (with some funding coming from ADE), providing an ideal opportunity to leverage funding across public and private sources to benefit children in HQPP and allowing the State to allocate additional resources from this federal grant to other state-level infrastructure improvements. By the time the first cohort of children participating in HQPP funded by this grant transition to kindergarten (fall 2016), the KEA will be ready for the first year of piloting. As described in Section F(1), the School Readiness Teams (regional committees tasked with implementing birth–3rd initiatives) will engage in local mapping projects in which they map the "feeder patterns" tracking where children in HQPPs will attend elementary school. Using this data, the State will identify kindergarten teachers who will be trained and will implement the new KEA during the pilot phase. Based on enrollment data in these elementary schools, the State will evaluate whether additional sites are needed in order to obtain a sample representative of Arkansas' population (e.g., reflects proportion of kindergarteners with disabilities, dual language learners, children receiving free/reduced lunch, children in living in rural areas) with sufficient power to conduct statistical analyses. During the pilot, adjustments will be made as needed to the training and support materials based on feedback received through this formative evaluation process. Child data will also be reviewed every year in order to evaluate the psychometric properties. If major modifications are needed in any stage of the process, the state will consider recruiting additional sites for the pilot. The final assessment process and system that reflects lessons learned during the pilot will be finalized by spring 2019. After the pilot study is completed, Arkansas will scale-up the new KEA to implement on a statewide basis using existing funding and infrastructure in place for implementation

Table C(3) Ambitious and Achievable Plan to Improve Kindergarten Entry Assessment System

Goal 1: Conduct rigorous process to determine selection criteria for new KEA instrument				
Activities	**Indicators of Success**	**Timeline**	**Party Responsible**	**Financial Resources**
1.1 Form Pre-K–2 Task Force	Broad-based team of 10 Pre-K–2 teachers; administrators; parents; representatives from higher education; individuals with expertise in assessment of young children, DLLs, and children with disabilities.	Committee formed in September 2014	DCCECE/ADE; Sub-group on Task Force will focus on KEA and coordinate with global Pre-K–2 efforts	No cost
1.2 Engage national expert to facilitate stakeholder input and KEA selection process	Consultant hired with experience in stakeholder facilitation, knowledge of child assessment, and proven track-record in delivering on-time and on-budget	Consultant hired September 2014	Pre-K–2 Task Force	**No grant funding required** Funded by ADE
1.3 Conduct study that solicits input from kindergarten and early childhood teachers and other stakeholders about strengths and weaknesses of current KEA	Brief memo summarizing criteria that should be considered in selection process based on practitioner input	Study will be completed by June 2015	Pre-K–2 Task Force and selected consultant	**No grant funding required** Funded by ADE

system (*QELI*) and desired attributes of new tool/system				
1.4 Pre-K–2 Task Force meets with other relevant teams (e.g., ELDS Committee, School Readiness Teams (Birth–3rd Committees), SLDS administrators, K–12 administrators)	Brief memo summarizing selection criteria to ensure seamless alignment with other initiatives and projects	*Meetings held Nov. 2014–May 2015 *Memo completed by June 2015	Pre-K–2 Task Force, Head Start Collaboration Office and selected consultant	**No grant funding required** Funded by ADE and Kellogg funding
1.5 Establish criteria for desired attributes of KEA (including purpose, psychometric properties, content, cost, administration, pre-developed training)	Comprehensive list of selection criteria incorporating stakeholder and practitioner feedback, input from other relevant initiatives, the Arkansas Early Childhood Commission's 2013 definition of school readiness, and other criteria described in narrative of this proposal	Selection criteria list finalized by July 2015	Pre-K–2 Task Force and selected consultant	**No grant funding required** Funded by ADE
Goal 2: Review potential instruments against selection criteria and select new KEA instrument				
Activities	**Indicators of Success**	**Timeline**	**Party Responsible**	**Financial Resources**

2.1 Conduct "environmental scan" to review KEA instruments used by other states and localities.	Comprehensive list of home-grown and off-the-shelf assessments used in other states/localities.	Completed by July 2015	Pre-K–2 Task Force and selected consultant	**No grant funding required** Funded by ADE/Kellogg.
2.2 Review resources such as *The Nineteenth Mental Measurement Yearbook* put out by The Buros Center that provides evaluative information including technical quality of a comprehensive list of assessments	List of published assessment instruments that have high potential of meeting KEA selection criteria specified in 1.5	Completed by August 2015.	Pre-K–2 Task Force and selected consultant	**No grant funding required** Funded by ADE/Kellogg.
2.3 Conduct meeting for selection of new KEA instrument comparing potential assessment tools (as identified in 2.1 and 2.2) against selection criteria (as specified in 1.5)	*Selection of recommended KEA instrument that meets or exceeds criteria specified in 1.5 *Document recommended path of action and provide rationale regarding alignment to criteria established earlier in the process	September 2015	Pre-K–2 Task Force and selected consultant	**No grant funding required** Funded by ADE/Kellogg.

2.4 New KEA submitted to the Arkansas Early Childhood Commission for approval and then will be subjected to the state procurement process	New KEA is approved by AECC and	December 2015	Pre-K–2 Task Force; DCCECE; AECC	No cost
Goal 3: Design comprehensive trainings/support resources that will support consistent implementation of the new KEA				
Activities	**Indicators of Success**	**Timeline**	**Party Responsible**	**Financial Resources**
3.1 Coordinate training modules for assessment instrument for kindergarten teachers and administrators	Series of high-quality training modules that include support for teachers and administrators.	December 2015	DCCECE; ADE; HSSCO	**No grant funding required** Funded by ADE/Kellogg
3.2 Ensure support resources are included to support implementation	Document that assists teachers in conducting observations and supporting children's growth in needed areas	December 2015	DCCECE; ADE; HSSCO	**No grant funding required** Funded by ADE/Kellogg
3.3 Revise and adapt *KRIC Instructional LINK for Teachers and Parents* to reflect changes in KEA	Updated versions of *KRIC Instructional LINK* that present kindergarten readiness indicators and examples of observable behaviors.	December 2015	DCCECE; ADE; HSSCO	**No grant funding required** Funded by ADE/Kellogg
Goal 4: Take technical steps necessary to integrate data from new KEA instrument into SLDS and QuickLooks				
Activities	**Indicators of Success**	**Timeline**	**Party Responsible**	**Financial Resources**

4.1 Adapt current data-transfer mechanism from previous KEA (*QELI*) to SLDS to new KEA tool	New KEA tool in integrated into SLDS system with same or improved functionality as *QELI* (previous KEA)	Developed by August 2016	Arkansas Research Center (ARC); DCCECE; ADE	**No grant funding required** Funded by ADE/Kellogg
4.2 Design reports to reflect student progress prior to entering kindergarten and KEA performance.	Reports that can be accessed by kindergarten teachers that show children's progress and developmental trajectories in early learning settings to further inform instructional goals	Developed by August 2016	Arkansas Research Center (ARC); DCCECE; ADE	**No grant funding required** Funded by ADE/Kellogg
4.3 Expand Arkansas Research Center's Quicklooks system to include new KEA tool.	KEA tool in integrated into Quicklooks system with same or improved functionality as *QELI*	Completed by August 2016	Arkansas Research Center (ARC); DCCECE; ADE	**No grant funding required** Funded by ADE/Kellogg
Goal 5: Pilot test new KEA and supporting trainings/resources in select communities, including expansion/improvement sites				
Activities	**Indicators of Success**	**Timeline**	**Party Responsible**	**Financial Resources**
5.1 Select representative sample for pilot test of new instrument, including all expansion/improvement slots	Sites selected (including districts in which HQPP are located) that contain representative sample of children	February 2016	Hire independent contractor (e.g., local university) to conduct pilot study; DCCECE; ADE	**No grant funding required** Funded by ADE/Kellogg

5.2 Pilot new trainings and support resources at selected sites.	Feedback collected from teachers, administrators, and trainers about the effectiveness of trainings and support resources used to make any modifications necessary before rollout and scale-up begins.	Ongoing, beginning in spring 2016; all trainings and resources finalized by spring 2019	Independent contractor; DCCECE; ADE	**No grant funding required.** Funded by ADE/Kellogg.
5.3 Pilot sites implement KEA during fall of 2016 school year.	Data used to assess whether KEA yields valid and reliable inferences for intended population	August 2016–August 2018	Independent contractor; DCCECE; ADE	**No grant funding required** Funded by ADE/Kellogg.
5.4 Make any necessary adjustments to procedures for administering and reporting data based on pilot study.	Final assessment process and system reflects lessons learned during pilot process and is valid, reliable, and appropriate	Ongoing, all procedures finalized by spring 2019	DCCECE; ADE	**No grant funding required** Funded by ADE/Kellogg.

D. Expanding High-Quality Preschool Programs in Each High Need Community

Arkansas has successfully implemented the ABC program since 1991. During that time the program has undergone three major expansions: a (b)(4) expansion in 2004; a (b)(4) expansion in 2005; and another (b)(4) expansion in 2007. The current DCCECE leadership team managed the roll-out of each of these expansion initiatives, and as such, the Division is ready and well-equipped to undertake the expansion efforts proposed with this grant funding. The lessons learned from these past expansions have informed the implementation plan and timeline for this project. Similar to past efforts, the State has taken a disciplined approach to choosing the sites for expansion and developing an implementation plan for the improvement and expansion of ABC slots. As discussed in detail below, the High-Need Communities identified for grant funding were chosen based on an analysis of ABC needs-assessment data that is gathered by the State each July to support preparations for the next school year. Similarly, the Ambitious and Achievable Plans for implementation described in Sections D and E in the selected sites are guided by a framework consisting of three sets of processes:

1. Setting and communicating higher expectations for the Subgrantees based on the definition of High-Quality Preschool Program in the application;
2. Providing the state- and local-level supports necessary so that the Subgrantees can be successful in implementing these higher standards, including the provision of sufficient levels of funding, state-level systems coordination, professional development, and technical assistance; and
3. Ensuring that appropriate accountability mechanisms are in place, including monitoring compliance to the new expectations and fiscal audit procedures to ensure appropriate implementation and use of the funds.

D(1) Selection of each Subgrantee and High-Need Community

DCCECE has established MOUs with all potential Subgrantees that could serve children as part of the grant (Appendix D.1.1 provides the list of Subgrantees and Appendix D.1.2 contains a preliminary MOU for each of the 45 potential Subgrantees). Arkansas' state procurement rules do not allow for the pre-selection of partners on federal grants. Purchases exceeding $5,000 per vendor, per fiscal year, per service must be competitively procured unless the Office of State Procurement approves a Sole Source selection or unless the purchase is otherwise exempt as

defined in A.C.A. §19-11-203. In this case, with so many high-capacity programs eligible to apply, Sole Source selection in not an option.

However, this grant application requires both a binding agreement with each Subgrantee attesting to participation in the project (page 15 of the NIA) and that states "use their own procurement procedures (which reflect State and local laws and regulations) to select contractors… (page 72)." To ensure that Arkansas adheres to its procurement policies and also provides evidence of Subgrantee participation, the state entered into MOUs with the universe of potential Subgrantees for this project and will hold an RFP competition to choose the final Subgrantees with in the first 60 days of the grant award. In this way, the state has a binding agreement with each potential Subgrantee attesting to participation but has not preselected the partners. Accordingly, the preliminary MOUs submitted as part of this application are from the total pool of potential Subgrantees that will compete for the improvement and expansion slots. The MOU requires participation should the Subgrantee be successful in the RFP process, but does not guarantee funding. The timing of the RFP process is designed to ensure that the final MOUs with the Subgrantees, including detailed budgets and scopes of work, will be signed within 90 days of the grant award. As is discussed below, the state has developed a process and timeline that begins before the grant award to ensure that the MOUs can be signed within 90 days of the award. At least one Subgrantee will be chosen from each of the sites discussed below.

The overall goal of this project is to use the expansion funds from this grant to create and document a process for moving existing ABC slots from their current quality levels to a level consistent with the definition of High-Quality Preschool Programs (HQPPs) as defined by the application, and to significantly expand the number of high-quality slots in specific underserved communities. As Arkansas continues to expand the ABC program with the goal of ultimately serving all low-income four-year-olds, it will be important to evaluate the improvement and expansion of the ABC program in a diverse set of high-need communities, and to build out additional preschool slots that are not only responsive to the needs of the state's current four-year-olds, but that also anticipate the needs of the state's preschool population 10 years from now and beyond. Accordingly, the selection of each High-Need Community is an essential component of building an ABC program for the future.

Given the importance of site selection, DCCECE formed a selection committee consisting of state administrators, practitioners, advocates, and other stakeholders. The committee began the

selection process by considering the application's description of "community," which is defined as a "geographically defined area, such as a city, town, county, neighborhood, district, rural or tribal area..." (page 66). Given this definition, the selection committee decided to focus at the county level in defining high need. This broader area of geography was chosen for two reasons. First, given that Arkansas is not a densely populated state, aggregating Census data on the eligible children at the county level provides the most accurate assessment of the underserved population and their demographic characteristics. Perhaps more importantly, children and families living outside of the town centers of rural counties are the most difficult children to serve. Defining "community" at the county level, therefore, allows the state to "cast a wide net" with the use of these dollars and ensures that these hard-to-serve children are included in the improvement and expansion of the ABC program.

To determine the sites for expansion funding, the committee analyzed data from the U.S. Census Bureau, the ABC program, Head Start Program Information Reports, and state demographic reports, as well as a school status list from the Arkansas Department of Education. Using these data, a set of measures was created that was used by the committee to rank priority counties and to select sites. These measures were:

- **Geographic diversity**: Two variables were used to measure geographic diversity. The first was whether the county was urban or rural. The selection committee began the selection process by dividing the state's counties into urban and rural counties. In addition, since Arkansas is a predominately rural state, the site selection committee further distinguished two types of rural counties—counties that are non-metropolitan rural (rural areas with slightly higher population densities) and those with very low population densities (rural areas in which children and families would be considered "geographically isolated"). Accordingly, a three category variable was used to categorize the counties—urban; non-metropolitan rural; and rural, geographically isolated.[23] There

[23] These categories of "rural" vary somewhat from the traditional Census or OMB definitions. The definition of "High-Need Community" in the application allows the state discretion in defining such high-need communities, and this distinction was important to the selection committee.

was consensus among the selection committee that this three-category measure best captures the geographic diversity of the state.

The second variable was the county-level growth of the Latino population over the past 10 years. Although Arkansas has a small minority population overall, it has the 4th fastest growing foreign-born population in the country (82 percent), which consists primarily of Latino children and families (66 percent of the foreign-born population).[24] As such, in line with the goal of building a preschool program for the future, it is important to ensure that the work to improve and expand the state's ABC program supports the needs and school readiness of this growing population. Accordingly, the growth in the Latino population from 2000 to 2010 in each county was included in the selection criteria.

- **The extent to which the county is underserved by publically funded slots for four-year-olds**: Given the close working relationship of the Director of DCCECE (who is the ABC administrator) and the Head Start State Collaboration Director, data were easily obtained on the number of four-year-old children served in the ABC program and in Head Start for each county. The extent to which a county had a large underserved population was measured by the difference between the number of eligible four-year-old children in the county (using Census data) and the number of children served by ABC and Head Start (using ABC administrative data and Head Start Program Information Report data). The site selection committee analyzed both the absolute number of eligible four-year-olds in the county who are unserved, as well as the percentage of children unserved relative to the total population of eligible children (number of four-year-old children not served/total number of eligible four-year-olds).
- **Average percent of children scoring "developed" across the subscales of the state's Kindergarten Entry Assessment:** Arkansas has a fully implemented Kindergarten Entry Assessment (KEA) that provides data on every child who enters public kindergarten in the state. The KEA measures school readiness across six indicators using the Qualls Early

24 Appold, Stephen J., Randy Capps, Michael Fix, Ying Huang, Rafael A. Jimeno S., James H. Johnson, Jr., John D. Kasarda, and Kristen McCabe. 2013. *A Profile of Immigrants in Arkansas: Report Summary*. Little Rock, AR: Winthrop Rockefeller Foundation.

Learning Inventory (QELI), including general knowledge, writing, oral language, math concepts, work habits, and attentive behavior. Children are assessed as being "developed," "developing" or "not developed" using the QELI instrument. In addition to being underserved, the selection committee also required that the sites be high-need as measured by low KEA scores. Accordingly, the selection committee used the average percentage of children scoring "developed" across the six measures as another indicator of need (lower percentages indicate higher need).

- **Whether the county included schools designated by the Arkansas Department of Education as "Needs Improvement—Focus" schools or "Needs Improvement Priority":** The Arkansas Department of Education (ADE) developed a method to identify the state's persistently lowest achieving schools as part of a Flexibility Request approved by the U.S. Department of Education to conform to Section 1003(g) of the Elementary and Secondary Education Act (ESEA). The method uses the rank of school performance in math and literacy over a three-year period and identifies those schools falling in the lowest five percent as "**priority**" schools and those falling in the lowest five to 10 percent as **"focus"** schools. The selection committee included this measure in its definition of high-need as a means of supporting these low-performing schools with additional resources and support.

Table D.1 presents data for the 10 counties that were selected to be the target counties for ABC improvement and expansion based on the selection criteria above. The counties are: Pulaski; Washington; Craighead; Lonoke; Miller; Crittenden; Jefferson; Union; St. Francis; and Searcy Counties. These counties share the following characteristics:

- The county is significantly underserved. The counties included have either the highest percentage or highest number of four-year-olds unserved by public funding in their geographic category (i.e., urban; rural, non-metropolitan; rural, geographically isolated).
- The county has a high percentage of children under five living in poverty. The counties included range from a minimum child poverty rate of 24.9 percent to as high as 56.5 percent. In addition, in all but two counties (Jefferson and St. Francis) there was a dramatic increase in the percentage of children living in poverty. In the two

counties where there was a decrease, the poverty levels were exceptionally high, which warranted inclusion as a site.

- The county has had significant growth in the Latino population. With only one exception, the counties that are included have experienced increases in the Latino population that range from 50 to 163 percent. The one county that does not have an increase in this population (St. Francis) has a 56 percent child poverty rate and is significantly underserved. As such, it remained as a site despite the decrease.
- The county contains school districts that have been targeted by the ADE for improvement. Each county contains school districts that include "Priority" or "Focus" schools as determined by ADE.
- The county has low KEA scores. The average percentage of children scoring "developed" across the six measures of the KEA ranges between 35 percent and 54 percent, suggesting a significant number of children (approximately half to two-thirds) are *not* meeting developmental expectations by kindergarten entry. These sites will benefit from the expansion of high-quality preschool sites and the state expects an increase in these school readiness rates as a result of the grant funding.

In addition, the counties chosen not only best meet the selection criteria but are also widely dispersed across the state. As such the sites not only provide good geographic representation from an urban/rural perspective but also provides good representation across the state's different regions. Figure D.1 provides a graphic representation of where the proposed sites are located in the state.

Figure D.1 Proposed High-Need Counties for Expansion/Improvement

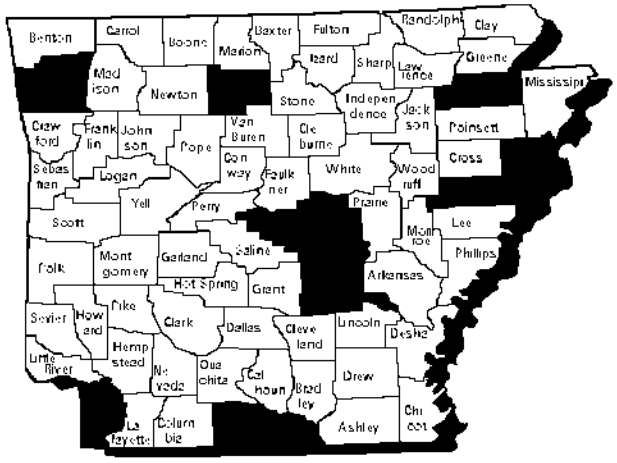

Table D.1. Key Characteristics of Selected Sites for Inclusion in Preschool Development Grants—Expansion Grants Program

Urban/ Rural	County	Pop. Density (pop/sq mi)	School District Site	Child Poverty Rate (Under 5)	Change in Child Poverty Since 2000	4 Year-Olds Below 200% of Poverty	Children in Head Start and ABC	Number and Percent Unserved (age 4)	School District Designation	Hisp. Pop. Growth by Cty 2000-11	KEA Score
Urban	Pulaski	503.8	Little Rock	27.4%	26.6%	3,854	2,191	1,663 (43.1%)	Priority	163%	49.05%
			North Little Rock						Focus		53.50%
			Pulaski Cty Special						Priority/Fisc Distress		49.37%
	Washington	215.6	Fayetteville	28.9%	73.1%	2,570	1,006	1,564 (60.9%)	Focus	154%	49.50%
			Springdale						Priority		51.13%
	Craighead	136.4	Jonesboro	35.2%	69.1%	1,085	553	532 (49%)	Focus	163%	35.22%
Rural (Non-Metropolitan)	Lonoke	88.7	Cabot	24.9%	53.7%	617	337	280 (45.4%)	Focus	161%	49.18%
	Miller	69.5	Texarkana	34.5%	3.4%	532	186	346 (65%)	Priority	108%	41.74%
	Crittenden	83.5	Marion	43.1%	12.9%	769	447	322 (41.9%)	Focus	50%	52.77%
	Jefferson	88.9	Watson Chapel	39%	-2.7%	953	705	248 (26%)	Focus	61%	39.17%
Rural -Geog. Isolated	Union	40.1	El Dorado	37.4%	6.6%	519	317	202 (38.9%)	Focus	199%	49.21%
	St. Francis	44.5	Forrest City	56.5%	-1.4%	441	152	289 (65.5%)	Priority	-17%	54.08%
	Scarcy	12.3	Ozark	32.5%	7.7%	191	79	112 (58.6%)	Focus	58%	53.17%

It is important to note that although this may seem like a large number of counties, each county has an ABC infrastructure in place so improvement and expansion can be implemented efficiently despite the large number of sites. This point will be made clear in Section G. In addition, since the selection committee wanted to give equal weight to urban and rural counties (which serve fewer children), it required a larger number of counties to ensure that a maximum number of children could be served with the grant allocation. A detailed description of each specific county is contained below.

Pulaski County: Pulaski County is an urban county located in the center of the state. It is the state's most populated county and contains the city of Little Rock, the state capitol. The county is home to three of the state's largest school districts: Little Rock, North Little Rock and Pulaski County Special. Approximately seven percent of the county's 382,748 residents are under the age of five and 27.4 percent of those under five are living in poverty. Roughly (b)(4) preschool children are being served through a combination of ABC and Head Start programs in the county. The Little Rock School District operates (b) elementary schools with ABC programs and also runs a stand-alone early childhood center. North Little Rock School District has one prekindergarten program with (b) children. Pulaski County Special School District has a dedicated ABC preschool. The Department of Family & Preventative Medicine at the University of Arkansas is located in Little Rock, which is a major early child professional development partner and also is contracted to monitor early care and education programs in the state's TQRIS. In this county, the state is proposing (b)(ABC improvement slots and (b) ABC expansion slots and has MOUs with 18 high-capacity organizations that will apply to be Subgrantees.

Washington County: Washington County is an urban county located in the northwest region of the state. It is the state's third most populated county and is home to eight school districts. The Fayetteville and Springdale districts are the largest in county as well as the two fastest growing school districts in the state. Springdale has the largest concentration of dual language learners (DLLs) in the state with 60 percent of children speaking a language other than English (primarily Spanish) in their home. Springdale was one of five school districts in the country to win a Race to the Top Grant in 2013 ($25.9 million), and recently received a visit from the staff of the White House Initiative on Educational Excellence for Hispanics to highlight the district's innovative work to support DLLs. Approximately 7.4 percent of the county's 216,410 residents are under the age of five and 28.9 percent of those under five are living in poverty. Roughly 2,011 preschool

children are being served through a combination of ABC and Head Start programs in the county. The Springdale preschool program currently serves (b) students at (locations. The Fayetteville District has a school that serves roughly (b)(children enrolled in prekindergarten through 7th grade. Washington County also contains a campus of the University of Arkansas, which serves as an early childhood professional development hub in the area and provides training statewide on the early learning and development standards. In this county, the state is proposing (b) ABC improvement slots and (b) ABC expansion slots and has MOUs with 7 high-capacity organizations that will apply to be Subgrantees.

Craighead County: Craighead County is an urban county located in the northeast region of the state. It contains the city of Jonesboro, the primary county seat. The county is home to eight school districts with Jonesboro School District being the largest. Approximately 6.9 percent of the county's 101,488 residents are under the age of five and 35.2 percent of those under five are living in poverty. Roughly (b)(4) preschool children are being served through a combination of ABC and Head Start programs in the county. The city of Jonesboro is also home to Arkansas State University (ASU), an important early childhood professional development partner. ASU is the largest early childhood professional development contractor in the state, providing training and technical assistance statewide. In this county, the state is proposing (b) ABC improvement slots and (b) ABC expansion slots and has 3 MOUs with high-capacity organizations that will apply to be Subgrantees.

Lonoke County: Lonoke County is a rural county located in the center of the state. Cabot is the largest city in the county and the city of Lonoke is the county seat. The county is home to four school districts with Cabot School District being the largest. Approximately 6.8 percent of the county's 70,753 residents are under the age of five and 24.9 percent of those under five are living in poverty. Roughly (b)(preschool children are being served through a combination of ABC and Head Start programs in the county. There are 13 preschool classrooms in Cabot serving (b) four year old children. In this county, the state is proposing (b ABC improvement slots and (b)(ABC expansion slots and has 1 MOU with a high-capacity organization that will apply to be a Subgrantee.

Miller County: Miller County is a rural county located in southwest Arkansas. It contains the city of Texarkana, the primary county seat. The county is home to three school districts with Texarkana School District being the largest. Approximately 7.3 percent of the county's 43,402 residents are

under the age of five and 34.5 percent of those under five are living in poverty. Roughly (b)(preschool children are being served through a combination of ABC and Head Start programs in the county. In this county, the state is proposing (b ABC improvement slots and (b)(ABC expansion slots and has 1 MOU with a high-capacity organization that will apply to be a Subgrantee.

Crittenden County: Crittenden County is a rural county located in eastern Arkansas and part of the Arkansas delta bordering Tennessee. It contains the city of Marion, the primary county seat. The county is home to three school districts with Marion School District being the largest. Approximately 8.4 percent of the county's 49,746 residents are under the age of five and 43.1 percent of those under five are living in poverty. Roughly (b) preschool children are being served through a combination of ABC and Head Start programs in the county. In this county, the state is proposing (b ABC improvement slots and (b ABC expansion slots and has 1 MOU with a high-capacity organization that will apply to be a Subgrantee.

Jefferson County: Jefferson County is a rural county located in the center of the state. It contains the city of Pine Bluff, the primary county seat. The county is home to four school districts with Watson Chapel School District being the largest. Approximately 6.2 percent of the county's 73,191 residents are under the age of 5 and 39 percent of those under 5 are living in poverty. Roughly (b)(4) preschool children are being served through a combination of ABC and Head Start programs in the county. The county is home to the University of Arkansas at Pine Bluff and Southeast Arkansas College. In this county, the state is proposing (b ABC improvement slots and (b) ABC expansion slots and has 3 MOUs with high-capacity organizations that will apply to be Subgrantees.

Union County: Union County is a rural county located in the center of the state. It contains the city of El Dorado, the primary county seat. The county is home to six school districts with El Dorado School District being the largest. Approximately 6.4 percent of the county's 40,694 residents are under the age of 5 and 37.4 percent of those under 5 are living in poverty. Roughly (b) preschool children are being served through a combination of ABC and Head Start programs in the county. In this county, the state is proposing (b ABC improvement slots and (b) ABC expansion slots and has 2 MOUs with high-capacity organizations that will apply to be Subgrantees.

St Francis: St. Francis County is a rural county located in eastern Arkansas and part of the Arkansas Delta bordering Tennessee. It contains the city of Forrest City, the primary county seat. The county is home to three school districts with Forrest City School District being the largest. Approximately 6.5 percent of the county's 27,260 residents are under the age of 5 and 56.5 percent of those under 5 are living in poverty. Roughly (b) preschool children are being served through a combination of ABC and Head Start programs in the county. Forrest City has one dedicated ABC Preschool. In this county, the state is proposing (b) ABC improvement slots and (b) ABC expansion slots and has 1 MOU with a high-capacity organization that will apply to be a Subgrantee.

Searcy County: Searcy County is a rural county located in northern Arkansas bordering Missouri. It contains the city of Marshall, the primary county seat. The county is home to two school districts with Ozark Mountain School District being the largest. Approximately 4.9 percent of the county's 8,203 residents are under the age of 5 and 32.5 percent of those under 5 are living in poverty. Roughly (b)(preschool children are being served through a combination of ABC and Head Start programs in the county. In this county, the state is proposing (b) ABC improvement slots and (b) ABC expansion slots and has 4 MOUs with high-capacity organizations that will apply to be Subgrantees.

D(2) Extent to Which Each Community is Currently Underserved

As noted above, each county chosen for inclusion either has one of the highest percentages or one of the highest numbers of children underserved in each of the three geographic categories. Columns 7 and 8 of Table D.1 above provide the number of eligible four-year-olds in the county using the 2011 American Community Survey data from the Census Bureau and the number of four-year-old children served in Head Start and ABC using 2013 Program Information Report data from Head Start and 2013 ABC administrative data. Column 9 presents the number and percentage of children who currently are unserved in each county. The number of unserved children ranges from 79 four-year-olds in Searcy County to over 2,000 in Pulaski. It is important to note that the percentage of children unserved in Searcy (58.6 percent) is actually larger than that of Pulaski (43.1 percent), emphasizing the importance of looking at both raw numbers and percentages in making the site selections.

Final thoughts on the selection of the high-need communities

The state used its ability to define high-needs to create a set of robust measures that provided for the selection of communities that will greatly benefit from the improvement and expansion of the ABC program. It is important to note that Arkansas does not have a federally designated Promise Zone, so this condition of the application does not apply. The geographic diversity of the sites will show legislators from all parts of the state how important high-quality preschool programming is, which will play a role in the sustainability efforts for this expansion (discussed below). In addition, the growth of the Latino population in the selected sites provides the state with an opportunity to offer supports for a growing segment of Arkansas' child population that can be evaluated, improved and taken to scale across the state.

D(3) How the State conducted outreach to potential Subgrantees

Section B discussed DCCECE's unified governance structure which includes responsibility for the ABC program, the state's child care subsidy program and the state's TQRIS, as well as the organization's close relationship with the Head Start State Collaboration Office. DCCECE's position in the state has helped to establish communication networks that reach virtually every organization within Arkansas' early childhood community. Immediately after the release of the Preschool Development Grant application, the Director of the DCCECE and the State Head Start Collaboration Director began outreach meetings across the state to ensure that all interested parties were aware of this opportunity. These meetings included:

- A presentation at a statewide meeting for all local ABC programs;
- Meetings and calls with the state's Child Care Aware affiliates to ensure that the child care community was aware of the opportunity;
- A meeting with the state Head Start Association to ensure the state's Head Start programs were aware of the opportunity;
- A briefing to the Arkansas Early Childhood Commission, which includes member of the state's disability community, health and mental health professionals, and parents to ensure the Commission was aware of the opportunity and prepared to review the proposal for approval;
- Briefings for the Arkansas early childhood advocacy community and the state's higher education community

It is important to note that there are no federally recognized tribes in Arkansas so this requirement of the application is not applicable.

D(4)How the State will subgrant at least 95 percent of its federal grant award to Subgrantees

Arkansas is eligible to receive up to (b)(4) per year under this grant. The cost allocation model that is outlined in Section G increases the total per-child funding for the ABC program from (b)(4) to (b)(4) ((b)(4) in state funding + (b)(4) in local match) to make improvements consistent with the application's definition of a HQPP. This level of funding provides adequate funding for the Subgrantees to meet all of the criteria of a HQPP. Accordingly, each expansion slot funded under this application will utilize $7,830 in Federal grant funding (with (b)(4) required in local match). Each improvement slot will utilize (b)(4), which is the difference between the current state per-child funding and the increased funding level. As discussed briefly in Section A, the Federal funds will be used to improve ABC services for 558 Eligible Children per year at a cost of $2.9 million, and to expand ABC services for an additional 889 children per year at a cost of $11.6 million per year. Accordingly, the total amount of Federal funding that will be allocated to the Subgrantees for the provision of services will be an average of $14.5 million a year, or 97 percent of the total grant allocation.

In addition to the Federal funds, the State expects to receive (b)(4) in additional ABC funding per year as a result of the pending legislative actions discussed in Section B[25] and has a commitment from the Endeavor Foundation for (b)(4) per year to improve ABC programs in the Springdale area. These matching funds (plus local match) will fund an average of an additional (b)(4) children in expansion slots and (b)(4) children in improvement slots every year. Table D.2 provides the funding allocations to each of the selected sites.

[25] DCCECE and the Arkansas early childhood advocacy community are confident that a $14 million increase in annual ABC funding will be secured. Given that 49% of the state's ABC-eligible 4-year-olds live in the High-Need Communities identified in this grant (11,531 children of 23,157 total 4-year-olds living below 200% of poverty), it is anticipated that (b)(4) of this new funding would be allocated to slots in the communities identified in this grant beginning in FY15.

D(4)(a) Ambitious and achievable annual targets for expansion/improvement

Table D.4 (a) below outlines the improvement and expansion slots allocated for the sites described in D(1) above. The goal is the have all of the funding obligated for the improvement and expansion sites by March 15th, 2015 with full implementation beginning at the start of the 2015-2016 school year (mid-August). This is an ambitious goal in that the state is moving to full implementation of the grant using the earliest possible start date for serving children. The goal is achievable because the state is utilizing the current ABC infrastructure and administrative processes which have been tested and proven through three other major expansions in the last 10 years. In addition, allocation of slots in Table D.4(a) below is based on each site's need and its capacity to "absorb" the implementation and improvement slots. Additional details regarding the implementation are discussed in the Ambitious and Achievable plan below.

Table D.4(a) Improvement and Expansion Slot Allocation & Total Funding by Selected Site

Site	Improvement Slots	Improvement Classrooms	Expansion Slots	Expansion Classrooms	Federal/State Funding (Improve + Expand)
Pulaski	(b)(4)				
Washington					
Craighead					
Lonoke					
Miller					
Crittenden					
Jefferson					
Union					
St. Francis					
Searcy					
Total					

[26] This represents the total amount of funding from this grant for Year 1 ($14,439,845), the 2015 State appropriation for these sites ((b)(4)), and the (b)(4) from the Endeavor Foundation for improvement slots in Springdale (Washington County).

D(4)(b) Incorporation of expansion (b)(i) and improvement (b)(ii) slots

Section B provided an assessment how well the current ABC program currently meets the definition of High-Quality Preschool Program in this application. Although the findings of that assessment indicated that the ABC program aligns well with the definition, conforming to 10 of the 12 components, there were two components in which the ABC program could better meet the definition. These are:

1. High Staff Qualifications: In multi-classroom sites, only one lead classroom teacher is required to have a minimum of a bachelor's degree, while other teachers are required to have a minimum of an associate's degree. As a result, only 86 percent of ABC lead teachers have a bachelor's degree. In expansion classrooms, Subgrantees will be required to hire a teacher with a bachelor's degree in early childhood and an assistant teacher with associate's degree. In improvement classrooms, Subgrantees will be required to submit an implementation plan describing how this requirement will be met and will have until the end of the 2016-2017 school year to meet this requirement to allow current teachers not meeting this new requirement the opportunity to obtain their degree.
2. Comprehensive Services: There are three areas under comprehensive services that require improvement.
    a. Although the State conducts a number of screenings for children in the ABC program, dental screenings are not currently required. The State will require ABC programs to conduct dental screenings which are paid for by the higher per-child allocation to Subgrantees.
    b. In addition, while the State implements culturally and linguistically responsive family engagement strategies, the application's definition outlines a much broader concept of family engagement than what is being implemented in the ABC program. The definition is much like the *Head Start Parent, Family, and Community Engagement Framework* in that it is seeking family engagement services that support family well-being through promoting parent leadership and access to support services and parent education. To better meet the definition, the state is using funding from the W.K. Kellogg Foundation to form a state-level Family Engagement Advisory Group and Family Engagement

Framework, and has hired a parent coordinator to conduct parent leadership development. Subgrantees will also be required to hire a Family Services Manager to support families in meeting their needs at a ratio of 1 manager to 32 families. Funding for these positions is included in the increased per child allocation to subgrantees.

c. Finally, although ABC programs are required to engage in coordination efforts with other early childhood stakeholders at the local level, there has not been enough guidance, funding, or technical assistance to support the development of a birth-through-third-grade continuum of learning. The State's Ambitious and Achievable Plan to support improvement in this area is discussed in detail in Section F.

Ambitious and Achievable Plan to Improve and Expand the ABC Program

The State plans to fully implement the Ambitious and Achievable Plan articulated in Table D.4, which outlines the initial process by which the state will improve and expand the state's ABC program. This plan focuses on how and to whom the grant funding will be obligated to ensure a mid-August start for implementation. The plans discussed in Sections E and F outline the State and Subgrantee roles and how the State will support the successful implementation of the improved and expanded slots and the support of a strong birth-through-third-grade continuum.

As discussed above, given the state's procurement rules, the funding under this grant must be allocated to Subgrantees through a fair and open competition. Accordingly, the first **goal** of the State's plan to improve and expand the ABC program (See Table D.4) will be to conduct a competition for the funds. The state already holds an annual competition for ABC funding and has a standard Request for Proposals (RFP) document. This RFP will serve as the foundation of the expansion/improvement application process. DCCECE will form a committee to review the criteria for a High-Quality Preschool Program (Activity 1.1) and revise the RFP to capture information that assesses the Subgrantee's capacity to meet the higher standards and requests a plan for how the Subgrantee will meet the new requirements (Activities 1.2–1.3). Much like this Federal solicitation for Preschool Development Grant funding, the RFP will ask Subgrantees to describe the current context (foundation) in which the improvement and expansion slots will be placed. The majority of the RFP application will ask applicants to describe a concrete, detailed plan and budget for building on their current foundation to meet the higher standards of a HQPP

and successfully implement improvement/expansion slots. Specific focus will be placed on how sites will address the improvement of staff qualifications, professional development, screenings, family support, and community collaboration.

In order to ensure broad stakeholder support for the RFP and selection process, DCCECE will submit the RFP to the Arkansas Early Childhood Commission for approval (Activity 1.4). Once the RFP has been issued, the State will support potential applicants by hosting a "bidders" conference call with organizations that signed preliminary MOUs in order to clearly articulate the purpose of the RFP and to respond to questions of potential Subgrantees (Activity 1.5). As Subgrantee candidates develop their proposals (Activity 1.6), proposal review teams will be selected and trained to understand the intent of the federal Preschool Development Grant initiative and the selection criteria for Subgrantees that will ensure the effective realization of Arkansas' goals in the current proposal (Activity 1.7).

A rigorous selection process will occur in accordance with state grant-processes and procedures (Activity 1.8–1.11). Once the proposals are submitted, they will be scored, and site visits will be conducted to the organizations with the highest-scoring proposals. Final awards will be made based on the results of the site visits. Section E more fully elaborates on the MOUs that will be finalized with winning applicants (Activity 1.12).

There is a strong **rationale** for this approach beyond simply adhering to the state procurement requirements. An RFP process allows the state to clearly communicate in a very detailed way the expectations and higher standards associated with the improvement and expansion slots. The state also has the opportunity to assess the capacity of each organization that applies and the plan submitted by applicants to meet the higher standards prior to awarding any funding. The process maximizes the state's ability to use the funding efficiently. Equally important, the proposal process at the local level provides the Subgrantee an opportunity to build local stakeholder support and build the local networks that will be necessary to successfully implement the new improvement and expansion slots.

To ensure that the state meets the deadline for having signed MOUs within 90 days of the grant award, the **timeline** for the RFP process must start before Federal grants are awarded. The RFP committee will be formed immediately after the submission of this federal grant application and the process of RFP revision will take place in November (Activities 1.1–1.3). The revised RFP will be approved by the Arkansas Early Childhood Commission by December 10, 2014 and

assuming that the awards are made in early December and that Arkansas is successful, the state grant competition will start on December 15. Organizations will have approximately 45 days to write their applications, which will be due on February 1, 2015. Proposal review teams, which will be recruited and trained in January, will have two weeks to review and score the proposals with the preliminary winners decided by February 15, 2015. Site visits will be conducted to the preliminary winners, and final decisions will be made by March 1, 2015. As discussed in Section E, MOUs will be signed in the first two weeks of March prior to the 90 day deadline for MOUs.

The state will take **responsibility** for implementing the RFP process and the Subgrantees will have responsibility for proposal development. The RFP will ask specific questions about how the Subgrantee **will address the needs of Eligible Children including those who may be in need of additional supports**. DCCECE hosts an open competition for ABC funds every year to compete ABC dollars when programs close or lose their funding. As such, DCCECE has the funding for this adaption of the RFP process so it will commit any **financial resources** necessary for this process.

Table D.4: Ambitious and Achievable Plan to Expand High-Quality Preschool Programs in Each High-Need Community

Goal 1: Conduct an RFP process for improvement and expansion slots				
Activities	**Indicators of Success**	**Timeline**[27]	**Party Responsible**	**Financial Resources**
1.1 Create DCCECE working group to revise ABC RFP	Team possesses required expertise in ABC standards, comprehensive services, DLL and special needs, family engagement and community collaboration	By Oct 24, 2014 (pre-award)	DCCECE	Funded with current ABC administrative funds—part of DCCECE staff's current job responsibilities.
1.2 Review definition of high-quality preschool and host initial RFP working group meeting to plan RFP revisions	Clear understanding of alignment and gaps of ABC standards with definition of HQPP and the required content of the new RFP	By Oct 31, 2014 (pre-award)	Working group within DCCECE	Funded with current ABC administrative funds—part of DCCECE staff's current job responsibilities
1.3 Revise RFP to ensure potential Subgrantees develop improvement/expansion proposals that meet new ABC criteria at new per-child funding levels. RFP will specify number of improvement and expansion	Clearly articulate improvement and expansion slot requirements and available funding for each High-Need Community	By Nov. 30, 2014 (pre-award)	Working group DCCECE	Funded with current ABC administrative funds —part of DCCECE staff's current job responsibilities.

[27] Timeline assumes a grant award date of December 15th, 2014

slots per site and the maximum amount of funding.				
1.4 Submit RFP to Arkansas Early Childhood Commission for approval	Approved RFP	By Dec 10, 2014	DCCECE	No cost—part of the Commission's assigned responsibilities
1.5 Issue RFP and host "bidders" conference call with organizations that signed MOUs	Clearly articulate purpose of RFP, responsive to potential Subgrantee questions	Dec. 15, 2014 (contingent on award)	DCCECE	Funded with current ABC administrative funds
1.6 Subgrantees develop and submit applications	High-quality proposals that clearly outline Subgrantee capacity and include plan to build on capacity to successfully implement improvement/expansion slots	Proposals due Feb. 1, 2015	Subgrantee	Funded by Subgratee
1.7 Establish and train multiple proposal review teams for quick turnaround of proposals	Reviewers who understand the intent of the federal Preschool Development Grant initiative, Arkansas' proposal, and can objectively select the Subgrantees that will be most successful in implementation	By Feb. 1, 2015	DCCECE	Funded with current ABC administrative funds

1.8 Conduct proposal review in accordance with state grant making processes and procedures.	Fair and objective review process that results in the selection of Subgrantees that will be most successful in implementation.	Feb 1–14, 2015	DCCECE	Funded with current ABC administrative funds
1.9 Choose preliminary winners.	Preliminary winners choose.	Feb 15, 2015.	DCCECE	No cost.
1.10 Conduct site visits to determine final score.	Validation of winning proposals.	Feb 16–28, 2015	DCCECE	Funded with current ABC administrative funds
1.11 Choose final winners.	Final winners chosen.	Mar. 1, 2015	DCCECE	No cost.
1.12 Finalize MOUs.	See Section E.			

D(5) How the State, in coordination with Subgrantees will sustain HQPPs

The projects proposed in this application bring together funding from federal, state, local, and philanthropic sources to further enhance the State's ECE system infrastructure and fund a significant number of ABC improvement and expansion slots. As discussed in Section B, there is a great deal of momentum within the Arkansas legislature to increase ABC program funding and the state is confident that once state funders see the impact of this grant on Arkansas' children, families, and communities, the funding will be sustained. Below, the State's plan for sustainability is discussed.

Ambitious and Achievable Plan to Sustain High-Quality Preschool Programs

The State's plan for sustainability—as articulated in Table D.5—focuses on documenting the success of the HQPPs funded by the grant, identifying all sources of traditional and non-traditional sustainability funding, and engaging the stakeholder community to educate funders on the positive impact of the grant and the implications of losing the federally funded slots. The location of the High-Need Communities across the state will give high visibility to the impact of the grant funding. As such the first goal of the plan will be to document the positive impacts of the funding and identify sources of sustainability funding. The State will begin by creating a sustainability task force (Activity 1.1). The taskforce will include all perspectives that are important to making the case for sustainability including state administrators, advocates, researchers, Subgrantees, participating families, and other community stakeholders. The task force will work to build a body of evidence for the impact of the preschool programming funded by the grant that includes process measures (number of children served, creation of a birth-to-third grade continuum of learning in each community, etc.) as well as analysis of program data including *Work Sampling System*, KEA data, parent satisfaction survey data, and classroom quality scores; and parent and community stakeholder testimonials (Activity 1.2) . The task force will then identify all possible sources of sustainability funding from both traditional (e.g., additional funding from legislature, opportunities to leverage other federal funding) and alternative sources (e.g., philanthropic funding, Social Impact Bonds, Pay-for-Performance models) that will be the target of funding "asks" (Activities 1.3 and 1.4)

The second goal will be to make successful funding asks by conducing outreach to funders using the evidence accumulated in Goal 1. The advocacy community—in conjunction with DCCECE—will use the evidence gathered to create briefing materials (e.g., research briefs,

testimonials, talking points) to communicate the impact of the grant to funders using compelling, multi-perspective narratives that convey the positive impact of ABC improvement and expansion (Activity 2.1). These materials would then be used as part of an outreach strategy to potential funders, including the legislature (Activity 2.2). These asks may come in the form of legislative budget requests, grant proposals to Foundations, the creation of Social Impact Bonds, or other funding requests depending on the sources uncovered in the review of potential funding sources (Activity 2.3).

As articulated in Table D.5, the **responsibility** for these activities would be taken on largely by the state's early childhood advocacy community, led by Arkansas Advocates for Children, with the support of DCCECE. It is important to note that the letters of support from the advocates in this grant application include a commitment to help find ways to support the sustainability of this grant funding after the grant period.

With regard to the **timeline** for the sustainability plan, the efforts around sustainability would begin one year after implementation of the improvement and expansion slots. By November 15, 2016, KEA, *Work Sampling System*, classroom quality assessments, and other sources of data on the children and classrooms that were part of the improvement and expansion funding for 2015–2016 school year (1st year of implementation) will be available. It would be at that point that responsible parties taking part in this effort would begin to tell the story about the grant funding. Briefs would be written, testimonials gathered, and sources of funding identified between November 15, 2015 and February 1, 2015. The **rationale** around the timing is that the evidence-building activities need to be completed in time for the 2017 legislative session in order to be a part of the budget and legislative discussions of that session. These activities would take place as part of the traditional responsibilities of the advocates so no **financial resources** from the grant would be used in this effort. The goals and activities that will take place to sustain the funding will ensure that adequate support is provided to meet the **needs of Eligible Children including those who may be in need of additional supports.**

Table D.5: Sustainability plan to sustain High-Quality Preschool Programs after grant period

Goal 1: Build body of evidence for grant funding and identify sources of sustainability funding				
Activities	**Indicators of Success**	**Timeline**[28]	**Party Responsible**	**Financial Resources**
1.1 Create sustainability task force	Team includes all perspectives necessary to make the case for sustainability	Initiated Oct 1, 2016	Arkansas Advocates for Children/ DCCECE/ Subgrantees/	Current role of advocacy community—advocacy organizations will use their own funding
1.2 Inventory accomplishments with grant funding, including improvement/expansion of ABC program and state system supports like workforce development supports and monitoring	Compelling list of accomplishments by State and Subgrantees and documented impact of improvement and expansion slots	By February 1, 2017	Arkansas Advocates for Children and advocacy community	Current role of advocacy community—advocacy organizations will use their own funding
1.3 Review potential federal and state funding sources to sustain ABC expansion, including additional funding from legislature	Federal and state sources of sustainable funding identified	By Feb 1, 2017	Arkansas Advocates for Children and advocacy community	Current role of advocacy community—advocacy organizations will use their own funding

[28] Timeline assumes a grant award date of December 15th, 2014.

1.4 Review alternative sources of funding like philanthropic funding, Social Impact Bonds, and Pay-For-Performance models	Alternative sources of sustainable funding identified	By Feb 1, 2017	Arkansas Advocates for Children and advocacy community	Current role of advocacy community—advocacy organizations will use their own funding
Goal 2: Conduct outreach to funders using evidence and make successful funding requests				
Activities	**Indicators of Success**	**Timeline**[29]	**Party Responsible**	**Financial Resources**
2.1 Create briefing documents including research briefs, testimonials, and talking points for advocates	Compelling, multi-perspective narrative of positive impact of ABC improvement and expansion slots	By Feb 1, 2017	Arkansas Advocates for Children and advocacy community	Current role of advocacy community—advocacy organizations will use their own funding
2.2 Conduct outreach to legislature/philanthropic community and educate them on impact of funding and implications of loss of funding	Statewide awareness of grant funding "cliff"; Broad support for sustainability funds	Ongoing after February 1, 2017	Arkansas Advocates for Children and advocacy community	Current role of advocacy community—advocacy organizations will use their own funding
2.3 Make funding requests	Sustainability funding obtained	Ongoing after Feb 1, 2017	Arkansas Advocates for Children and advocacy community	Current role of advocacy community—advocacy organizations will use their own funding

[29] Timeline assumes a grant award date of December 15th, 2014

E. Collaboration with Each Subgrantee and Ensuring Strong Partnerships

DCCECE has a strong working relationship with the state's ABC providers. While DCCECE does regulate and oversee these programs, the Division works hard to ensure that the relationship with each program is reciprocal and collaborative. DCCECE takes no role more seriously than that of supporting the success of its provider partners. There are a number of touch points throughout a program year in which DCCECE and ABC programs work together using a continuous improvement framework. These touch points include the yearly process of funding renewal, on-site monitoring, and statewide meetings of ABC staff. State-level ABC program specialists use these opportunities to review program data including licensing reports; ABC compliance reports; and *ECERS-R* and TQRIS ratings scores. Program specialists work with ABC providers to examine these data, develop improvement plans, and connect to the appropriate professional developmental opportunities. This culture of collaboration, support, and continuous improvement will also apply to the relationship with the Subgrantees who are implementing the improvement and expansion slots funded under this grant.

E(1) Roles and responsibilities of the State and Subgrantee in implementing the project plan

The State has signed preliminary MOUs with all of the potential Subgrantees that will apply to serve children under this grant. These MOUs clearly specify the allocation of the roles and responsibilities of the State and Subgrantee, as well as the responsibilities that they will share. DCCECE as the lead agency will have fiduciary responsibility for the grant funding, will work with the Subgrantee on its budget, and award the funding in a timely manner. DCCECE will provide frequent updates on the status of the grant and work to coordinate and create learning communities across the Subgrantees. The State will also support the Subgrantees by identifying and making available professional development opportunities, engage with them in a continuous improvement process, and monitor their implementation.

The Subgrantees will agree to implement the final scope of work that will be negotiated after the grant is awarded; effectively administer the improvement and expansion slots; and monitor all the sites where children funded under this grant are placed. The Subgrantee will also actively participate in meetings and technical assistance organized by the state or Federal government; share lessoned learned; participate in any evaluations conducted by the State, ED or HHS; provide researchers with data where appropriate; implement culturally and linguistically responsive outreach and communication; minimize administrative costs; and partner with other

early childhood providers in the community, including the Local Education Agency (LEA). (See the MOUs contained Appendix D.1.1 for a full listing of the individual and shared responsibilities of the State and Subgrantees). In addition to having clearly defined roles, it is also important that they are communicated effectively. Accordingly, the State's Ambitious and Achievable Plan in this area focuses on how the roles and responsibilities in the MOU will be finalized and effectively communicated.

Ambitious and Achievable Plan to Ensure a Clear Allocation of Responsibilities

Table E (at the end of this section) provides an Ambitious and Achievable Plan for fully meeting all of the criteria in the section. As articulated in Goal 1, the State will have finalized, signed MOUs with each Subgrantee within 90 days of the grant award (Activity 1.1). After MOUs are finalized, the State will host a statewide gathering of the Subgrantees as a "kickoff" meeting for the grant (Activity 1.2). The rationale for meeting is that the State wants to bring together the Subgrantees to build momentum for the success of the initiative and ensure consistent messaging of the responsibilities as the first step toward consistent implementation of the initiative. The meeting will take place within one month of the Subgrantee grant award (by April 13, 2015). The State will also require that Subgrantees develop implementation plans and will create a template to ensure the proper elements are addressed and that there is consistency across the Subgrantees (Activities 1.3 and 1.4). Implementation plans will be developed in consultation with the local School Readiness Teams (existing community-based groups with representation across the birth–third-grade continuum). The State will then review and approve the implementation plans by July 31, 2015, asking Subgrantees to make revisions if necessary (Activity 1.5). This work will be handled by two new ABC program staff, with the financial resources accounted for these positions in Section G.

E(2) How HQPPs will be implemented

The RFP process described in Section D and the development and approval of implementation plans discussed above speak to the implementation and coordination of the Subgrantees in implementing HQPPs under this criterion. The capacity and existing infrastructure of the organizations that will apply to be Subgrantees is exceptionally high. As discussed in Section B, the state uses two key variables to measure an organization's ability to implement an ABC program—its TQRIS rating and *ECERS-R* score. In order to be an ABC provider, the organization must be at the highest level of the state's TQRIS and have an average *ECERS-R* score greater than

five. Table E.2 below provides the TQRIS level of all of the organizations with which the State has a preliminary MOU, as well as that organization's average *ECERS-R* score. All but three organizations are current ABC providers. Nearly all are at the highest level of the State's TQRIS with no programs having an *ECERS-R* score below a five. In some cases, programs new to ABC like *Save The Children* will not yet have been rated and will have to be rated prior to receiving a subgrant. Given the high quality levels seen in Table E.2, the Subgrantees will have the capacity to implement the improvement and expansion slots. In addition, the RFP process (including the site visit) will be used to ensure that programs have the infrastructure to serve the number children they propose to serve in their application. Taken together, the 45 organizations who have submitted MOUs for this proposal have the capacity to serve an additional (b)(4) across (b) classrooms (less than three additional classrooms each, on average) and improve (b)(4) slots across (b) of their current classrooms.

E(3) How the State will ensure that each Subgrantee minimizes local administrative costs

The ABC regulations require that no more than 15 percent of local program costs be spent on program administration. This policy has been in place since the program started in 1991 and is widely known and accepted by ABC programs. This percentage is considered an industry standard and is consistent with the limitation that the federal Head Start program places on administrative costs.

There are a number of ways in which the State will ensure that Subgrantees minimize local administration costs in this way (See Goal 3 of Table E). First, DCCECE and the Office of the CFO will communicate the pre-existing cap of 15 percent on administrative costs to all applicants for improvement/expansion funding. When organizations respond to the RFP to become a Subgrantee, the proposal must contain a budget section that will be evaluated by the review team (Activity 3.1). The State per-child allocation to the Subgrantee ((b)(4)) includes administrative costs of 15 percent (see section G). The RFP solicitation to Subgrantees will include instructions that the State per-child allocation in the Subgrantee budget be (b)(4) and that administrative costs are already included in this per-child allocation (Activity 3.2). The scoring of the budget section will reflect that this cap on administrative costs is met. In addition, after the funding has been awarded the cap on administrative costs will be reinforced through the MOUS agreement and at the Subgrantee kick-off meeting. Finally, ABC grantees receive a year fiscal audit and compliance to this cap regulation will be monitored as part of this yearly financial review (Activity 3.3).

Table E.2: Organizational Capacity/Quality of Potential Subgrantees

COUNTY	ORGANIZATION	TQRIS Level	Current ABC Provider	Average *ECERS-R*
Pulaski	In His Image Youth Development Center, Inc.	Entry	Yes	5.42
	Little Rock School District	Highest	Yes	6.29
	Quality Child Care	Entry	Yes	5.3
	Scholastic Academy	No Rating	Yes	6.02
	Touched by an Angel	Entry	Yes	6
	Bright Beginnings/North Little Rock	Entry	Yes	5.17
	Leap Forward Academy	Highest	Yes	5.6
	Little Scholars Academy of Maumelle	Entry	Yes	5.4
	North Little Rock School District	Highest	Yes	5.69
	Caraco, Inc., DBA Kareer Kids	Entry	Yes	5.31
	DREAM - Jody Abernathy	Entry	Yes	5.88
	Emmanuel Learning Center	Highest	Yes	5.7
	Kid to Kid Child Dev. Center, Inc.	Highest	Yes	6.07
	Lil Motivators Academy	Entry	Yes	5.09
	Lil Treasures Learning Academy	Highest	Yes	5.3
	London Bridges Child Care	No Rating	Yes	5.44
	My First School Jacksonville Inc.	Entry	Yes	5.61
	Pulaski Co. Special School District	Highest	Yes	5.93
Washington	Fayetteville School District	Highest	Yes	5.86
	Prism Education Center	Entry	Yes	No Rating
	Small Fry Preschool FHDC	Entry	Yes	5.27
	EOA of Washington County	Highest	Yes	5.53

	Laura Lantz dba Happy Days FHDC	Highest	Yes	5.22
	Little Kids Preschool Inc.	No Rating	Yes	5.55
	Springdale School District	Highest	Yes	5.98
Craighead	ASU Programs for Children and Families in the Delta	Highest	Yes	6.62
	Jonesboro School District	Highest	Yes	5.33
	Kids Place Learning Center - KidSpot	Entry	Yes	6.07
Lonoke	Cabot Public Schools	Highest	Yes	5.88
	Community Action Program for Central Arkansas	No Rating	No	No Rating
Miller	Texarkana Arkansas School District #7	Highest	Yes	5.07
Crittenden	Arkansas Early Learning	No Rating		
	Crowley's Ridge Education Cooperative	Highest	Yes	6.07
Jefferson	Academy of Learning, Inc.		Yes	5.47
	University of Arkansas at Pine Bluff	Highest	Yes	5.49
	AR River Education Service Cooperative HIPPY	No Rating	Yes	
Union	Families and Children Together	Highest	Yes	6.07
	South AR Dev Center for Children/Fam	Highest	Yes	5.56
St. Francis	Forrest City School District	Highest	Yes	5.17
	Save The Children, Head Start	No Rating		
	Save the Children, Head Start Western Arkansas	No Rating		
Searcy	Ozark Opportunity, Inc.	Highest	No	

	OUR Cooperative CB	Highest	Yes	5.98
	Searcy Co. School District	Highest	Yes	5.79
	Friendship Community Care	Highest	Yes	5.74

E(4) How the State and Subgrantee will monitor the Early Learning Providers

It is the State's responsibility to monitor ABC programs. Sections A, B and C have discussed the State's exceptional monitoring system and the Ambitious and Achievable Plan under Section C(2)(a) discusses how the State ultimately will implement a new classroom quality measure that better measures the quality of teacher-child interactions and will add a measure of parent satisfaction to their monitoring and continuous improvement process (Activity 4.1). As discussed, to meet the definition of HQPP, the State need to will develop new program requirements that include requiring a teacher with a bachelor's in early childhood in *every* classroom, dental screenings, and the hiring of a Family Service Manager to improve family protective factors. Accordingly, the final monitoring piece to ensure that early learning providers are delivering a HQPP involves activities that support ABC compliance monitoring..

Goal 4 in Table E outlines the activities for the revision and changes to the monitoring process. First, two new ABC program monitoring staff will be hired, an ABC Data Analyst and a new ABC Program Specialist (Activity 4.2). These individuals will be hired immediately following the grant award to help with the RFP process and implementation plans prior to providing additional capacity for monitoring. The job responsibilities are as follows:

ABC Data Analyst. The Data Analyst will be housed within the DCCECE. This position will be responsible for ABC data collection, management, and report production. This includes compiling and analysing data to determine trends. This individual will write various monthly, quarterly, and annual reports, explaining findings of research, and prepare and present summaries and analyses of data, describing methodology and results. The Data Analyst will make recommendations regarding program improvements in ABC based on data. This position requires someone with the knowledge of methods and techniques of compilation of research and statistical data; knowledge of the principles and practices of statistical research; ability to plan and execute research projects, developing specific goals and plans. In addition, the position requires someone with a bachelor's degree in mathematics or related field..

ABC Program Specialist. This position will be housed within DCCECE. This position will monitor new ABC programs to determine compliance, and training or resource needs of HQPP programs. The Program Specialist will conduct needs assessment to determine training activities or to determine areas requiring additional resources and new program implementation. This individual will provide guidance and support to programs through research, supervision, and

liaison activities. The Program Specialist will draft policies and procedures for program implementation; interpret policies and procedures to facilitate service delivery and program performance; monitor progress of program objectives that affect the quality and level of services provided and the program's success; provide technical assistance to providers; and make referrals for external professional development and technical assistance as needed.

Next the ABC monitoring protocol will be revised to incorporate the new program requirements. This revision will take place over the summer of 2015 and involve the committee that came together to revise the RFP (Activity 4.3). The staff will be trained on the new protocol to ensure validity and inter-rater reliability by November of 2015 so they can begin working with programs only short time after the start of program implementation (Activity 4.4). These changes to ABC compliance monitoring in addition to the other monitoring changes outlined earlier in the proposal will ensure that the Subgrantees are delivering HQPPs.

E(5) How the State and Subgrantee will coordinate plans.

DCCECE has a strong communication infrastructure in place that supports the coordination of all aspects of the ABC program. The State communicates and coordinates with ABC programs through staff visits to program, information notices, and the communication options in the ABC child management system, *Child Outcome, Planning and Administration* (COPA), and *The Work Sampling System*. Assessment is coordinated through the required use of *Work Sampling* for observation-based assessment in ABC programs. DCCECE holds and pays for the contract for the online version of *Work Sampling*, which ABC programs use at no cost to them. Programs are required to share assessment data with the State and the State's contract with *Work Sampling* allows DCCECE to pull child assessment data on any program at any time. With regard to the coordination of curriculum and instructional materials, DCCECE has conducted a curriculum review and has established a list of approved curricula for use in ABC programs (see Appendix B.4.3). The State records and coordinates professional development through the Early Childhood Professional Development Registry, which tracks the training and professional development sessions attended by ABC teachers. ABC teachers receive notices through the Registry about upcoming trainings and this system supports ABC teachers in meeting training requirements. The Parent Coordinator will work closely with Subgrantees and Family Service Workers as needed to coordinate family engagement efforts and the *Arkansas Family Engagement Framework* being developed (described in Section C(1)(i)) will provide an overarching vision and set of strategies

to facilitate family engagement efforts at the local level. Furthermore, the School Readiness Teams (SRTs) described in Section F are important resources for coordination efforts. In addition to working with the Parent Coordinator and other state-level staff, these regional committees participate in an annual School Readiness Summit, which is an important forum for state–local communication and a chance for SRT members to engage in peer learning and networking and engage in inter-community communication.

Goal 5 in Table E describes how the State will update its communication infrastructure to include the Subgrantees added as part of this project. While most of the Subgrantees will be current ABC providers, the State will add Subgrantees that are new to the State's ABC listserv, COPA, and *Work Sampling* systems to ensure effective coordination (Activities 5.1 and 5.2). The State will use this opportunity to disseminate the approved curriculum list to all Subgrantees as well as the approved list of screening instruments (Activities 5.3 and 5.4). As described above, ABC programs are required to share *Work Sampling* assessment data with the State. As part of the MOUs described in Goal 1.1 of this Section, the State will ensure that Subgrantees are aware of and commit to this data sharing agreement (Activity 5.4).

E(6) How the State and Subgrantee will coordinate, but not supplant, delivery of HQPPs

Five strategies will be employed to ensure that the State and Subgrantee will coordinate, but not supplant funding for the delivery of High-Quality Preschool Programs. Each of these strategies is either part of the existing ABC standards or is proposed in one of the Ambitious and Achievable Plans described in this application. First, the State will include a non-supplantation section in the RFP for the Subgrantee competition. Second, the State with include a non-supplantation clause as part of the final MOU signed with Subgrantees. Third, the State will look for coordination of local funding as part of the local MOUs that Subgrantees develop as part of their participation. Fourth, the state will use the monitoring process to ensure that there is coordination and not supplantation of funding. Fifth, as outlined in Sections E(10) and F(1), Subgrantees will be establishing collaborative relationships with other early learning providers in their community and will engage in practices such as resource pooling, shared professional development, and joint recruitment and outreach efforts.

E(7) How HQPPs services will be delivered within economically diverse, inclusive settings

Although only children from families below 200 percent of poverty are eligible to participate in the ABC program, these children are served within a mixed-delivery system of

providers who also serve higher-income children. Within this mixed-delivery system, there are a number of ways in which the State promotes economically diverse and inclusive settings. First, the State only allows high-quality providers to serve ABC children, which are often the same programs in which higher-income families wish to place their children. The high TQRIS and *ECERS-R* quality thresholds for the ABC program ensure the high-quality of ABC providers and also provide valuable information to private-pay parents about the quality of the programs. In addition, the State will include as part of the RFP a "competitive priority" for applicants to describe how they will promote economic diversity in their classrooms.

E(8) How children who may need additional supports will be served in HQPPs

With regard to inclusive settings, the State provides the standards, supports, and monitoring to ensure that all children can benefit from the ABC program. Inclusion is typically measured using three dimensions—access, participation, and the presence of an infrastructure of supports.[30] ABC providers have a strong history of success serving Eligible Children who may need additional support. The current ABC standards require that programs serve children regardless of disability and make children with special needs categorically eligible for the program (Section 4-1 of the ABC Program Manual). The State provides clear guidance and monitoring on this requirement and the average number of children with special needs participating in the ABC program is over 3,000.[31] The ABC standards require accommodations and supports for all participating children in order to participate in learning activities.

Arkansas utilizes many collaborative partnerships to ensure supports to families who are dual language learners and/or have children with special needs. Children who have special needs are offered services through regional early childhood education service cooperatives. Families are provided due process protections and service supports to assist in accessing needed services. Interpreter services are provided as necessary to support dual language learners and their families. A network of early childhood mental health services providers assist as necessary in

[30] DEC/NAEYC. (2009). *Early childhood inclusion: A joint position statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC).* Chapel Hill: The University of North Carolina, FPG Child Development Institute.

[31] Arkansas Better Chance FAST FACTS:
http://humanservices.arkansas.gov/dcccce/abc_docs/ABCFastFacts2012.pdf

providing supportive services to children and families as needed. The new Family Service Manager positions will be key in helping connect families to needed services. As part of the monitoring process, the State will ensure that Subgrantees are accessing these supports to the maximum extent possible.

E(9) Culturally and linguistically responsive outreach and communication efforts

Ensuring that each Subgrantee implements culturally and linguistically responsive outreach and communication to hard-to-reach families, as well as family engagement strategies that go beyond "parental involvement" to promote family well-being are key aspects of the State's preschool improvement and expansion initiative. As discussed in Section D, a key criterion for inclusion as a site was the diversity of the county. With only one exception, each High-Need Community included in this project has experienced significant growth in their Latino population over the last 10 years. As discussed in Section B, ABC standards require that programs be fully inclusive and that they engage parents in the process of their children's education. The State believes that these regulations, the state-level family engagement initiative discussed in Section C funded by the W.K. Kellogg Foundation, and the initiatives described in Section F to build a strong birth-through-third-grade continuum provide a strong foundation on which to build an Ambitious and Achievable Plan related to outreach and family engagement.

For the plan, the State draws upon the best practices and "toolkits" of other states with larger foreign-born populations and the work of Linda Espinosa, the country's foremost expert in supporting dual language learners and their families. Goal 6 in Table E articulates the activities needed to be successful in this area. The State will begin by sharing data from its yearly needs assessment of ABC programs on each county's hard to reach population (Activity 6.1). This activity can be accomplished quickly as these data were compiled and analyzed to prepare this application. Indeed, data will be provided to potential Subgrantees prior to the grant award such that Subgrantee applicants can use the data to prepare their responses to the RFP and plan for potential outreach efforts. Next, the State will take advantage of the fact that it must conduct an RFP process to select Subgrantees. It will include questions related to how the organization will conduct outreach to hard-to-serve populations and strategies for family engagement that include supporting family protective factors (Activity 6.2). Much like Illinois, the state will also develop toolkit for programs serving hard-to-reach children that provide strategies to address the logistical, philosophical, and emotional barriers that prevent the ability of programs to engage hard-to-serve

populations (Activity 6.4).[32] DCCECE staff will develop this document in close consultation with the Parent Coordinator and staff from the Head Start State Collaboration Office. This resource will be made available to early learning programs throughout the state to facilitate culturally and linguistically responsive outreach and communication efforts. The state will have a technical assistance webinar to support the use of the document and invite the ABC programs from Springdale to share ideas on effective outreach (as noted in Section D, this community has gained national recognition for their work with dual language learners). The toolkit will also be presented at the annual School Readiness Leadership/Teacher Training Summit described in Section F where local School Readiness Teams (committees tasked with supporting birth–third-grade initiatives) will learn how to apply these strategies in their communities.

Next, the state will prioritize the Subgrantees for *Welcome the Children* training, which are highly effective training sessions conducted by the University of Arkansas (Activity 6.5). The *Welcome the Children* program assists early childhood professionals to better understand diversity, appreciate cultural differences and similarities, learn strategies to support dual language learners, and promote inclusion of children with disabilities. Topics addressed in the training include: (1) *Exploring Differences within Families*; (2) *Cross Cultural Perspectives: Focus on Latin American Families*; (3) *Including Children with Disabilities in Early Childhood Programs*; (4) *Enhancing Language Development for English Language Learners*; (5) *Infants, Toddlers and Language*; and (6) *Building Skill Sets of Bilingual Personnel* (which is for bilingual interpreters who work in Pre-K programs). The training is paid for by the state and free to early childhood professionals. DCCECE will prioritize the training for the Subgrantees in the summer of 2015 to promote outreach and communication to hard-to-reach families.

To further promote family engagement, each Subgrantee will hire at least one Family Service Manager to work with the families of ABC children (Activity 6.6). The new state funding allocation to Subgrantees includes funding to hire a Family Service Manager with a maximum

[32] Illinois State Board of Education. "Hard to Reach Toolkit for Programs Serving Preschool Children." Web. Retrieved 10 October 2014.
http://www.isbe.state.il.us/earlychi/pdf/engaging_families_toolkit.pdf

caseload of 30 families. The relative small caseload[33] is required given the needs of ABC families and the role of this worker will be to connect ABC families to services that promote well-being, create peer networks of support for families, and

E(10) Strong partnerships between Subgrantees, LEAs and other Early Learning Providers

As discussed in Section B, Section 16.04 of the ABC Standards and Section 16-2 of the ABC Program Manual entitled "Community Involvement" require that ABC programs implement strategies to ensure strong collaborative partnerships by developing a Collaboration Plan with local service providers. The standards require that the ABC program collaborate, as appropriate, with the LEA, Early Childhood Special Education Cooperative, Head Start, other early care and education providers, local health entities, home visiting programs, and mental health programs. The Collaboration Plan must be written and updated periodically as the result of meetings and activities with local stakeholders that are initiated by the ABC provider. This requirement is included in the ABC monitoring protocol and programs are monitored on this standard by ABC compliance specialists.

In addition, a state initiative starting in 2012 created local School Readiness Teams (SRTs) that are charged with promoting collaborative relationships in a number of areas including transitions, professional development, resource pooling, family engagement, data, inclusion, and outreach and communication efforts. At minimum, these teams include representatives from Head Start, child care, special education, and the LEA. Section F is dedicated to describing the role of the School Readiness Teams and the State's Ambitious and Achievable Plans for strong community collaboration within a birth–third grade continuum of learning.

The program standards that require collaboration and the local SRT infrastructure that fosters collaboration together provide a strong foundation for the initiatives proposed as part of the State's Ambitious and Achievable plan for local coordination. While Section F discusses the ways in which the High-Need Communities will collaborate, for the purposes of this section, the State will ensure strong partnerships by moving beyond a plan for coordination to a more binding agreement (MOU). This will be modeled after the MOU requirement in Head Start. The **rationale** behind this **goal** is that it provides for a more formal and reciprocal relationship between ABC

[33] The Early Head Start-Child Care Partnership Funding Opportunity Announcement allowed for a maximum caseload of 40 families.

providers and community partners and the fact that community providers will have to sign the MOU ensures that there will be buy-in from the community regarding the ABC provider's collaboration efforts. Similar to the current regulations, ABC programs will be required to enter into MOUs with, as appropriate, the LEA, Early Childhood Special Education Cooperative, Head Start, other early care and education providers, local health entities, home visiting programs, and mental health programs. The state will provide a MOU template to ease the burden of drafting the MOUs. The state **activities** related to accomplishing the goal include convening a committee of state and local stakeholders to provide input on the content of the MOU, providing guidance and creating an MOU template, and offering Technical Assistance. The Subgrantees would then work on drafting and signing the local MOU agreements. Section F describes the "mapping" process through which Subgrantees will identify other local early learning programs and elementary schools that will be asked to enter into partnerships with Subgrantees. The School Readiness Teams described in Section F will be a valuable resource during this process.

Table E. Ambitious and High-Quality Plan: Ambitious and Achievable Plan to Collaborate with Each Subgrantee and Ensure Strong Partnerships

Goal 1: Specify a clear allocation of responsibilities between the State and Subgrantees				
Activities	**Indicators of Success**	**Timeline**[34]	**Party Responsible**	**Financial Resources**
1.1 Negotiate and sign final State–Subgrantee Memorandum of Understanding (MOU).	Finalized, signed MOU with each Subgrantee completed within 90 days of grant award as specified in the application	**By March 13, 2015**	DCCECE and Subgrantees	Covered in salaries of new state-level ABC administrative staff (see Section G)
1.2 Host kick-off meeting with Subgrantees.	100 percent participation in kick-off meeting.	Within 1 month of completed MOU. **Target date: April 13, 2015**	DCCECE	New state-level ABC administrative staff.
1.3 State develops template for Subgrantee improvement/expansion implementation plan; provides technical assistance to Subgrantees on developing implementation plan.	Subgrantees receive support necessary to develop high-quality, achievable implementation plans.	Implementation plan template completed by **May 15, 2015**.	DCCECE.	New state-level ABC administrative staff.

[34] Timeline assumes a grant award date of December 15, 2014.

1.4 Subgrantees develop improvement/expansion implementation plans	Subgrantees submit high-quality implementation plans clearly defining how they will deliver each element of a HQPP in imp/exp slots	Subgrantee implementation plans completed by **June 15th**	Subgrantee, in consultation with the School Readiness Teams discussed in Section F	Included in administrative line item of Subgrantee allocation
1.5 State reviews implementation plans, asks for revisions if necessary, and approves	Finalized implementation plans that meet the State's approval	Final implementation plans approved by July 31st	DCCECE	New state-level ABC administrative staff
Goal 2: Implement High-Quality Preschool Programs				
Activities	**Indicators of Success**	**Timeline**	**Party Responsible**	**Financial Resources**
2.1 See activities under Section D and Activities 1.2–1.5 above	See indicators of success and targets under section D and under Goal 1 above	See timeline under section D and Goal 1 above	See responsibilities under Section D and Goal 1 above	See budget for Section D and Goal 1 above in Section G

Goal 3: Minimize local administrative costs				
Activities	**Indicators of Success**	**Timeline**	**Party Responsible**	**Financial Resources**
3.1 Communicate pre-existing cap on administrative costs of 15 percent to all ABC applicants for improvement/expansion funding	All ABC proposals include budgets with the 15 percent administrative cap	Administrative cap initiates upon receiving the Subgrant	DCCECE, Office of the CFO	Part of RFP process funded with current ABC administrative funds
3.2 Include administrative cap in RFP to become a Subgrantee and in MOUs with new Subgrantees	RFPs and MOUs contain administrative cap language	Administrative cap initiates upon receiving the Subgrant	DCCECE, Office of the CFO	Part of RFP process funded with current ABC administrative funds
3.3 Monitor compliance to cap	End-of-year audit reveals that all Subgrantees are in compliance with administrative cap	Compliance monitored every year through end-of-year audits	DCCECE; new state-level ABC administrative staff	Included in new state-level ABC administrative staff job descriptions/ salaries
Goal 4: Revise state monitoring protocols and processes to reflect higher standards of ABC program that meet definition of High-Quality Preschool Programs				
Activities	**Indicators of Success**	**Timeline**	**Party Responsible**	**Financial Resources**
4.1 Implement changes in monitoring and continuous improvement described in Section C(2)(a)	New classroom quality monitoring instrument and parent satisfaction measure integrated into	January 2015–spring 2018	DCCECE, Specific responsibilities described in Section C(2)(a)	Described in Section C(2)(a) and Section G

	monitoring/ continuous improvement processes			
4.2 Hire 2 new ABC Program staff including Data Analyst and Program Specialist	Highly-quality staff that can perform job responsibilities described in Section G	By January 2015	DCCECE	Outlined in Section G
4.3 Revise ABC monitoring protocol to incorporate new program requirements, including role of family service manager, comprehensive services, and new BA requirement for all teachers	Revised protocol that reflects new program standards	By September 2015	DCCECE	Outlined in Section G
4.4 Train ABC monitoring staff on new monitoring protocol	ABC monitoring staff demonstrate a strong understanding of new protocol and demonstrate adequate inter-rater reliability	By November, 2015	DCCECE	Outlined in Section G
Goal 5: Update State/Subgrantee communication infrastructure to coordinate key elements of program implementation				
Activities	**Indicators of Success**	**Timeline**	**Party Responsible**	**Financial Resources**
5.1 Update DCCECEs listserv of ABC programs to include new Subgrantees	ABC Listserv updated to include all Subgrantees	By March 15, 2015	DCCECE; ABC Program Specialist	No cost

5.2 Provide licenses and training on COPA and *Work Sampling System* and the communication features on each system for new Subgrantees	Subgrantees have access to and an understanding of how to use relevant databases and communication functions	By May 2015	DCCECE; ABC Program Specialist	Built into cost model
5.3 Disseminate through the communication network the list of state approved curriculum to new subgrantees to ensure coordination of curriculum and instructional tools	All Subgrantees are aware of state-approved curricula and are implementing one of the evidence-based curricula in accordance with component "g" of HQPP definition	By April 2015	DCCECE; ABC Program Specialist	No cost; purchase of curriculum included in State portion of per-child cost model
5.4 Disseminate state-approved screening assessment list to new subgrantees to ensure coordination of assessment	All Subgrantees are aware of state-approved screening tools and are implementing one of the evidence-based tools in accordance with component "a" of comprehensive services in HQPP definition	By April 2015	DCCECE; ABC Program Specialist	No cost; screening included in State portion of per-child cost model
5.4 Confirm data sharing agreement with Subgrantees	Data sharing agreements included in MOUs	March 2015	DCCECE; Subgrantees	No cost
Goal 6: Ensure Subgrantees engage in culturally and linguistically responsive outreach and communication efforts				
Activities	**Indicators of Success**	**Timeline**	**Party Responsible**	**Financial Resources**
6.1 Provide needs assessment data to all Subgrantee applicants regarding child and family	Subgrantees have relevant data regarding child and family	December, 2014	DCCECE	DCCECE collects this data as part of its

demographics and hard-to-reach populations	demographics in their area and can identify hard-to-reach populations			annual needs assessment
6.2 Include questions in the RFP regarding Subgrantee applicant's strategies to conduct culturally and linguistically responsive outreach and communication, build protective factors, and family engagement	RFP that facilitates Subgrantee applicants in developing thoughtful, data-based plans for outreach efforts	October-December, 2014 during RFP development process	DCCECE	No cost; part of RFP development process
6.3 Develop and distribute toolkit that addresses communicating with and addressing the needs of hard to reach populations	Toolkit available to Subgrantee applicants and other early learning programs statewide to facilitate culturally and linguistically responsive outreach/ communication efforts	May-June 2015	DCCECE; Head Start State Collaboration Office; Parent Coordinator	Included in ABC Specialist job responsibilities, in conjunction with by HSSCO staff and State Parent Coordinator
6.4 Host technical assistance webinar to support Subgrantees; invite Springdale and other higher-capacity communities in this area to share ideas on effective outreach and family engagement	Subgrantees develop a concrete understanding of how to apply toolkit strategies in their communities.	June 2015	DCCECE	Included in Parent and Community Engagement
6.5 Subgrantees receive priority for *Welcome the Children* training	Staff participate in trainings that focus on understanding diversity, appreciating cultural differences, strategies to support DLLs, and promoting	August 2015	DCCECE/ University of Arkansas	Funding is included in professional development line item in Subgrant allocation

	inclusion of children with disabilities			
6.6 State parent coordinator ensures that each Subgrantee has hired Family Service Manager to support families	Subgrantees hire FSMs at ratio of one FSM per 30 families	Hired by June 2015	Subgrantees	Included in new per-child cost allocation
Goal 7: Ensure strong partnerships among Subgrantees and community partners (including LEAs)				
Activities	**Indicators of Success**	**Timeline**	**Party Responsible**	**Financial Resources**
7.1 State provides template for MOU between Subgrantee and community partners	*DCCECE convenes committee of state and local stakeholders to provide input on content of MOU *State develops MOU template that describes details of collaborative partnerships *State provides TA as necessary to Subgrantees	Template provided by April 2015	DCCECE, relevant stakeholders	Part of DCCECE staff responsibilities
7.2 Subgrantees enter into MOUs with community partners	Formal agreements established between Subgrantees and (as appropriate): LEA, Early Childhood Special Education Cooperative, Head Start, other early care and education providers, local health entities, home visiting programs, and mental health programs.	MOUs established by June–July 2015	Subgrantees; School Readiness Teams	Included as administrative costs

F. Alignment with a Birth through Third Grade Continuum

This application is built around the central tenet that the gateway to children's educational success is a strong system of early care and education. However, Arkansas recognizes that all structural and policy efforts made within the early care and education system alone are not enough to set children on a fundamentally different life trajectory. Indeed, findings from the 2010 Head Start Impact Study reveal a significant area of concern for those engaged in early childhood systems reform. The study found that although Head Start programs nationally produced impacts across a number of outcome measures, there was no difference in outcomes between children in the treatment and control groups after one year of kindergarten or at the end of third grade.[35] These findings are consistent with other research that has shown that the positive long-term effects of high-quality early childhood programs like Head Start, such as better graduation rates, earnings and health outcomes, are moderated by the quality of children's subsequent educational experiences.[36] In short, the advantages gained by high-quality early education can be undone by discontinuities in the educational system.

The response from the U.S. Departments of Education and Health and Human Services to the Head Start Impact Study findings was clear and intuitive: early education reform efforts need to produce stronger outcomes for children with high needs as they enter kindergarten, and the quality of early elementary grades must be improved to sustain the gains made as the result of a strong early childhood system. A key part of these reform efforts is the development of a set of initiatives that bridge systems and facilitate transitions from one learning setting to another. Arkansas takes a similar perspective and has been working on impactful early childhood (birth–age 5) and K–12 systems reform that creates greater continuity between the two systems. As such, the initiatives described in this proposal are part of a continuum of high-quality intervention efforts that span from birth through the early elementary years.

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[35] Puma, M., Bell, S., Cook, R., Heid, C., Broene, P., Jenkins, F., Mashburn, A. & Downer, J. (2012).Third Grade Follow-up to the Head Start Impact Study Final Report, OPRE Report # 2012-45, Washington, D.C.; Office of Planning, Research, and Evaluation, Administration on Children and Families, U.S. Department of Health and Human Services.

[36] Johnson, R. (2010) School Quality and the Long-run Effects of Head Start. Working Paper. Berkeley, CA; Goldman School of Public Policy

As the former First Lady of Arkansas popularized, "it takes a village to raise a child." Indeed, in a the first few years of life, a child may encounter multiple caregivers such as a home visitor and Early Head Start provider during their infant and toddler years; a state preschool teacher as well as child care staff who provide wraparound services before and after school; a kindergarten teacher and other school staff; and—of course—their families across their developmental trajectories. Each caregiver has great potential to contribute to this child's development and learning in their own way, yet it is important that these caregivers are united through communication, coordination, and a commitment to common goals. Thus, in an effort to bridge the systems of care and education that support children's school readiness across their developmental trajectories, Arkansas seeks to implement the ambitious and achievable plan articulated in Table F.1 to align High-Quality Preschool Programs supported by this grant with programs and systems that serve children from birth through third grade. The key goals of this plan include:

1. Establish and support partnerships across birth–3rd settings including early care and education programs serving children 0–3, High-Quality Preschool Programs, and elementary schools
2. Create a shared vision, collaborative relationships, and mutual accountability across birth–3rd grade settings
3. Align learning standards; assessments; and teacher preparation, credentials and workforce competencies to create instructional coherence from birth–3rd grade
4. Foster teamwork, collaboration, and shared learning opportunities at all levels within the birth–3rd work, through regular, inclusive, and shared professional development, including communities of practice
5. Use current, relevant, and high-quality data from multiple sources across the birth–3rd continuum to improve schools, programs, classrooms, instruction, professional development, and other systems
6. Engage families actively and systematically as full partners in helping their children develop, learn, and achieve
7. Ensure that all children have access to a continuity of services and a clear pathway of high-quality education from birth through 3rd grade

These initiatives will help Arkansas move beyond a segmented educational system and toward a cohesive, coordinated system of care and education that supports children's readiness to learn across their developmental trajectories. The following sections describe how this plan meets criteria set forth in the grant application, connects to other projects proposed in this application, and will leverage existing resources and funding for projects that focus on the continuum from early childhood education through the early elementary grades.

F(1) Alignment with Birth through Age-5 Programs

F(1)(a)Coordinating with other early education and care programs and services.

Establishing Partnerships

In order to support a strong continuum of care and learning opportunities across the early childhood period, Subgrantees will establish and support partnerships among High-Quality Preschool Programs (HQPPs) and other early care and education programs. As outlined in Activity 1.1 of Table F.1, this process will begin by gathering data about where children birth–5 are currently being served within the identified High-Need Communities and mapping "feeder patterns" identifying early care and education (ECE) programs (e.g., family and center-based child care, Early Head Start) that feed into the selected HQPP sites. Once ECE programs have been identified, formal agreements (e.g., MOUs) that promote collaborative relationships will be established among these ECE programs and HQPPs. Details of the MOUs will include descriptions of activities such as referral coordination, pooling of resources related to professional development, joint recruitment and child find efforts.

School Readiness Teams

Subgrantees will also work with their local School Readiness Teams (SRTs). Since 2012, these committees have been working to promote a strong continuum of learning across ABC, Head Start, home visiting, child care/CCDF, and public school settings by supporting transitions between early learning settings, promoting collaborative relationships, and engaging in constructive data sharing initiatives. Each local SRT includes at a minimum: Head Start representative, ABC teacher, ABC director, HIPPY representative, CCDF (child care) provider, special education representative, kindergarten teacher, and elementary school principal. Although it is not currently a requirement of these teams to have representatives from birth–age 3 settings, it will be a requirement in the subgrantee MOUs that there be infant/toddler educator representation on the SRTs (Activity 2.1). It is also recommended that SRTs have representatives from a DLL

perspective, mental health perspective, and representation from local education service cooperatives. Each SRT determines its own schedule of meeting frequency, but convenings typically occur weekly or monthly. Each year, SRTs from across the state participate in a School Readiness Leadership/Teacher Training Summit. In addition to sessions offered with national experts on birth–third systems, and opportunities to engage with vendors showcasing their school readiness, transitions, and data systems products, participants also have opportunities to engage in peer learning opportunities. Each year various SRTs from across the state are invited to speak and share about successes and challenges in their communities and present any resources they have developed.

The SRTs in the High-Need Communities selected for this grant will be charged with developing, sharing, and regularly updating a Birth–Third Grade Strategic Plan (Activity 2.2) that includes: community-based needs assessments identifying child/family demographics and feeder/mobility patterns; explicit roles and responsibilities for each partner; and benchmarks for progress. During the 2015 School Readiness Leadership/Teacher Training Summit, one day will be solely focused on the strategic planning process (the other will focus on family engagement). During the Summit, SRT participants will receive a strategic plan template, information about how to access community needs assessment data from the state, and guidance around elements of a strong strategic plan and effective uses of data. On an ongoing basis, SRTs will be able to access technical assistance around strategic planning from Arkansas State University Childhood Services.

Other responsibilities of SRTs, described throughout this section, include helping to build site-level capacity to establish and support regular two-way communication approaches with families (Activity 6.2), developing local means of engaging families in leadership opportunities (Activity 6.3), and developing transition plans to facilitate children's pathways across birth–third grade settings (Activity 7.2). The SRTs will play a key role in promoting strong coordination, continuity, and collaboration among ECE settings and their Pre-K through third grade counterparts. Letters of support from SRTs can be found in Appendix A.6.2.

Joint Professional Development and Collaboration

In addition to coordination of programs at the community-level, efforts will also be made to include ECE staff (e.g., child care center teachers, center directors, and family child care educators) in joint professional development and leadership opportunities. As outlined in Activity 4.1, subgrantees will provide cross-sector and cross-age/grade professional development

opportunities. Each community will determine the best means of delivering this professional development to meet local needs. Some communities may use funding to expand access to existing trainings on relevant topics to school district staff as well as community-based providers. Other communities may choose to implement a community of practice model that involve preschool teachers (ABC HQPP, child care, Head Start) and kindergarten teachers. Communities of practice are a research-based form of professional development in which a cohort of educators collaborate toward shared long-term goals and use each other as learning resources.[37] Within this model, teachers benefit from ongoing access to a highly qualified facilitator as well as the opportunity to receive feedback, advice, and support from their peers. Positive effects of communities of practice and "teacher study groups" such as increasing teachers' relevant content and pedagogical knowledge, improving pedagogical practices in the classroom, and fostering positive child outcomes have been found in elementary school and early childhood contexts.[38] Decisions regarding the logistics of implementation will be made at the local level to meet the needs and constraints of local systems and programs. For example, some sites may choose to hold trainings or joint meetings during designated teacher planning time, some may choose to offer substitutes, or hold meetings during pre-designated professional development days. If meetings are held outside of school hours, subgrantees may choose to use funding to offer incentives to teachers such as stipends or the purchase of classroom supplies (depending on local labor and union laws and regulations).

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[37] Vescio, V., Ross, D., & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. *Teaching and Teacher Education, 24*(1), 80–91.

[38] Cunningham, A. E.; Etter, K. E.; Wheeler, S. G.; Platas, L. M.; & Campbell, K. (in press). Professional Development in Emergent Literacy: Teacher Study Groups as a Mechanism of Change. *Early Childhood Research Quarterly* ; Gersten, R., Dimino, J., Jayanthi, M., Kim, J. S., & Santoro, L. E. (2010). Teacher study group: Impact of the professional development model on reading instruction and student outcomes in first grade classrooms. *American Educational Research Journal, 47*(3), 694-739. doi:10.3102/0002831209361208; Foorman, B. R., & Moats, L. C. (2004). Conditions for sustaining research–based practices in early reading instruction. *Remedial and Special Education, 25*, 51-60. doi:10.1177/07419325040250010601

The aim of these cross-fostering opportunities will be two-fold. First, it is anticipated that teachers will develop a deep understanding of the trajectory of children's development across the early childhood period, with teachers of younger children understanding the learning goals and challenges of later points in development and teachers of older children understanding the foundations and building block skills of the younger years. Secondly, it is anticipated that there will be cross-fostering of developmentally appropriate instructional strategies. For example, teachers in K–3 may incorporate strategies typically found in early care and education studies such as play-based learning, small-group activities, project-based learning, social–emotional learning activities, and observation-based assessment practices (and may move away from predominantly whole-group, worksheet-based approaches). Similarly, teachers of children birth–5 may incorporate developmentally appropriate strategies such as phonological awareness and other emergent literacy activities and early numeracy activities into their daily routines to help build the foundations of skills children will need to be successful in K–3 contexts.

Similar to the collaboration and joint learning opportunities for teachers, birth–third grade efforts will also focus on establishing and supporting teamwork among school principals and early care and education directors/administrators. As per Activity 4.2, Leadership Teams will be formed, with opportunities to meet regularly (at least twice a year) to discuss ongoing birth–3rd work, including collectively reviewing data (child and program outcomes) to inform decisions about instructional strategies, learning environments, teacher assignments, and professional development priorities.

Data-Driven Decision Making Supports

The State, in conjunction with the Arkansas Research Center will develop and pilot trainings for teachers and administrators within these selected communities that focus on how to effectively use data in a formative manner that guides instructional and program decision-making. These trainings will help teachers and administrators become familiar with the indicators of data quality; understand how to access and use data across the birth–3rd continuum (e.g., how to access the Quicklooks System); and use data to guide instruction, differentiate resources for children, and inform program and school decisions. Administrators will draw on these skills during Leadership Team meetings as described above.

Joint Outreach and Recruitment Efforts

In addition to raising the quality of early learning programs within High-Need Communities through the formal establishment of collaborative relationships, community-wide strategic planning efforts, and shared professional development opportunities, HQPP will build on existing state-level efforts to engage in outreach to ensure that families have access to options to high-quality early childhood programming options within their communities. Currently, the State engages in multiple forms of communication with families regarding identifying and accessing high-quality care and education in their communities. The State has developed a website associated with Arkansas Better Beginnings (AR–BB; the State's TQRIS) that provides a host of information for families on the following topics:

- understanding early learning and development;
- the types of care that are available (e.g., child care, Head Start, ABC, home visiting);
- what quality looks like in each type of setting;
- a checklist to use when reviewing providers and making a choice of care;
- an explanation of the TQRIS levels;
- a search function for early learning providers, in which the highest rated providers on the TQRIS display first within the other search parameters (e.g., location, cost, etc.)

In addition to the website, the State also uses social media, including Facebook and Twitter, and also has a YouTube channel to engage in outreach and communication efforts.

In addition to these state-level efforts, subgrantees will be able to access funding to support joint outreach and recruitment efforts that best meet the needs of their community (Activity 7.1). SRTs and the State Parent Coordinator will help facilitate joint outreach and recruitment efforts among HQPPs and local early learning programs (e.g., community-based child care, Head Start). These efforts might include activities such as advertising in print and social media regarding enrollment opportunities in local community-based care, Head Start, and ABC programs and/or facilitating regional "Early Childhood Round-Up" events that are college-fair-style opportunities for parents to learn about multiple early childhood settings in their community and select a program that best meets their family's needs in which to enroll their child. As part of these efforts, local SRTs and Subgrantees will utilize the "toolkit" discussed in Section E(9) that provides a menu of strategies that support culturally and linguistically responsive outreach and communication efforts.

F(1)(b) Ensuring HQPPs will not lead to a dimunition of other ECE services.

The State does not anticipate that the implementation of HQPPs will lead to dimunition of other services or increased costs to families. The following describes the State's rationale and active steps that will be undertaken to ensure that the HQPP enhance, rather than detract from, local early childhood communities.

1) As described in Section B, the High-Need Communities targeted in this grant have large populations of children and families that are underserved and the need for services far surpasses the capacity of available resources for early care and education. Therefore, it is anticipated that the HQPPs will not displace any enrollment slots in other programs, but rather will help fill an unmet need in these communities.
2) The RFP process described in Section D will be open to current ABC programs as well as community-based child care and Head Start providers to serve as potential expansion sites. This mixed-model delivery system will also help ensure that high-quality ECE slots are distributed across different types of programs.
3) As described above, the partnerships (as articulated in MOUs) among HQPPs and early learning providers will increase the quality of early care and education across programs in a variety of ways, for example joint recruitment efforts and shared training opportunities).

F(2)Alignment with kindergarten through third grade.

In parallel to the processes outlined in F(1)(a) in which formal bridges are established among the local early care and education community and HQPPs, formal partnerships will also be created among HQPPs and the elementary schools into which HQPP sites feed. Subgrantees will map feeder patterns identifying elementary schools into which HQPP sites feed and MOUs that promote collaborative relationships will be established. The School Readiness Teams (SRTs) described in F(1)(a) represent another point of convergence between HQPPs and the K–3 sector. Additional points of alignment between HQPPs and K–3 are described below.

F(2)(a) Ensuring that Eligible Children are well-prepared for kindergarten

As demonstrated in Section B, the Arkansas ABC program strongly aligns with the structural criteria of a HQPP as defined in this grant. Furthermore, outcomes data from multiple sources demonstrate that participation in ABC programs is associated with positive gains for children. For example, examination of the state's KEA data indicates that across domains, a greater

percentage of low-income children in the ABC Program receive a score of "developed" on all items compared to similar children with high needs not exposed to the program. Similarly, a longitudinal independent research study is conducted by the National Institute of Early Education Research. This study tracks children participating in ABC and their counterparts from kindergarten entry through 4th grade. Results indicate that children who participate in the ABC program consistently score higher each year than their counterparts.[39] These data indicate that historically, Arkansas' ABC program is effective in providing children with the foundations of school readiness that help them succeed in kindergarten and beyond. It is expected that the additional supports provided with this grant (e.g., additional comprehensive services, enhanced training requirements and supports for teachers), will prepare more children to meet kindergarten expectations and allow them to maximally benefit from future instruction.

F(2)(b) Sustaining the educational and developmental gains of Eligible Children

F(2)(b)(i) Promoting collaboration between preschool and kindergarten teachers

As described in detail in Section F(1)(a) and Goal 4 of the Ambitious and Achievable Plan in Table F.1, there are a myriad of ways in which the State and Subgrantees will promote collaboration among preschool and kindergarten teachers. First, Subgrantees will implement professional development and joint training opportunities that are offered to early childhood practitioners and elementary school teachers across sectors and grades. An example of high-quality, research-based joint professional development would include the implementation of communities of practice in which preschool and kindergarten teachers would have opportunities to observe each other's classroom practices; discuss child and classroom data; engage in shared learning about effective instruction and the linkages among curricular goals, content, and teaching strategies; and identify and share professional development content that meets their self-identified needs (Activity 4.1). Additionally, Leadership Teams will be established to promote collaboration among school principals and preschool directors/administrators (Activity 4.2). These teams will discuss ongoing collaborative efforts including reviewing data to inform decisions about

[39] Clive R. Belifield. (2006). *An Economic Analysis of Pre-K in Arkansas*. The National Institute for Early Education Research.

instructional strategies, learning environments, teacher assignments, and professional development priorities.

F(2)(b)(ii) Expanding access to Full-Day kindergarten

Arkansas is one of only eleven states and the District of Columbia that requires school districts to provide publicly funded full-day kindergarten through state statute, which guarantees annual funding at the same level as first grade.[40] In Arkansas, kindergarten attendance is compulsory for children 5 years old on or before August 1 of the school year (parents can apply for a kindergarten waiver that would exempt students from participating in that year). Full-day kindergarten is six-hours per day, or thirty hours per week.

F(2)(b)(iii) Improving third grade reading and math abilities

Sixty-eight percent of Arkansas 4th graders **scored below proficient** on the 2013 National Assessment of Educational Progress (NAEP) reading test, placing Arkansas 37th in the nation. This assessment, done early in the 4th grade, means that over two-thirds of Arkansas 3rd graders finished their year without fully mastering grade-appropriate literacy skills. The numbers are even more disturbing when looking at the achievement gap. Twenty-six percent of white 4th graders tested *below* proficient, compared to 55 percent of African American students and 43 percent of Latino students. Similar findings have been found for mathematics, with 61 percent of 4th graders scoring below proficient (22 percent of white 4th graders; 59 percent of African American students; and 32 percent of Latino students scoring below proficient).

Research suggests that development is cumulative, such that early experiences are the building blocks for a hierarchical process of development. Through Arkansas' existing high-quality ABC program and the initiatives proposed in this grant to build upon these programs, the HQPPs will lay the foundation of school readiness through high-quality teacher-child interactions, strong links between curriculum and assessment, comprehensive services, and culturally and linguistically sensitive practices. In order to sustain the gains made by children through their experiences in high-quality early childhood settings, Arkansas will leverage existing programs and

[40] Children's Defense Fund (2014). The facts about full-day kindergarten. Washington, DC: Author.

services to provide a continuum of high-quality learning experiences through the early elementary years..

Arkansas Campaign for Grade-Level Reading

The Winthrop Rockefeller Foundation, in close collaboration with Arkansas Advocates for Children and Families, has launched the Arkansas Campaign for Grade-Level Reading (AR-GLR) to ensure that more of our low-income children succeed in school and graduate prepared for college, a career, and active citizenship. The Campaign focuses on one of the most important predictors of school success and high school graduation—grade-level reading by the end of third grade. The primary goal of the Campaign is to double the percentage of third graders reading on grade level by 2020. AR-GLR is part of the National Campaign for Grade-Level Reading, a collaborative effort by foundations, nonprofit partners, states and communities across the nation. AR-GLR focuses on four key areas that the research shows impact grade-level reading: **school readiness, chronic absence, summer learning loss**, and **parent and community engagement.** The Winthrop Rockefeller Foundation has made grants in two of the High-Need Communities selected as HQPP sites—Pulaski County and Springdale—to partnerships between nonprofits and school districts addressing one or more of these areas. In addition, AR-GLR is working with several districts to address the issue of chronic absence in the early grades.

After School Programs

The Arkansas Out of School Network (AOSN) is one of 38 statewide afterschool networks working to promote an expansion of school-based and school-linked afterschool programs serving children and youth ages 5–19. AOSN's mission is to create safe, healthy, and enriching experiences for Arkansas youth during out of school times. The Network was formed in 2005 as a result of a grant from the Charles Stewart Mott Foundation and fiscal support from key Partners and is a sponsored initiative of Arkansas State University's Childhood Services. The Network serves as a vehicle to bring together key stakeholders and has an array of partners who have committed staff, resources, and technical assistance to support afterschool programs.. AOSN's work is currently organized into four main categories: Program Quality, Professional Development, Communication and Public Education, and Finance and Resource Development, and Public Education. Using recommendations developed by the 2008 Governor's Task Force on Best Practices for After-school and Summer Programs, the Department of Human Services, the Department of Education, AOSN, and local service providers have worked together to establish quality standards, licensing

requirements, professional development trainings, and evaluation methods needed to operate quality programs in the state of Arkansas in recent years.

School-age programs that serve children before school, after school and during the summer break are eligible for AR–BB TQRIS participation. School-age programs are rated at Levels 1, 2, and 3 ratings and are rewarded with the same incentives as early childhood programs. Coaching and technical assistance are offered at no cost to providers. Like the early childhood TQRIS standards, the school-age standards address five components: Administration, Staff Qualifications and Professional Development, Learning Environment, Environmental Assessment, and Youth Health & Development.

F(2)(c) Sustaining family engagement from HQPPs into early elementary school

Arkansas Family Engagement Framework

As articulated in Section C(1)(i), Arkansas is engaging in some important reforms at the state-level to support family engagement. For example, the State is creating an *Arkansas Family Engagement Framework* that will promote strategies that effectively bridge the early childhood and K–12 systems with the family as a focal point. Specifically, the *Framework* will define goals for family engagement, offer family engagement strategies that can be implemented at the local level, and provide resources that support the implementation of these strategies. As part of the infrastructure, the State has hired a State Parent Coordinator to infuse the goals and strategies of the framework throughout the state's early childhood system.

A full-day of the 2015 School Readiness Leadership/Teacher Training Summit will be devoted to family engagement, where the State Parent Coordinator will present the *Framework* and the toolkit regarding culturally and linguistically sensitive outreach strategies (see Section E(9)) .SRT participants will also receive additional training and resources on best practices in family engagement and how to implement these strategies in their communities (Activity 6.1). As the other day of the School Readiness Summit will be devoted to supporting the strategic planning process (described above in F(1)(a)), SRT participants will also receive support and be able to reflect on how best to incorporate family engagement strategies into their plans. In addition to the School Readiness Summit, the State Parent Coordinator will be organizing regional convenings to support other stakeholders such as Family Service Workers and Leadership Team members in implementing the *Family Engagement Framework* and to serve as networking functions. The Parent Coordinator will distribute surveys to determine needs in each community and tailor

meetings to touch on aspects of the *Framework* most relevant to each community (Activity 6.2). Attendees of both the School Readiness Summit and the other regional convenings will build site-level capacity for implementing the family engagement practices articulated in the *Framework*.

Supporting Transitions

When a child transitions to a new learning environment—whether it be a new early care and education provider or to a kindergarten classroom—the child changes setting, peer groups, teachers, and learning culture. These transitions are often challenging for parents and families—and providers and teachers—to navigate. Fundamental to a smooth transition is the network of social connections that support children and families. The state of Arkansas sees families as the most important link between the early childhood and K–12 systems. As such, they are at the center of the State's proposed transition strategies and the ability to sustain the gains made during early childhood into the early elementary grades.

The *Arkansas Family Engagement Framework* will have a specific focus on supporting children and families during transitions. In developing the framework, the state will reference *Enhancing the Transition to Kindergarten: Linking Children, Families, & Schools*, a manual developed by the National Center for Early Development & Learning and the University of Virginia, which focuses on supporting transitions through the use of social connections. Arkansas recognizes that every family's needs are different and each community has unique characteristics and constraints, thus the *Framework* will offer a variety of transition strategies that can be tailored to individual needs and will describe key principles that can guide the development of community transition plans in local settings.

Developing transition plans was also a key focus of the 2013 and 2014 School Readiness Leadership/Training Summits and SRTs were provided with templates and resources. SRTs in the communities selected for this grant will build on their initial transition planning efforts by revisiting their plans in light of the *Framework* guidance to ensure that there are common transition forms and processes across all classrooms, settings, and age/grade levels to meet the unique needs of the families they serve. The State Parent Coordinator will also serve as a resource to assist communities to adapt transition strategies to meet their individual needs.

F(2)(d) Building Alignment Across Systems

F(2)(d)(i) Child learning standards and expectations

Arkansas has developed an *Association of Measurements* document to demonstrate the alignment across child learning standards and expectations. This document aligns similar developmental and learning constructs across early childhood and K–12 standards to highlight commonalities as well as differences. This document serves to give practitioners and families a better understanding of the significant overlap among the standards as well as an understanding of the developmental trajectory across domains of learning. The current Arkansas ELDS are vertically aligned with the state's K–12 and Common Core standards. Once the new revisions to the ELDS (See Section C(1)(a)) are in place, the state will continue the practice of aligning standards by updating the *Association of Measurements* document (Activity 3.1). This document will be used in professional development experiences with both early childhood and early elementary teachers in order to provide educators with a sense of a child's learning trajectory beyond the snapshot of development they observe during their time with children.

F(2)(d)(ii) Teacher preparation, credentials, and workforce competencies

The State will create an alignment document (Activity 3.3) that demonstrates the connections among early childhood and K–12 workforce supports including credentials (B–K; P–4; 3–4 Endorsement; and K6 [elementary] credential) as well as documents such as the revised Workforce Knowledge and Competency Framework (see Section C(1)(f)).

F(2)(d)(iii) Comprehensive Early Learning Assessment Systems

The Pre-K–2 Task Force (described in Section C(3) has been charged with coordinating efforts around assessments used in early childhood through second grade settings. As part of their efforts to ensure continuity across grade levels and settings, a companion document to the existing *Association of Measurements* document (articulating alignment among child learning standards) will be developed. This document will present a crosswalk that shows the linkages among the *Work Sampling System* (used in ABC programs), other assessments commonly used in 0–3 programs (e.g., *Teaching Strategies GOLD*), the new KEA, and assessments used in early elementary settings (Activity 3.2). This crosswalk document can be used in teacher professional development and Leadership Team meetings to help build "assessment loops" in which data are shared between early learning programs and schools, and can also be used with families to discuss child progress over time.

In addition, Birth–3rd Leadership Teams will meet regularly (at least twice per year) to review and discuss child- and school/program-based data (e.g., classroom observations; student attendance) to identify patterns of achievement across sub-groups of children; identify target areas for improvement in school/program effectiveness; reallocate resources to address timely and critical needs; inform and engage families; and inform both public and political constituencies (Activity 5.2). Aggregated data will also be shared with local School Readiness Teams to inform decision-making and strategic planning.

F(2)(d)(iv) Data systems

Arkansas' State Longitudinal Data System (SLDS) already meets all 10 essential elements outlined in the Data Quality Campaign and is a valuable source of information regarding child- and program-level data across early childhood and elementary school settings (see Section C(1)(g). In addition, data systems has been on of the main areas of focus for the School Readiness Leadership/Teacher Training Summits, providing SRTs with valuable resources and information on how to effectively harness the power of Arkansas' data systems.

F(2)(d)(v) Family engagement strategies

As articulated in Sections C(1)(i) and F(2)(c), as part of a grant from the W.K. Kellogg Foundation, the State is developing the *Arkansas Family Engagement Framework*. This document will support intentional thinking and action regarding the implementation of family engagement policies and practices across early childhood settings (birth–3rd). The framework will define the State's comprehensive vision and goals for family engagement, offer family engagement strategies for early care and education providers, and identify resources that support the implementation of those strategies. Ultimately, the framework will be used both as a self-assessment to determine family engagement needs and also as a lens through which early childhood programs and policies are evaluated.

Goal 1: Establish and support partnerships across birth–3rd settings including early care and education programs serving children 0–3, High-Quality Preschool Programs, and elementary schools				
Activities	**Indicators of Success**	**Timeline**	**Party Responsible**	**Financial Resources**
1.1 Identify and create formal linkages among High-Quality Preschool Programs (HQPP) and early care and education (ECE) settings that feed into HQPP sites	*Mapping of "feeder patterns" identifying ECE programs that feed into HQPP sites *Formal agreements (MOUs) established among ECE programs and HQPP 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; see Section E(10))	*Mapping completed and ECE programs identified by July 2015 *MOUs established prior to August 15, 2015	Subgrantees will complete mapping and establish MOUs	Included as part of administrative costs I cost allocation model
1.2 Identify and create formal linkages among HQPP and the elementary schools into which HQPP sites feed	*Mapping of "feeder patterns" identifying elementary schools into which HQPP sites feed *Formal agreements (MOUs) established among elementary	*Mapping completed and elementary schools	Subgrantees will complete mapping and establish MOUs	Included as part of administrative costs in cost allocation model

	schools and HQPP that promote collaborative relationships (see Section E(10))	identified by May 2015 *MOUs established by June–July 2015		
Goal 2: Create a shared vision, collaborative relationships, and mutual accountability across birth–3rd grade settings				
Activities	**Indicators of Success**	**Timeline**	**Party Responsible**	**Financial Resources**
2.1 Ensure that all local School Readiness Teams have representation across the birth–3rd continuum	Existing 5–10 person committees established at the local level in each High-Need Community with school- and community-based partners including representatives from HQPP, K–12, Head Start, 0–3 settings, families, special education, DLL/ESL communities, mental health, and education service cooperatives	*SRT membership established by May 2015 *SRT members attend annual School Readiness summit in fall of 2015–2018	Subgrantees	**No grant funding required** Participation is on volunteer basis
2.2 Each School Readiness Team should develop, share, and regularly update a strategic plan	Birth–3rd strategic plans that include: • community-based needs assessments identifying child/family demographics	*Initial strategic plans developed by January 2016	*Regional SRTs, accountable to Subgrantees; *Through School Readiness Summit	**No grant funding required** Existing infrastructure and funding in place to support SRTs, School Readiness Summit,

	and feeder/mobility patterns based on data provided by DCCECE • explicit roles and responsibilities for each partner benchmarks for progress • commitment to be updated annually • availability to the public *The 2015 School Readiness Summit will provide one day of training and technical assistance to SRTs in selected communities around strategic planning process *ASU Childhood Services will provide ongoing technical assistance around strategic planning	*Strategic plans and needs assessments updated every other year	Head Start State Collaboration Office and DCCECE provides strategic plan template, community needs assessment data, and guidance around elements to a strong strategic plan and effective uses of data *ASU Childhood Services provides ongoing technical assistance	and strategic planning TA
Goal 3: Align learning standards; assessments; and teacher preparation, credentials and workforce competencies to create instructional coherence from birth–3rd grade				
Activities	**Indicators of Success**	**Timeline**	**Party Responsible**	**Financial Resources**

3.1 Update *Association of Measurements* document that contains horizontal alignment document among new ELDS and *Head Start Child Development and Early Learning Framework* and vertical alignment with Common Core and Arkansas' K–12 standards (see Section C(1)(a))	Align similar developmental and learning constructs across the standards to highlight commonalities, as well as differences. This document gives practitioners and families a better understanding of the significant overlap among the standards as well as an understanding of the developmental trajectory across domains of learning. (see Section C(1)(a))	Alignment document updated by July 2016	DCCECE	**No grant funding required** Funded by existing CCDF and ABC funding (see Section C(1)(a))
3.2 Create alignment document that shows linkages among the *Work Sampling System* (used in ABC programs), other assessments commonly used in 0–3 programs (e.g., *Teaching Strategies GOLD*), KEA, and assessments used in K–3 settings	Alignment document that can be used in teacher professional development, particularly during community of practice sessions to help build "assessment loops" in which data are shared between early learning programs and schools; and can also be used	Alignment document created by November 2015	DCCECE; ADE; Pre-K–2 Task Force	**Included as job responsibility of newly hired ABC Program Manager**

	with families to discuss child progress over time			
3.3 Create an alignment of teacher preparation, credentials, and workforce competencies	Alignment document that demonstrates the alignment among early childhood and K–12 workforce supports including credentials (B–K; P–4; 3–4 Endorsement; and K6 [elementary] credential) as well as documents such as the revised Workforce Knowledge and Competency Framework (see Section C(1)(f))	Alignment document created by April 2016	DCCECE; collaboration with ADE; State Professional Development Task Force	**Included as job responsibility of newly hired ABC Program Specialist** in conjunction with PD Task Force
Goal 4: Foster teamwork, collaboration, and shared learning opportunities at all levels within the birth–3rd work, through regular, inclusive, and shared professional development, including communities of practice				
Activities	**Indicators of Success**	**Timeline**	**Party Responsible**	**Financial Resources**
4.1 Enact and support cross-sector and cross-grade professional development opportunities that reflect best practices and are based in the	Subgrantees have a plan to implement cross-sector/cross-grade professional development opportunities (including staff in HQPP, community-based child	Ongoing, beginning in fall 2015	Subgrantees; DCCECE; ADE	Included as per-child cost allocation for professional development; sites will determine how to spend funding (e.g., expanding

alignments listed in Goal 3 describing the continuum of learning and development across birth–3rd.	care, Head Start, and early elementary settings). Trainings will be determined by local need and may take a variety of forms. Some communities may expand access to existing trainings to include other early learning providers; some may choose to offer joint communities of practice for preschool (ABC, Head Start, child care) and kindergarten teachers.			access to cross-sector/cross-grade trainings; communities of practice, etc.)
4.2 Establish and support teamwork among school principals and early learning directors/administrators	Leadership teams consisting of school principals and early learning directors/administrators are formed, with opportunities to meet regularly (at least twice a year) to discuss ongoing birth–3rd work, including collectively reviewing data (child and program outcomes) to inform decisions about instructional	Leadership teams will be formed by fall 2015. Meetings held at least twice a year; determined by	Leadership Teams; Subgrantees	**No grant funding required; part of MOU**

	strategies, learning environments, teacher assignments, and professional development priorities	local need and capacity		
Goal 5: Use current, relevant, and high-quality data from multiple sources across the birth–3rd continuum to improve schools, programs, classrooms, instruction, professional development, and other systems				
Activities	**Indicators of Success**	**Timeline**	**Party Responsible**	**Financial Resources**
5.1 Provide shared professional development experiences for teachers and administrators in birth–3rd settings regarding effective uses of data	Shared learning opportunities are provided that help teachers and administrators access and utilize data across the birth–3rd continuum to guide instruction; differentiate resources for children; and inform program and school decisions	*Trainings developed by fall 2016 *Trainings provided annually and technical assistance provided as needed	DCCECE; professional development contractors; Arkansas Research Center	**Included as part of per-child allocation for technology and data-driven decision making supports** (b)(4) (b)(4) from existing ABC funding/CCDBG
5.2 Support cross-sector birth–3rd Leadership Teams (school principals and early learning program directors/administrators) to	*Birth–3rd Leadership Teams meet regularly (at least twice per year) to review and discuss child- and school/program-based data (e.g., classroom observations;	Leadership Teams will meet at least twice per year	Leadership Teams; subgrantees	**No cost**

use child- and school/program-based data to guide decision-making	student attendance) to identify patterns of achievement across sub-groups of children; identify target areas for improvement in school/program effectiveness; reallocate resources to address timely and critical needs; inform and engage families; and inform both public and political constituencies *Aggregated data is shared with local School Readiness Teams to inform decision-making and strategic planning	beginning in fall 2015		
Goal 6: Engage families actively and systematically as full partners in helping their children develop, learn, and achieve				
Activities	**Indicators of Success**	**Timeline**	**Party Responsible**	**Financial Resources**
6.1 Support local SRTs to help teachers, administrators, and all staff in schools and programs in understanding the importance of, and employing strategies for,	School Readiness Summit of 2015 will be focused on family engagement. The State Parent Coordinator will present the new *Arkansas Framework for Family Engagement* an SRT participants	Summit to be held fall 2015	Arkansas Head Start State Collaboration Office; State Parent Coordinator	**No grant funding required** Family Engagement Framework and Parent Coordinator funded by Kellogg

engaging families across the birth–3rd continuum	will receive training and resources on best practices in family engagement and how to implement strategies in their communities.			grant (see Section C(1)(i)) School Readiness Summit funded by existing registration fees
6.2 Regional convenings to support other stakeholders in implementing the *Family Engagement Framework*	Stakeholders such as Family Service Workers and Leadership Team members will participate in regional convenings to learn about the *Family Engagement Framework* and how to apply strategies in their local communities. The Parent Coordinator will distribute surveys to determine needs in each community and tailor meetings to touch on aspects of the *Framework* most relevant to each community.	Regional convenings beginning January 2015	Arkansas Head Start State Collaboration Office; State Parent Coordinator	**No grant funding required** Family Engagement Framework and Parent Coordinator funded by Kellogg grant (see Section C(1)(i))
Goal 7: Ensure that all children have access to a continuity of services and a clear pathway of high-quality education from birth through 3rd grade				

Activities	Indicators of Success	Timeline	Party Responsible	Financial Resources
7.1 SRTs and State Parent Coordinator will facilitate joint recruitment efforts among HQPPs and local early childhood settings.	Joint recruitment and outreach efforts such as advertising in print and social media regarding enrollment opportunities in local community-based care and HQPP programs or facilitating regional "Early Childhood Round-Up" events that are college-fair style opportunities for parents to learn about multiple ECE settings in their community and engage in enrollment	Begin summer 2015; occur at least annually	SRTs; State Parent Coordinator; Subgrantees.	**Included as part of per-child cost allocation for Parent and Community Involvement.**
7.2 Each local community will develop/refine transition plans to facilitate children's pathways across birth–3rd settings.	SRTs in each community will build off previous transition planning efforts to ensure there are common transition forms and processes across all classrooms, settings, and age/grade levels to meet the unique needs of the families they serve.	Begin fall 2015.	*Head Start State Collaborative Office and ADE have provided templates for transition plans. *Regional SRTs will tailor plans to local needs,	**Included as part of per-child cost allocation for Parent and Community Involvement.**

			consulting *Arkansas Family Engagement Framework* and State Parent Coordinator as resources	

Competitive Preference Priority 1: Contributing Matching Funds

Competitive Priority 1 Table outlines a number of sources of match that equal (b) percent of the federal grant allocation. These matching funds come from three sources. First, as discussed in Section B, the Arkansas legislature is set to appropriate an additional (b)(4) to the ABC program in 2015. Given that the 10 sites included in this proposal contain nearly 50 percent of all ABC-eligible children in the State, the State allocated (b)(4) of these funds as match to the participating sites (with small Cost of Living Adjustments each year). The State has submitted a letter of support from Senator Joyce Elliott of the Joint Budget Committee and Rich Huddleston, Executive Director of Arkansas Advocates for Children and Families of Arkansas Advocates for Children as evidence of this increase.

A majority of the match will come from a (b) percent local match requirement for ABC programs. The nearly (b)(4) in local matching funds is calculated as a (b) percent match for the over $14 million in Federal funding that will be awarded as part of this grant and the roughly (b)(4) in State funding. As evidence of the local match requirement, the ABC Program Manual is included as Appendix B.4.2. Section 5-1c, which outlines the conditions of eligibility for ABC programs, clearly outlines the (b) percent match requirement. This is found on pages 19-20 of the Manual.

Finally, the State is receiving matching funding from the W.K. Kellogg and Endeavor Foundations. This includes a two-year, (b)(4) grant from the W.K. Kellogg which will be spent in 2015 and 2016 for state-level improvements and (b)(4) per year from the Endeavor Foundation to fund program improvements in the Springdale school district. The State has included letters from the W.K. Kellogg Foundation and the Endeavor Foundation as evidence of this match.

Competitive Preference Priority 2: Supporting a Continuum of Learning and Development

The Ambitious and Achievable Plans outlined throughout this proposal address the creation of a more seamless progression of support and interventions from birth through third grade that build off of the State's strong foundation in this area. These plans start with the development of new ELDS that are developed as one birth-to-five continuum and vertically aligned with the State's K-12 standards. These new standards provide a strong foundation for the State's birth–third grade alignment efforts. The *Arkansas Family Engagement Framework* will also have a strong focus on supporting families through the transitions. Clearly, a majority of the work to develop a stronger

birth through third grade continuum is proposed in the Ambitious and Achievable Plan found in Section F. This plan was started in 2013, initiated as part of Arkansas RTT–ELC application, and State and local-level stakeholders have continued to plan and work in this area through the State coordination of the local School Readiness Teams. The plan uses the latest reach and best-practices to define the seven specific goals of the plan (partnerships, creating a shared vision, standards alignment, etc.) and the activities that will be used to meet the goals. Arkansas is proud of the work that has been accomplished in this area and of the State's plan moving forward. The State believes that the seamless progression created by the plan will have a profound impact on the school readiness of the State's youngest children and their continued success.

Competitive Preference Priority 3: Creating New HQPP Slots

Arkansas is using well over 50 percent of its Federal grant award to create new State Preschool Program slots that will increase the overall number of slots in the ABC program that meet the definition of HQPP. To clearly illustrate this point, the State included Figure G.1 in the budget section that separates out the impact of the Preschool Development Grant funding from other sources of funding for this proposal. After the technical assistance funding allocation and a relatively small allocation for state-level improvements (5 percent), the State is spending 80 percent of the remaining Federal grant to create new ABC slots compared to 20 percent for improvement slots. The Federal allocation alone will account for over 3,500 new ABC program slots that meet the definition of HQPP while improving slots for over 2,300 children.

Other Attachment File(s)

*** Mandatory Other Attachment Filename:** Application assurances and certifications.pdf

Delete Mandatory Other Attachment | View Mandatory Other Attachment

To add more "Other Attachment" attachments, please use the attachment buttons below.

Add Optional Other Attachment

Copy this form as a separate word document and save as a PDF document and then upload to Grants.gov under Part 5: Other Attachments Form

These forms require basic identifying information about the applicant and the application. Please provide all requested applicant information (including name, address, e-mail address and DUNS number).

APPLICATION ASSURANCES AND CERTIFICATIONS
Preschool Development Grants --Development Grants Competition

(CFDA No. 84.419B)

Legal Name of Applicant (Office of the Governor): State of Arkansas Governor Mike Beebe Department of Human Services Div. of Child Care/Early Childhood Education	Applicant's Mailing Address: 700 Main St. Little Rock, AR 72203
Employer Identification Number: 71-6007389	Organizational DUNS: 002559172
Lead Agency: Division of Child Care + Early Childhood Education Contact Name: Tonya Williams *(Single point of contact for communication)*	Lead Agency Contact Phone: (501) 320-8953 Lead Agency Contact Email Address: dhs.tonya.l.williams@arkansas.gov

Required Applicant Signatures *(Must include signatures from an authorized representative of each Subgrantee. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.)*:

To the best of my knowledge and belief, all of the information and data in this application are true and correct.

I further certify that I have read the application, am fully committed to it, and will support its implementation:

Governor or Authorized Representative of the Governor (Printed Name): Governor Mike Beebe

Telephone: (501) 682-2345

Signature of Governor or Authorized Representative of the Governor:

Date: 9/30/14

Lead Agency Authorized Representative (Printed Name): Tonya Williams

Agency Name: DHS/Child Care/Division of Early Childhood Education

Signature of Lead Agency Authorized Representative: (b)(6)

Date: 10/14/14

These instructions refer to this excel spreadsheet, which includes tabs for Table A, Table B, Competitive Priority 1 Table, Table (D)(4), and the Budget Table. Additionally, there is an example of Table A.

Instructions for Table A – Preschool Development Grants--Expansion (Second Sheet)

General Instructions

- This table is divided into three sections, which correspond to Absolute Priority 1, Competitive Priority 1 and Selection Criteria (D)(4).
- To reduce the burden on States, many of the cells contain formulas that calculate additional information (i.e., percentages and totals). These cells are locked, and you cannot edit them.
- You should only enter information into cells that are light red, and once you put information into these cells, they will turn light orange.
- Finally, this table should serve as a planning tool; therefore, you should input your best estimates for future funding levels. These estimates should be supported with evidence in the narrative portion of your application.

Part I. Absolute Priority 1

1. For years 1-4, fill out the expected amount of federal funds allocated for lines 1A (State-Level Infrastructure), 1C (New Preschool Slots) and 1D (Improved Preschool Slots). State-Level Infrastructure should account for no more than 5% of the cumulative funds for all 4 years. Nothing else should be filled out in this section. Some cells will self-populate based on previously entered formulas, and those cells should be left alone.

Part II. Competitive Priority 1

1. For each year, fill out the expected Matching Funds allocated for lines 2A (State-Level Infrastructure), 2C (New Preschool Slots) and 2D (Improved Preschool Slots). Cumulative State-Level Infrastructure *need not* be 5% of the total Matching Funds, as that limit applies only to Federal funds.
2. For line 2E (State Matching Funds), fill out the *increased* State funds spent on preschool during State Fiscal Year 2014 only.
3. The green total section containing lines 2F-2J will self-populate using information from parts I and II and is there for your reference.

Part III. Selection Criteria (D) (4)

1. In line 3A (Total Eligible Children), please fill out the total Eligible Children for each year (these are based on estimates).
2. Next, fill out 3B (Children Served in New Preschool Slots) and 3C (PPE/Slot). 3D (Estimated Cost) and 3E (% Eligible Children Served…) will be calculated for you. The estimated cost should roughly correspond to the amount your state has available for new preschool slots, for each year and in total (shown in 2H in the green total section in Part II).
3. Next, fill out 3F (Children Served in Improved Preschool Slots) and 3G (PPE/Slot). These numbers should be based on averages across all the different ways you plan to improve preschool slots. In addition, they should be based on the evidence presented in your narrative. 3H (Estimated Cost) and 3I (% Eligible Children Served…) will be calculated for you. The estimated cost should roughly correspond to the amount your state has available for improved preschool slots, for each year and in total (shown in line 2I in the green total section in Part II.)

Instructions for Table B (Third Sheet)

Note: For each of the columns, fill out the required information for years 2010-2013.

1. For columns 1-3, fill out past funding sources for State Preschool Programs.
2. For columns 4 and 5, fill out the total number of four-year old children in the state and those who are at or below 200% FPL, respectively.
3. For columns 6 and 7, fill out the total number of four-year old children served in State Preschool Program and the total number of four-year old children at or below 200% FPL served in the State Preschool Program. The percentages will calculate automatically.

Instructions for Competitive Priority 1 Table (Fourth Sheet)

1. For FY 2014 Investment, fill out the *increased* State funds provided by the state in FY 2014. Do not enter funds under "Local," "Philanthropic," or "Other" in this column.
2. For years 1-4, fill out the expected amount of matching funds coming from State, local, philanthropic, and other sources.
3. The totals for each year will self-populate, you cannot edit the cells in the Overall Match line.
4. Finally, the last line serves to check that the numbers in this table are the same as those entered into the Table A. If they are the same, the cell below the total will read "Correct", if there is a problem, it will read "Please verify numbers". Before moving on, please make sure all of the cells are correct..

Instructions for Table (D)(4) (Fifth Sheet)

1. In consultation with Subgrantees, States should provide information on the way they plan to improve slots and the estimated cost associated with the improvement.
2. For each Subgrantee, fill out how the slots will be improved each year, how many children will be served, and the total estimated cost.
3. Leave any unneeded rows blank.
4. Add additional rows as needed. To do so, select lines 22-25. Right click on your selection and choose "Copy." Then, select four rows beneath the last line of the previous Subgrantee entry. Right click on that selection and choose "Paste." Change the "5" in the "Subgrantee 5" cell to the appropriate number, and fill out the rest of the rows as appropriate.

Table A

Expansion Grants

PART I. Absolute Priority 1

Instructions: For each year, please fill out the expected Federal Preschool Development Grant 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 $	%
Allocation of Federal Preschool Development Grant Funds	$	% Funds	$	% Funds	$	% Funds	$	% Funds		
1A: State-Level Infrastructure	$528,155	4%	$386,069	3%	$390,378	3%	$391,802	3%	$1,696,404	3%
1B: High-Quality Preschool Programs	$14,439,845	96%	$14,581,931	97%	$14,577,622	97%	$14,576,198	97%	$58,175,596	97%
..... 1C: New Preschool Slots	$11,551,876	77%	$11,665,545	78%	$11,662,098	78%	$11,660,958	78%	$46,540,477	78%
..... 1D: Improved Preschool Slots	$2,887,969	19%	$2,916,386	19%	$2,915,524	19%	$2,915,240	19%	$11,635,119	19%
Total Federal Funds	$14,968,000	100%	$14,968,000	100%	$14,968,000	100%	$14,968,000	100%	$59,872,000	100%

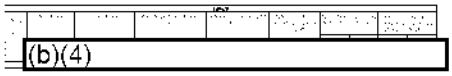
PART II. Competitive Priority 1

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

	(b)(4)
Allocation of Matching Funds	
2A: State-Level Infrastructure	
2B: High-Quality Preschool Programs	
. . 2C: New Preschool Slots .	
. . 2D: Improved Preschool Slots	
Total Year 1-4 Matching Funds	

Type of State Match	*Increased* State Funding in Fiscal Year 2014
2E: State Matching Funds (if applicable)	$0

2F: Total Funds for State-Level Infrastructure	
2G: Total Funds for High-Quality Preschool Programs	
2H: Total Funds for New Preschool Slots	
2I: Total Funds for Improved Preschool Slots	
2J: Total Program Resources	
PART III. Selection Criterion (D)(4)	
3A: Total Eligible Children	
3B: Eligible Children Served in New Preschool Slots	
3C: PPE/Slot	
3D: Estimated Cost (Rounded)	
3E: % Eligible Children Served in New Preschool Slots	
3F: Eligible Children Served in Improved Preschool Slots	
. 3G: PPE/Slot	
3H: Estimated Cost (Rounded)	
3I: % Eligible Children Served in Improved Preschool Slots	
3J: Total % Eligible Children Served With New and Improved Slots	
3K: Total Children Served	


(b)(4)

Competitive Priority 1 Table						
Types of Match	*Increased* State Funding in Fiscal Year 2014	Year 1	Year 2	Year 3	Year 4	**TOTAL**
State	0	(b)(4)				
Local						
Philanthropic						
Other						
Overall Match	0					
Matches Amount from Table A	Correct	Correct	Correct	Correct	Correct	Correct

Table (D)(4)

Subgrantee 1	Breakdown	Year 1	Year 2	Year 3	Year 4
Subgrantee(s) Selected in Pulaski County from list of applicants Appendix D.1.1)	Methods for Improving Slots (Select as many as apply)	☑ Teacher Qualifications/ Compensation ☐ Full Day ☐ Class Size/Ratio ☐ Evidence-Based Professional Development ☑ Comprehensive Services	☑ Teacher Qualifications/ Compensation ☐ Full Day ☐ Class Size/Ratio ☐ Evidence-Based Professional Development ☑ Comprehensive Services	☑ Teacher Qualifications/ Compensation ☐ Full Day ☐ Class Size/Ratio ☐ Evidence-Based Professional Development ☑ Comprehensive Services	☑ Teacher Qualifications/ Compensation ☐ Full Day ☐ Class Size/Ratio ☐ Evidence-Based Professional Development ☑ Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost				

Subgrantee 2	Breakdown	Year 1	Year 2	Year 3	Year 4
Subgrantee(s) Selected in Washington County, from list of applicants Appendix D.1.1)	Methods for Improving Slots (Select as many as apply)	☑ Teacher Qualifications/ Compensation ☐ Full Day ☐ Class Size/Ratio ☐ Evidence-Based Professional Development ☑ Comprehensive Services	☑ Teacher Qualifications/ Compensation ☐ Full Day ☐ Class Size/Ratio ☐ Evidence-Based Professional Development ☑ Comprehensive Services	☑ Teacher Qualifications/ Compensation ☐ Full Day ☐ Class Size/Ratio ☐ Evidence-Based Professional Development ☑ Comprehensive Services	☑ Teacher Qualifications/ Compensation ☐ Full Day ☐ Class Size/Ratio ☐ Evidence-Based Professional Development ☑ Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost				

Subgrantee 3	Breakdown	Year 1	Year 2	Year 3	Year 4
Subgrantee(s) Selected in Craighead County from list of applicants Appendix D.1.1)	Methods for Improving Slots (Select as many as apply)	☑ Teacher Qualifications/ Compensation ☐ Full Day ☐ Class Size/Ratio ☐ Evidence-Based Professional Development ☑ Comprehensive Services	☑ Teacher Qualifications/ Compensation ☐ Full Day ☐ Class Size/Ratio ☐ Evidence-Based Professional Development ☑ Comprehensive Services	☑ Teacher Qualifications/ Compensation ☐ Full Day ☐ Class Size/Ratio ☐ Evidence-Based Professional Development ☑ Comprehensive Services	☑ Teacher Qualifications/ Compensation ☐ Full Day ☐ Class Size/Ratio ☐ Evidence-Based Professional Development ☑ Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost				

Subgrantee 4	Breakdown	Year 1	Year 2	Year 3	Year 4
Subgrantee(s) Selected in Lonoke County from list of applicants Appendix D.1.1)	Methods for Improving Slots	☑ Teacher Qualifications/ Compensation ☐ Full Day ☐ Class Size/Ratio ☐ Evidence Based Professional Development ☑ Comprehensive Services	☑ Teacher Qualifications/ Compensation ☐ Full Day ☐ Class Size/Ratio ☐ Evidence Based Professional Development ☑ Comprehensive Services	☑ Teacher Qualifications/ Compensation ☐ Full Day ☐ Class Size/Ratio ☐ Evidence Based Professional Development ☑ Comprehensive Services	☑ Teacher Qualifications/ Compensation ☐ Full Day ☐ Class Size/Ratio ☐ Evidence Based Professional Development ☑ Comprehensive Services
	Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost				

Subgrantee 5	Breakdown	Year 1	Year 2	Year 3	Year 4
Subgrantee(s) Selected in Miller County from list of applicants Appendix D.1.1)	Methods for Improving Slots (Select as many as apply)	☑ Teacher Qualifications/ Compensation ☐ Full Day ☐ Class Size/Ratio ☐ Evidence-Based Professional Development ☑ Comprehensive Services	☑ Teacher Qualifications/ Compensation ☐ Full Day ☐ Class Size/Ratio ☐ Evidence-Based Professional Development ☑ Comprehensive Services	☑ Teacher Qualifications/ Compensation ☐ Full Day ☐ Class Size/Ratio ☐ Evidence-Based Professional Development ☑ Comprehensive Services	☑ Teacher Qualifications/ Compensation ☐ Full Day ☐ Class Size/Ratio ☐ Evidence-Based Professional Development ☑ Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost				

Subgrantee 6	Breakdown	Year 1	Year 2	Year 3	Year 4

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	$ 70,347	$ 71,050	$ 71,761	$ 72,479	$ 285,637
2. Fringe Benefits	$ 25,656	$ 25,912	$ 26,171	$ 26,433	$ 104,172
3. Travel	$ 6,556	$ 6,556	$ 6,556	$ 6,556	$ 26,224
4. Equipment	$ 3,600	$ -	$ -	$ -	**$ 3,600**
5. Supplies	$ 1,000	$ 600	$ 600	$ 600	**$ 2,800**
6. Contractual	$ 411,676	$ 272,630	$ 275,970	$ 276,414	$ 1,236,691
7. Training Stipends	$ -	$ -	$ -	$ -	$ -
8. Other	$ 9,320	$ 9,320	$ 9,320	$ 9,320	$ 37,280
9. Total Direct Costs (add lines 1-8)	**$ 528,155**	**$ 386,069**	**$ 390,378**	**$ 391,802**	**$ 1,696,404**
10. Indirect Costs*					$ -
11. Funds to be distributed to Subgrantees	$ 14,439,845	$ 14,581,931	$ 14,577,622	$ 14,576,198	$ 58,175,596
12. Funds set aside for participation in grantee technical assistance	$ 25,000	$ 25,000	$ 25,000	$ 25,000	$ 100,000
13. Total Grant Funds Requested (add lines 9-12)	**$ 14,993,000**	**$ 14,993,000**	**$ 14,993,000**	**$ 14,993,000**	**$ 59,972,000**
14. Funds from other sources used to support the State's plan	(b)(4)				
15. Total Statewide Budget (add lines 13-14)					

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first $25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to Subgrantees. At the time of application, States are not required to provide budgets for how the Subgrantees will use these funds. However, as stated in Program Requirement (o), grantees must submit scopes of work for the State and for each Subgrantee within 90 days of receipt of an award, and these scopes of work must contain, among other items, detailed budgets. Additionally, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that Subgrantees spend these funds in accordance with the State plan.

Line 12: The State must set aside $25,000 annually from its grant funds for the purpose of participating in Preschool Development Grant technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Subgrantees evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Example: **Table A - Preschool Development Grants- Expansion Grants**

Expansion Grants

PART I. Absolute Priority 1

Instructions: For each year, please fill out the expected Federal Preschool Development Grants 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 $	%
Allocation of Federal Preschool Development Grants Funds	$	% Funds	$	% Funds	$	% Funds	$	% Funds		
1A: State-Level Infrastructure	$1,050,000	7%	$900,000	6%	$600,000	4%	$450,000	3%	$3,000,000	5%
1B: High-Quality Preschool Programs	$13,950,000	93%	$14,100,000	94%	$14,400,000	96%	$14,550,000	97%	$57,000,000	95%
1C: New Preschool Slots	$12,555,000	84%	$11,985,000	80%	$11,520,000	77%	$10,912,500	73%	$46,972,500	78%
1D: Improved Preschool Slots	$1,395,000	9%	$2,115,000	14%	$2,880,000	19%	$3,637,500	24%	$10,027,500	17%
Total Federal Funds	$15,000,000	100%	$15,000,000	100%	$15,000,000	100%	$15,000,000	100%	$60,000,000	100%

PART II. Competitive Priority 1

Instructions: For each year, fill out the expected Matching Funds for 2A, 2C, 2D. Also, provide the increased State funding in Fiscal Year 2014 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	(b)(4)					
2A: State-Level Infrastructure						
2B: High-Quality Preschool Programs						
2C: New Preschool Slots						
2D: Improved Preschool Slots						
Total Year 1-4 Matching Funds						

Type of State Match	*Increased* State Funding in Fiscal Year 2014
2E: State Matching Funds (if applicable)	$2,000,000

2F: Total Funds for State-Level Infrastructure
2G: Total Funds for High-Quality Preschool Programs
2H: Total Funds for New Preschool Slots
2I: Total Funds for Improved Preschool Slots
2J: Total Program Resources
PART III. Selection Criterion (D)(4)
3A: Total Eligible Children
3B: Eligible Children Served in New Preschool Slots
3C: PPE/Slot
3D: Estimated Cost (Rounded)
3E: % Eligible Children Served in New Preschool Slots
3F: Eligible Children Served in Improved Preschool Slots
3G: PPE/Slot
3H: Estimated Cost (Rounded)
3I: % Eligible Children Served in Improved Preschool Slots
3J: Total % Eligible Children Served With New and Improved Slots
3K: Total Children Served

Copy this form as a separate word document and save as a PDF document and then upload to Grants.gov under Part 5: Other Attachments Form

Accountability, Transparency, and Reporting Assurances

The Governor or his/her authorized representative assures that the State will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards, including Davis-Bacon prevailing wages; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders, and regulations.

- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.

- The State and other entities will comply with the following provisions of the Education Department General Administrative Regulations (EDGAR), as applicable: 34 CFR Part 74 -- Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 76 -- State-Administered Programs, including the construction requirements in section 75.600 through 75.617 that are incorporated by reference in section 76.600; 34 CFR Part 77 -- Definitions that Apply to Department Regulations; 34 CFR Part 80 -- Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81 -- General Education Provisions Act—Enforcement; 34 CFR Part 82 -- New Restrictions on Lobbying; and with the debarment and suspension regulations found at 2 CFR Part 3485.

Governor or Authorized Representative of the Governor (Printed Name): Governor Mike Beebe	
Signature:	Date: 9/30/14

Copy this form as a separate word document and save as a PDF document and then upload to Grants.gov under Part 5: Other Attachments Form

INDIRECT COST INFORMATION

To request reimbursement for indirect costs, please answer the following questions:

Does the State have an Indirect Cost Rate Agreement approved by the Federal government?

YES ○
NO ⊗

If yes to question 1, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):

From: ___/___/_____ To: ___/___/____

Approving Federal agency: ___ED ___HHS ___Other

(Please specify agency): _____

Directions for this form:

1. Indicate whether or not the State has an Indirect Cost Rate Agreement that was approved by the Federal government.

2. If "No" is checked, the Departments generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:

(a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after the grant award notification is issued; and

(b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.

If "Yes" is checked, indicate the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, HHS, or another Federal agency (Other) issued the approved agreement. If "Other" was checked, specify the name of the agency that issued the approved agreement.

Arkansas Preschool Development Grant

Appendix Documents

Appendix Table of Contents

Appendix label	Attachment Title	Relevant Selection Criterion	Page number
A.1.1	W.K. Kellogg Foundation Letter of Support	A(1)	Pg. 4
A.1.2	Endeavor Foundation Letter of Support	A(1)	Pg. 6
A.5.1	Arkansas Definition of School Readiness and Indicators	A(1)	Pg. 7
A.6.1	Advisory Council Letter of Support	A(1)	Pg. 9
A.6.2	Other Letters of Support	A(1)	Pg. 10
A.6.2	School Readiness Team Letters	A(1)	Pg. 37
B.1.1	AR ELDS Alignment to Essential Domains of School Readiness	B(1)	Pg. 48
B.1.1	AR ITC and Preschool Frameworks	B(1)	Pg. 50
B.4.1	Alignment of the Arkansas Preschool Program to Definition of HQPP	B(1)	Pg. 54
B.4.2	AR Department of Education Rules Governing the Arkansas Better Chance Program	B(1)	Pg. 69
B.4.2	AR Better Chance Program Manual	B(1)	Pg. 90
B.4.3	AR Early Childhood Curriculum Evaluation Tool	B(1)	Pg. 142
B.4.3	Curriculum Committee Recommendations	B(1)	Pg. 149
B.4.4	ABC Monitoring Protocol	B(1)	Pg. 156
C.1.1	AR Key Content Areas and Core Competencies for Early Care and Education Professionals	C(1)	Pg. 163
C.3.1	Kindergarten Readiness Indicators Checklist	C(1)	Pg. 164
D.1.1	List of Subgrantees	D(1)	Pg. 167
D.1.2	MOUs	D(1)	Pg. 170
G.1.1	Budget/Budget Justification/Cost Analysis	G(1)	Pg. 309

Section A

September 26, 2014

Deborah Delisle
Assistant Secretary
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Avenue, SW, Suite 3W230
Washington, DC 20202

Dear Assistant Secretary Delisle,

On behalf of W.K. Kellogg Foundation, I am writing to express strong support for Arkansas' Preschool Development Grant—Expansion Grant application and to confirm a two-year grant award from the Foundation in the amount of (b)(4) that can be used as matching funds should the state be awarded an expansion grant.

The Foundation's interest in Arkansas derives from the fact that despite having one of the country's highest child poverty rates, it has developed a highly advanced, coordinated, and collaborative early care and education system. In 2013, Arkansas wrote a compelling, yet unfunded, Race to the Top—Early Learning Challenge (RTT–ELC) grant where it proposed to build upon the strong early childhood system it had created. I reviewed the RTT–ELC application and found a great deal of alignment between the Foundation's systems-building agenda and a number of initiatives proposed in the Arkansas RTT–ELC application.

The Foundation awarded a grant to Arkansas for three specific initiatives:

1) To create a "best-in-class" set of early learning and development standards that are presented as a single birth-to-five continuum and are seamlessly aligned to the K–12 and Head Start standards. This single set of continuous program standards will be used in the state's continued work aligning programs and policies along a birth through third grade continuum, and will also be used to ensure that the expectations for young children are consistent and seamless across the early childhood and K–12 systems.

2) To begin the process of revising the state's Kindergarten Entry Assessment to provide better information to administrators regarding the school readiness of the state's youngest children, and to create a stronger link between early care and education settings and kindergarten classrooms by communicating valuable information to parents and kindergarten teachers that will help facilitate a family's transition between settings.

3) To develop a comprehensive, coordinated statewide family engagement strategy that includes the development of an Arkansas Family Engagement Coalition and Framework and the development of local parent early childhood leadership councils that will promote

parent leadership and support children and families through transitions between learning environments.

I was excited to learn that the Preschool Development Grant—Expansion Grant application includes criteria that focus on early learning standards, Kindergarten Entry Assessment, and family engagement. I understand that the state will be incorporating these Kellogg-funded initiatives into its plans to improve and expand the Arkansas Better Chance pre-kindergarten program. The Foundation is excited to be able to provide the funding for these important efforts and is hopeful that the federal preschool grant and philanthropic and state resources can be leveraged to maximize the positive impact on young children and their families in Arkansas.

Sincerely,

(b)(6)

Joelle-Jude Fontaine
Program Officer

ENDEAVOR *foundation*

October 10, 2014

The Honorable Mike Beebe
Governor of Arkansas
State Capitol Building
Little Rock, AR 72201

Dear Governor Beebe,

I am writing to express my support for Arkansas' Preschool Development Grant—Expansion Grant application. Endeavor has a long history of supporting early childhood education in Northwest Arkansas, with most of that support going towards Arkansas Better Chance (ABC) programming. The gains that children have made as a result of their participation in ABC—sustained increases in vocabulary, math, and literacy skills and a lower likelihood of being held back by the end of third grade—have been truly remarkable.

Over the last 15 years, Endeavor has granted more than (b)(4) in the areas of health and wellbeing, education, and community vitality to create a thriving and vibrant Northwest Arkansas. We rely on the region's civic and business leaders, community organizers, and nonprofit providers to address common needs through innovative thinking and long term solutions. We support collaborative efforts that effect systemic change on a large scale so that, together, we can improve the lives of all the people that call Northwest Arkansas home.

A continued and broadened investment in early childhood education—especially for underserved populations—is exactly the kind of systemic change needed to ensure that the next generation of Arkansans is prepared to make the most of tomorrow's opportunities and reap the benefits for us all. Endeavor has already committed up to (b)(to create and help maintain existing ABC programs in our region between 2014 and 2017.

Funding from Arkansas' Preschool Development Grant—Expansion Grant will greatly enhance the State's capacity to provide high-quality pre-kindergarten services to our most vulnerable families. Thank you for taking this important step for the children of Arkansas.

Sincerely,

(b)(6)

Anita Scism
President/CEO

800 Founders Park Drive
Springdale, AR 72762
endeavorfoundation.net

Arkansas Definition of School Readiness (revised March 2013)

School ready children have the social and academic knowledge, skills, and behaviors for school success and lifelong learning.
School readiness occurs when families, schools, and communities support and serve ALL children, so they are successful in school and in life.

Family members can help preschool children learn the following skills so that they are prepared to succeed in kindergarten.

KINDERGARTEN READINESS INDICATOR - REVISED IN 2013	PARENT-FRIENDLY SUGGESTION
Social and Emotional Development- Engaging in healthy relationships and interactions with others	
✓ Children show curiosity and are engaged in learning.	
✓ Children work and play well alone.	
✓ Children express care and concern for others.	
✓ Children cooperate with others.	
✓ Children follow simple rules and routines.	
✓ Children adapt to new environments with appropriate behaviors and emotions.	EX: if stove is too hot to touch at mom's kitchen, then also too hot to touch in grandma's kitchen; EX: separation
✓ Children identify how they feel w th words.	Functions as a member of a family or group
✓ Children identify how others feel with words.	
✓ Children understand characteristics of self and others.	
Language Development- Using language to talk with others and learn new things	
✓ Children use language to express their needs and ideas.	
✓ Children use a variety of different words in their daily speech.	
✓ Children listen attentively	EX: story, conversation, directions, nursery rhyme, poem
✓ Children speak in complete sentences	EX: speak in 5-6 word sentences
✓ Children ask questions, such as who, what, where, when, why and how.	
✓ Children communicate personal information.	their first and last name, their parent's name, their school name, their birthday, their address, their phone number
Phonological Awareness and Print Knowledge- Understanding that letters, syllables, and sounds, when written, convey a message	
✓ Children recognize print in everyday life.	Recognizes words or signs he or she sees often; EX: McDonalds, Sonic, Wal-Mart, Dollar General, stop signs, exit signs
✓ Children recognize their first name in print.	
✓ Children identify words that rhyme.	Recognizes words that rhyme such as cat/hat, boy/toy
✓ Children recognize basic characteristics of books.	EX - title, author, illustrator
✓ Children recognize how books are read.	EX - front to back, left to right, one page at a time, top to bottom
✓ Children identify the letters in their name.	
✓ Children name upper- and lower-case letters of the alphabet.	Recognizes at least 10 letters of the alphabet (upper and lower)
✓ Children recognize that letters of the alphabet have distinct sounds.	Matches a letter with a beginning or first sound; EX: matches the letter 'b' with a pict e of a ball or banana
✓ Children experiment with writing tools and materials.	Uses pencils, crayons, and markers for drawing and writing; cuts with scissors
✓ Children use drawing, symbols or letters to express ideas.	Expresses ideas through pictures he or she draws; EX: a child draws a picture of 3 family members and says who each one is
✓ Children copy l nes, circles, crosses, and other symbols.	Draws a line, circle, X and +
✓ Children begin to write the letters of their name.	Begins to write some of the letters of his or her first name
✓ Children express themselves creatively.	EX: music, drawings, movement, expression, drama
✓ Children identify the bas c colors.	Recognizes and names at least 5 colors
✓ Children match two objects that are the same.	Matches two pictures that are alike
✓ Children sort and classify objects by groups that go together.	Tell things that go together; EX: a spoon and fork for eating, a fish and boat in the water
✓ Children notice similarities and differences.	Looks at groups of objects and says which are the same shape, color or size
✓ Children engage in storytelling with acults and peers.	Participates in dramatic play themes that become involved and complex

Children retell a simple story that has been read to them.	Assumes various roles in dramatic play situations EX: retells a simple story such as The Three Little Pigs after listening to it while looking at pictures in a book; EX: listens and responds to a story read to them, daily (bedtime story; poem; nursery rhyme)
✓ Children predict what might happen next.	EX: make a prediction of what will happen next in a story (what do you think will happen if/when)
Math and Science- The use of words and numbers to describe relationships and solving problems	
✓ Children draw conclusions from everyday experiences.	EX: choosing appropriate clothing for weather, cause/effect relationships
✓ Children recognize shapes by name.	Recognizes and names 5 shapes: circle, square, triangle, rectangle, oval
✓ Children count out loud in correct order.	Count from 1 - 10 in correct order
✓ Children recognize numbers in the everyday environment.	See the written numeral 3 and understand that this means 3 objects, such as 3 bears (count using one-to-one correspondence - count 1 apple and know 1; count 2 toy cars and know 2)
✓ Children count and tell how many are in a group of objects.	Counts at least 5 objects, such as 5 forks and 3 bananas
✓ Children understand simple concepts of measurement.	EX: TIME: day/night, before/after; QUANTITY: add to/take away; more/less
✓ Children don't give up easily when solving problems.	
✓ Children identify more than one way to solve a problem.	
Health and Physical Well-Being- Engaging in healthy lifestyle choices and activities that promote motor development	
✓ Children eat a nutritious diet.	
✓ Children get plenty of rest.	varies by child; pay attention to child's behavior patterns
✓ Children are physically active daily.	RECOMMEND minimum of 30 minutes per day.
✓ Children receives all required immunizations and medical exams (physical, dental and vision).	
✓ Children use self-help skills.	EX: fasteners; eating utensils; put away toys or clothes; covers mouth or nose when coughing, sneezing;
✓ Children hop, skip, run, jump, climbs and does other activities that develop large muscles and provide exercise (with supervision).	
✓ Children uses pencils, crayons, scissors, and paints and does other activities that develop small muscles.	

September 30, 2014

The Honorable Mike Beebe
Governor of Arkansas
State Capitol Building
Little Rock, AR 72201

Dear Governor Beebe,

On behalf of the Arkansas Early Childhood Commission (AECC), I am writing to express our strong support for the Arkansas' Preschool Expansion Grant application. The Preschool Expansion Grant application will be a great opportunity for Arkansas to continue its efforts to improve the quality of early learning and close the achievement gap for even more Arkansas children with high needs. The quality enhancements that the programs have been able to make with ABC funding and state support, as well as, the gains that children have made as a result of their participation in ABC, have been truly remarkable.

The focus of Arkansas' Preschool Expansion Grant application aligns with the AECC's mission and goals. Our mission is to support the optimal and ongoing development of young children in Arkansas. Commissioners support this mission by:

- Ensuring access to a safe, healthy and high-quality early childhood education,
- Providing information to support a developmentally appropriate and nurturing learning environment,
- Providing feedback and strategies to support quality training to child care providers, other staff, and educating the community,
- Educating, assisting, and engaging parents and families, and
- Engaging in state partnerships that will build systems and enhance the future success for all children.

The commission strongly supports the focus on enhancing, building, and expanding voluntary, high-quality preschool programs for children from low and moderate income families.

Funding from Arkansas' Preschool Expansion Grant will greatly enhance the state's capacity to provide high-quality prekindergarten services to Arkansas' most vulnerable children and families and we stand ready to support the implementation of the grant once the state is approved. We also understand that the grant funding is for a limited period of time, and that we must work together to ensure that the funding is sustained after the grant period has ended. The AECC fully support this effort and will do what we can to help sustain high-quality programming in Arkansas!

Sincerely,

(b)(6)

Jacqualine Govan, Chair
Arkansas Early Childhood Commission

arkansas EARLY CHILDHOOD association

September 30, 2014

The Honorable Mike Beebe
Governor of Arkansas
State Capitol Building
Little Rock, AR 72201

Dear Governor Beebe,

On behalf of Arkansas Early Childhood Association (AECA), I am writing to express my strong support for Arkansas' Preschool Development Grant--Expansion Grant application. AECA represents early childhood providers across the state, many of whom receive Arkansas Better Chance (ABC) funding. The quality enhancements that the programs have been able to make with ABC funding and state support, and the gains that children have made as a result of their participation in ABC, have been truly remarkable.

The Arkansas Early Childhood Association is a non-profit organization comprised of early childhood professionals and parents who share a common concern about the well being of young children and their families. For more than 50 years AECA has worked for quality care and education for the children of Arkansas. In conjunction with its affiliation with the Southern Early Childhood Association (SECA), a 13 state regional organization, our goal is to expand professional growth opportunities, produce beneficial publications, and support public policy issues for southern children

Funding from Arkansas' Preschool Development Grant Expansion Grant will greatly enhance the state's capacity to provide high-quality prekindergarten services to Arkansas' most vulnerable children and families and we stand ready to support the implementation of the grant if the state is successful. We also understand that the grant funding is for a limited period of time, and that we must work together to ensure that the funding is sustained after the grant period has ended.

We look forward to our future work together

Sincerely,

(b)(6)

Jamie Morrison Ward
President, Arkansas Early Childhood Association

PO Box 2898 Little Rock, AR 72203 E-mail: info@arkansasearlychildhood.org (501)221-2635

Visit our website www.arkansasearlychildhood.org

Arkansas Head Start Association

September 30, 2014

The Honorable Mike Beebe
Governor of Arkansas
State Capitol Building
Little Rock, AR 72201

Dear Governor Beebe,

On behalf of the Arkansas Head Start Association, I am writing to express my strong support for Arkansas' Preschool Development Grant—Expansion Grant application. The Arkansas Head Start Association represents early childhood providers across the state, many of whom receive Arkansas Better Chace (ABC) funding. The quality enhancements that the programs have been able to make with ABC funding and state support, and the gains that children have made as a result of their participation in ABC, have been truly remarkable.

The Arkansas Head Start Association is a non-profit membership organization dedicated to meeting the needs of Arkansas children and their families. The 21 Head Start, Early Head Start, and Migrant-Seasonal Head Start programs in Arkansas serve approximately 11,000 children and families. The Arkansas Head Start Association promotes school readiness through a comprehensive approach for high-quality services.

Funding from Arkansas' Preschool Development Grant—Expansion Grant will greatly enhance the state's capacity to provide high-quality prekindergarten services to Arkansas' most vulnerable children and families and we stand ready to support the implementation of the grant if the state is successful. We also understand that the grant funding is for a limited period of time, and that we must work together to ensure that the funding is sustained after the grant period has ended.

We look forward to our future work together.

Sincerely,

(b)(6)

Pamela Draper, President
Arkansas Head Start Association

ARKANSAS HEAD START
STATE COLLABORTION OFFICE

September 30, 2014

The Honorable Mike Beebe
Governor of Arkansas
State Capitol Building
Little Rock, AR 72201

Dear Governor Beebe,

On behalf of the Head Start State Collaboration Office, I am writing to express my strong support for Arkansas' Preschool Expansion Grant application. My office represents Early Head Start and Head Start providers across the state, whereby some of these programs receive Arkansas Better Chance (ABC) funding. The quality enhancements that the programs have been able to make with ABC funding and state support, as well as, the gains that children have made as a result of their participation in ABC, have been truly remarkable.

The Head Start State Collaboration Office maintains and supports a visible presence at the state level in the development of significant, multi-agency and public and private partnerships between Head Start and other State agencies using methods (such as communication, access, and building systems) to coordinate and lead efforts for diverse entities to work together. Arkansas has 21 EHS/Head Start programs statewide and serves over 10,000 children in the state. We partner and work closely with DHS/Division of Child Care and Early Childhood education.

Funding from Arkansas' Preschool Expansion Grant will greatly enhance the state's capacity to provide high-quality prekindergarten services to Arkansas' most vulnerable children and families and we stand ready to support the implementation of the grant once the state is approved. We also understand that the grant funding is for a limited period of time, and that we must work together to ensure that the funding is sustained after the grant period has ended. My agency and I fully support this effort and will do what we can to help sustain high-quality programming in Arkansas!

We look forward to our future work together.

Sincerely,

(b)(6)

Jacqualine Govan, Director
Head Start State Collaboration Office

JG

October 1, 2014

The Honorable Mike Beebe
Governor of Arkansas
State Capitol Building
Little Rock, AR 72201

Dear Governor Beebe,

Child Care Aware of Northwest Arkansas is excited to provide a letter of support for Arkansas' Preschool Development Grant – Expansion Grant application. Child Care Aware represents 14 counties located in Northwest Arkansas. We serve and support early childhood educators throughout the state, many of whom receive Arkansas Better Chance (ABC) funding. This funding has been hugely beneficial in preparing children to enter kindergarten ready to learn. Current funding has enabled us to have a positive impact on Arkansan families, but we still have a long waiting list of children not being served. Our children are the future of this great state and each of them deserves the best education we can provide.

The NWA Child Care Resource and Referral Center began operation in August 1994 with initial funding provided by the Levi Straus Child Care grant funds. Child Care Aware of Northwest Arkansas' mission statement is to promote the development and nurturing of all children through quality childcare that is safe and healthy for every child. We work to strengthen and enhance parenting skills and improve communication between parents and child care providers. We also work to retain, recruit and train quality child care providers.

Funding from the Arkansas' Preschool Development Grant – Expansion Grant will greatly increase the state's capacity to provide high-quality prekindergarten services to Arkansas' most vulnerable children and families. These services make a difference for generations to come, and we are passionate about providing them to every eligible family in Arkansas.

We look forward to our future work together.

Sincerely,

Carolene Thornton, Ed. D

Carolene Thornton
Executive Director Ed. D
Child Care Aware of NWA

September 30, 2014

The Honorable Mike Beebe
Governor of Arkansas
State Capitol Building
Little Rock, AR 72201

Dear Governor Beebe,

On behalf of Child Care Aware of Northcentral Arkansas, I am writing to express my strong support for Arkansas' Preschool Development Grant—Expansion Grant application. Child Care Aware of Northcentral Arkansas represents early childhood providers across the state, many of whom receive Arkansas Better Chace (ABC) funding. The quality enhancements that the programs have been able to make with ABC funding and state support, and the gains that children have made as a result of their participation in ABC, have been truly remarkable.

Child Care Aware of Northcentral Arkansas is a regional child care resource and referral program serving 14 northcentral Arkansas counties. We work with all Arkansas Better Chance facilities in this 14-county region and provide a multitude of quality training experiences for the staff of each facility. In addition, our organization makes referrals to parents to each of the facilities in our data base of licensed facilities.

Funding from Arkansas' Preschool Development Grant—Expansion Grant will greatly enhance the state's capacity to provide high-quality prekindergarten services to Arkansas' most vulnerable children and families and we stand ready to support the implementation of the grant if the state is successful. We also understand that the grant funding is for a limited period of time, and that we must work together to ensure that the funding is sustained after the grant period has ended.

We look forward to our future work together.

Sincerely,

(b)(6)

Debbie Webb
Program Director

DW:ms

September 30, 2014

The Honorable Mike Beebe
Governor of Arkansas
State Capital Building
Little Rock, AR 72201

Dear Governor Beebe,

On behalf of Child Care Aware of Central and Southwest Arkansas, I am writing to express my strong support for Arkansas' Preschool Development Grant – Expansion Grant application. Child Care Aware of Central and Southwest Arkansas represents early childhoold providers across the state, many of whom receive Arkansas Better Chance (ABC) funding. The quality enhancements that the programs have been able to make with ABC funding and state support, and the gains that children have made as a result of their participation in ABC, have been truly remarkable.

Child Care Aware of Central and Southwest Arkansas is a Resource and Referral Agency. We provide services and information to the community, child care providers and families in an effort to enhance the quality and availability of child care across the state of Arkansas. We provide information to parents regarding vacancies in child care, how to choose child care and provide assistance and information on child development and parenting.

Funding from Arkansas' Preshcool Development Grant – Expansion Grant will greatly enhance the state's capacity to provide high-quality prekindergarten services to Arkansas' most vulnerable children and families and we stand ready to support the implementation of the grant if the state is successful. We also understand that the grant funding is for a limited period of time, and that we must work together to ensure that the fuding is sustained after the grant period has ended.

We look forward to our future work together.

Sincerely,
(b)(6)

Terrie Baker
Executive Director
Child Care Aware of Central and Southwest Arkansas

NATIONAL PARK COMMUNITY COLLEGE
AT HOT SPRINGS
Your Place To Learn

ChildCare Aware
OF WEST CENTRAL ARKANSAS

September 30, 2014

The Honorable Mike Beebe
Governor of Arkansas
State Capitol Building
Little Rock, AR 72201

Dear Governor Beebe,

On behalf of Child Care Aware of West Central Arkansas, I am writing to express my support for Arkansas' Preschool Development Grant – Expansion Grant application. Child Care Aware of West Central Arkansas (CCA WCA) represents early childhood providers in the west central counties of Polk, Howard, Sevier, Pike, Montgomery, Garland, Hot Spring, Clark, Saline and Perry; many of whom receive Arkansas Better Chance (ABC) funding. The quality enhancements that the programs have been able to make with ABC funding and state support, and the gains that children have made as a result of their participation in ABC, have been truly remarkable.

Our mission at CCA WCA is to establish strong partnerships with child care providers, families and the community with the purpose of providing information and support to help advance our community and ensure a strong educational foundation for the children of West Central Arkansas.

Funding from Arkansas' Preschool Development Grant – Expansion Grant will greatly enhance the state's capacity to provide high quality pre-kindergarten services to Arkansas' most vulnerable children and families and we stand ready to support the implementation of the grant if the state is successful. We also understand that the grant funding is for a limited period of time, and that we must work together to ensure that the funding is sustained after the grant period has ended.

We look forward to our future work together.

Sincerely,

(b)(6)

Terri Helms
Program Director

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Founded in 1977

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Richard Huddleston

October 1, 2014

The Honorable Mike Beebe
Governor of Arkansas
State Capitol Building
Little Rock, AR 72201

Dear Governor Beebe:

On behalf of Arkansas Advocates for Children and Families, I am writing to express our support for Arkansas's Preschool Development Grant—Expansion Grant application. Preschool programs are an efficient and effective intervention to insure academic success for children from low-income families. The quality of the Arkansas Better Chance program has been nationally recognized. Children participating in the programs have experienced gains enabling them to start kindergarten on a level playing field with their higher income peers.

For 37 years Arkansas Advocates for Children and Families has worked to ensure that all children and their families have the resources and opportunities to lead healthy and productive lives and to realize their full potential. We serve as a voice for children at the state capitol by gathering and analyzing data to support public policy that serves all children and families. We know that academic success is one of the most important determinants in insuring that children have an equal opportunity to be successful as citizens and as contributors to their families.

Arkansas Advocates for Children and Families will support the implementation of Arkansas's Preschool Development Grant—Expansion Grant, if the state is successful. We also understand that the grant funding is for a limited period of time, and that we must work together to ensure that the funding is sustained after the grant period has ended.

We look forward to our future work together.

Sincerely,

(b)(6)

Rich Huddleston
Executive Director

Main Office: 1400 W. Markham St., Suite 306 Little Rock, AR 72201 (501) 371-9678 Fax (501) 371-9681
Northwest Office: 614 East Emma, Suite 107, Springdale, AR 72764 (479) 927-9800 Fax (479) 751-1110
www.arkadvocates.org

Kathy Pillow-Price, Ed.D. Director
Arkansas Home Visiting Network
415 N. McKinley – Suite 610
Little Rock, AR 72205

October 1, 2014

Tonya Williams, Director
Division of Child Care and Early Childhood Education
P.O. Box 1437, Slot S140
Little Rock, Arkansas 72203-1437

Dear Ms. Williams:

This letter is written to express commitment on behalf of the Arkansas Home Visiting Network (AHVN) for your application concerning the Pre-K expansion funding. We wholeheartedly join you in this mission to secure funding that will benefit young Arkansas children and the professionals that work with them.

It is with pleasure that we send you this letter of support. We want to thank you for including home visiting in all your recent meetings and for considering the needs of the home visiting community in Arkansas as you make decisions and as you plan to expand early childhood services and Pre K specifically in Arkansas. We feel we are moving in a positive direction by integrating the preventive work of home visiting into the overall Arkansas early childhood system. Arkansas home visitors address such issues as maternal and child health, positive parenting practices, child development, safe home environments, literacy, school readiness and resource and referral access including referrals to child care when applicable.

Many programs represented by the AHVN have very blended funding. At AHVN we are thrilled to have MIECHV funding to help reach the highest need families prenatally up through age five. We are equally pleased to have our home visiting programs receive ABC funding from the state in our joint effort to work on school readiness for children ages 3-5. Because of both MIECHV and ABC state funding to support home visiting many children will go to school kindergarten ready. While many schools in our state provide quality preschools they do not provide transportation for pre-k children. This is a place in which our home visitors fill a needed gap especially for rural families in our state that lack transportation. We are delighted that our state recognizes and invests in home visiting because in some cases it is the only source for kindergarten readiness

preparation. We believe that a continued strong collaboration between MIECHV and ABC funded programs is essential to help children and families move towards school readiness.

We are confident that the scope of work described in your grant application is well suited to the needs of Arkansas and we believe that your team brings extensive experience and knowledge to be able to accomplish the outlined tasks! We are excited for you to be given an opportunity to use your past accomplishments and know-how to continue to benefit young children in Arkansas.

We at the Arkansas Home Visiting Network are committed to helping you with your endeavors in any way possible and look forward to continuing to work together.

Sincerely,

Kathy Pillow-Price

Kathy Pillow-Price, Ed.D
Director, Arkansas Home Visiting Network

ARKANSAS STATE
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COLLEGE OF EDUCATION
Childhood Services | P.O. Box 808, State University, AR 72467 | o: 870-972-3055 toll-free: 1-888 429 1585 | f 870-972-3556

October 1, 2014

The Honorable Mike Beebe
Governor of Arkansas
State Capitol Building
Little Rock, AR 72201

Dear Governor Beebe:

Arkansas State University Childhood Services is pleased to support Arkansas' Preschool Development Grant--Expansion Grant application. Improving the quality of early childhood education and development is critical to the future of Arkansas, both educationally and economically. Funding from Arkansas' Preschool Development Grant—Expansion Grant is a great opportunity for Arkansas to continue its efforts to improve the quality of early learning experiences for young children, and to close the achievement gap for even more Arkansas children with high needs.

Arkansas State University Childhood Services represents early childhood providers across the state, many of whom receive Arkansas Better Chance (ABC) funding. The quality enhancements that the programs have been able to make with ABC funding and state support, and the gains that children have made as a result of their participation in ABC, have been truly remarkable. We know that the quality of early learning experiences is directly related to optimal child outcomes. School readiness occurs when families, schools, and communities work together to serve and support all children. A focus on quality rating improvement systems, professional development plans, and family engagement and partnerships will move Arkansas significantly forward in improving early childhood education.

For more than four decades, ASU Childhood Services has worked to fulfill its mission of providing high quality learning experiences for early childhood educators and for children in Arkansas. Historically, we have collaborated successfully with the Division of Child Care and Early Childhood Education in a wide range of endeavors at the forefront of early care and education; these include a technical assistance and program review project in support of Arkansas Better Chance, one of the most successful public pre-K programs in the nation, and more recently, the training, technical assistance, and program assessments for the

ARKANSAS STATE UNIVERSITY

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Childhood Services P.O. Box 808, State University, AR 72467 o 870-972-3055 | toll-free: 1-888-429-1585 | f: 870-972-3556

September 25, 2014
The Honorable Mike Beebe
Governor of Arkansas
State Capitol Building
Little Rock, AR 72201

Dear Governor Beebe,

On behalf of Child Care Aware of NEA/Lonoke County, I am writing to express my strong support for Arkansas' Preschool Development Grant Expansion Grant application. Child Care Aware represents early childhood providers across the state, many of whom receive Arkansas Better Chance (ABC) funding. The quality enhancements that the programs have been able to make with ABC funding and state support, and the gains that children have made as a result of their participation in ABC, have been truly remarkable.

Child Care Aware works to improve the quality and expand supply of child care through a number of different strategies. We provide a coordinated regionally based child care resource and referral service that promote a high quality child care system that meets the needs of the community and provide information about these services to families, employers and local child care providers over a 16 county region.

Funding from Arkansas' Preschool Development Grant –Expansion Grant will greatly enhance the state's capacity to provide high-quality prekindergarten services to Arkansas' most vulnerable children and families and we stand ready to support the implementation of the grant if the state is successful. We also understand that the grant funding is for a limited period of time, and that we must work together to ensure that the funding is sustained after the grant period has ended.

We look forward to our future work together.

Sincerely,
(b)(6)

Jo Battle
Program Coordinator
Child Care Aware of NEA/Lonoke County

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implementation of the Better Beginnings Quality Rating Improvement System for early childhood facilities.

We stand ready to support the implementation of the grant if the state is successful. We also understand that the grant funding is for a limited period of time, and that we must work together to ensure that the funding is sustained after the grant period has ended. We look forward to furthering our partnership with the Division of Child Care and Early Childhood Education and other state agencies to continue to support Arkansas children and families. This partnership would yield an unending return on investment in the future for the state of Arkansas.

Sincerely,

(b)(6)

Jo Ann Nalley, Director
Arkansas State University Childhood Services

ARKANSAS DEPARTMENT OF EDUCATION

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October 13, 2014

The Honorable Mike Beebe
Governor of Arkansas
State Capitol Building
Little Rock, AR 72201

Dear Governor Beebe,

On behalf of the Arkansas Department of Education, I am writing to express my strong support for Arkansas' Preschool Development Grant—Expansion Grant application. The Arkansas Department of Human Services/ Early Childhood Division represents early childhood providers across the state, many of which receive Arkansas Better Chance (ABC) funding. The quality enhancements that the programs have been able to make with ABC funding and state support, and the gains that children have made as a result of their participation in ABC, have been truly remarkable..

The Department of Education, districts and schools understand the impact prekindergarten services offer the state's youngest learners.. A safe and engaging learning environment has provided an opportunity for our most at-risk children to be ready for Kindergarten - Grade 12. While Arkansas students have experienced continuous academic growth over the past decade, we strive to do more... The mission of the Department of Education is to ensure students are college and career ready. We must provide opportunities for all children to be successful.

Funding from Arkansas' Preschool Development Grant—Expansion Grant will greatly enhance the state's capacity to provide high-quality prekindergarten services to Arkansas' most vulnerable children and families and we stand ready to support the implementation of the grant if the state is successful. We also understand that the grant funding is for a limited period of time, and that we must work together to ensure that the funding is sustained after the grant period has ended.. We stand united in commitment to provide high-quality prekindergarten services to Arkansas children..

We look forward to our future work together.

Sincerely,

(b)(6)

Tony Wood

Commissioner

Four Capitol Mall
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72201-1019
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October 1, 2014

The Honorable Mike Beebe
Governor of Arkansas
State Capitol Building
Little Rock, AR 72201

Dear Governor Beebe,

As project leader of Healthy Child Care Arkansas (HCCAR), I would like to take this opportunity to express support for the ABC program and for its expansion.

HCCAR seeks to provide quality health and safety support to early child care providers in programs across Arkansas by 1) providing health and safety information and consultation to child care providers, child care directors, parents, and health care professionals through phone consultation, email, or the healthychildcareAR.org website 2) collaborating with Child Care Aware Resources to conduct training sessions for child care providers on the American Academy of Pediatrics Healthy Futures curricula. This curricula provides best practice recommendations on health practices and compliance with state minimum licensing standards

HCCAR is guided by the HCCAR Advisory Board which has representation from the community, the Division of Child Care and Early Childhood Education, Better Beginnings, and Child Care Aware. Our aim is to insure the health and safety of children in early education programs. An expansion of the ABC program would enhance our efforts to continue our goals of education and consultation on topics such as medication administration, preventing and managing infectious diseases, autism, managing challenging behaviors, injury prevention, immunizations, and other child care health and safety topics.

Respectfully,

(b)(6)

Maya Lopez, MD,
Healthy Child Care AR Project Leader
Associate Professor, Developmental and Behavioral Pediatrics, UAMS/ACH

REPRESENTATIVE
James McLean
P. O. Box 2001
Batesville, Arkansas 72503-2001

870-613-0617 Cell
870-698-1399 Residence
vote.james.mclean@gmail.com

DISTRICT 63

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Part Independence

COMMITTEES:

Chairperson,
Education

City, County and Local Affairs
Local Government Personnel
Subcommittee

Rules

Joint Budget

STATE OF ARKANSAS

House of Representatives

October 6, 2014

The Honorable Mike Beebe
Governor of Arkansas
250 State Capitol
Little Rock, Arkansas 72201

Dear Governor Beebe:

Please accept this letter as my unwavering support for the Arkansas Department of Human Services' Department of Childcare and Early Childhood Education's application for a Arkansas Preschool Development Grant - Expansion Grant (APDGEG). The grant will be awarded to early childhood providers who receive Arkansas Better Chance (ABC) funding.

Without a doubt a APDGEG and ABC will help our state provide high-quality preschool services to our most at risk children and families. I believe it is imperative to provide every possible educational opportunity to all of our children so that we can further advance in being an economically competitive state and nation. Education begins very early in a child's life and should be provided until children are productive citizens that can lead and sustain a top-notch standard of living for millenniums to come. A lifetime of successful learning begins in preschool.

If you would like to discuss this matter further, please contact me.

Sincerely,

James McLean
State Representative
District 63

JM/prs

Jefferson Comprehensive Care System, Inc.
Parents as Teachers
1203 West Pullen Street
Pine Bluff, AR 71601
(870) 536-0520 Fax: (870) 536-0533
September 30, 2014

The Honorable Mike Beebe
Governor of Arkansas
State Capitol Building
Little Rock, AR 72201

RE: Arkansas' Preschool Development Grant
Expansion Grant Application

Dear Governor Beebe:

On behalf of Jefferson Comprehensive Care System, Inc. (JCCSI) Parents as Teachers Program, I am writing to express my strong support for Arkansas' Preschool Development Grant-Expansion Grant application. The JCCSI Parents as Teachers Program provides and represents early childhood parent education, family support and school readiness program serving families throughout pregnancy until the child enters kindergarten. Many of those we serve are recipients of Arkansas Better Chance (ABC) funding. The quality enhancements that the programs have been able to make with ABC funding and state support, and the gains that children have made as a result of their participation in ABC, have been truly remarkable.

Because parents of young children often do not have the support and information they need to support their child's growth, it is our mission to provide the information, support and encouragement these parents need to help their children develop optimally during the crucial early years of life. It is also our philosophy that *'Your Baby was Born to Learn'*; therefore, the lesson plans in the curriculum allows the Parents as Teachers to model four dynamic interrelated service delivery components to every child. As a PAT family, they will receive personal visits that are outlined to work on parent-child interaction, group connections that are designed for

Governor Beebe
September 30, 2014
Page Two

families to build social connections with each other, screenings for an ongoing process of observation, and resource network to take into account the immediate and ongoing needs of families.

Funding from Arkansas' Preschool Development Grant-Expansion Grant will greatly enhance the state's capacity to provide high-quality prekindergarten services to Arkansas' most vulnerable children and families, and we stand ready to support the implementation of the grant if the state is successful. We also understand that the grant funding is for a limited period of time, and that we must work together to ensure that the funding is sustained after the grant period has ended.

We look forward to our future work together to continue in the quest for seeking economic considerations on behalf of Arkansas' children and families.

Sincerely,

(b)(6)

Sandra J. Brown, MPH, MSN, RN
Chief Executive Officer

SJB/lh

Cc: Paige Cox
Tonya L. Williams

PLAY

Positive Learning for Arkansas Youngest

UAMS
COLLEGE OF MEDICINE
DEPARTMENT OF FAMILY AND PREVENTIVE MEDICINE
UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES

September 26, 2014

The Honorable Mike Beebe
Governor of Arkansas
State Capitol Building
Little Rock, AR 72201

Dear Governor Beebe,

Project PLAY at UAMS strongly supports Arkansas' Preschool Expansion Grant application. We are a statewide early childhood mental health consultation program. Our services help child care staff and families prevent, identify, treat, and reduce the impact of mental health problems among children from birth to age 6.

Project PLAY consultants work with many Arkansas Better Chance (ABC) programs. During our preschool visits, we help staff guide children with challenging behaviors and work to strengthen the relationship between teachers and children. Consultants identify and build on caregiver strengths, facilitate effective problem solving, and help address teacher, classroom or program-level barriers to the development of nurturing caregiving relationships.

On a daily basis, we see how state funding for ABC is already being used to support social-emotional skills and school readiness for children with disadvantages. Funding from Arkansas' Preschool Expansion Grant will greatly enhance the state's capacity to provide high-quality prekindergarten services to Arkansas' most vulnerable children and families. Project PLAY is ready to support the implementation of the grant. We also understand that the grant funding is for a limited period of time, and that we must work together to ensure that the funding is sustained after the grant period has ended.

We look forward to our future work together.

Sincerely,

(b)(6)

Nicola A. Conners-Burrow, PhD
Director of Project PLAY
Associate Professor UAMS Department of Family and Preventive Medicine

Project PLAY | University of Arkansas for Medical Sciences College of Medicine | Department of Family and Preventive Medicine
521 Jack Stephens Drive #530 | Little Rock, AR 72205 | Office: (501) 526-7274 | Fax: (501) 686-8401

THE SENATE
STATE OF ARKANSAS

October 3, 2014

The Honorable Mike Beebe
Governor of the State of Arkansas
State Capitol Building, Room 250
Little Rock, Arkansas 72201

Dear Governor Beebe:

It is my understanding the State of Arkansas is applying for additional funds from the U.S. Department of Education to improve and expand the scope of services offered by the Arkansas Better Chance program. Providing quality early childhood education services to Arkansas families is of utmost importance, and I welcome the opportunity to express my support for this endeavor.

I would ask those with the power to do so to give the state's application for funds every possible consideration. Thank you for your time and attention in this matter, and for everything you do on behalf of the State of Arkansas. If I can be of further assistance in this matter, please do not hesitate to contact me.

Sincerely,

Joyce Elliott

Joyce Elliott
State Senator
District 31

JE:lag

TEACHFORAMERICA

October 2, 2014

The Honorable Mike Beebe
Governor of Arkansas
State Capitol Building
Little Rock, AR 72201

Dear Governor Beebe,

On behalf of Teach For America-Arkansas I am writing to express my strong support for Arkansas' Preschool Development Grant—Expansion Grant application. We are deeply invested in Arkansas' application because we know Arkansas is dedicated to providing access to high quality programs to improve outcomes for young children. The quality enhancements that the programs have been able to make with ABC funding and state support, and the gains that children have made as a result of their participation in ABC, have been truly remarkable.

Teach For America-Arkansas' mission is to ensure that all children in Arkansas have access to an education that allows them to reach their full potential as human beings. To that end, we bring some of the nation's most talented recent college graduates and young professional to Arkansas to provide a human capital pipeline for teaching and leadership positions in some of our states' most under-served schools. We believe through our experience that Arkansas' commitment to serving pre-K children and families will dramatically increase outcomes for our state's children in kindergarten, in third grade, and far beyond.

Funding from Arkansas' Preschool Development Grant—Expansion Grant will greatly enhance the state's capacity to provide high-quality prekindergarten services to Arkansas' most vulnerable children and families and we stand ready to support the implementation of the grant if the state is successful. We also understand that the grant funding is for a limited period of time, and that we must work together to ensure that the funding is sustained after the grant period has ended.

We look forward to our future work together.

Sincerely,
Jared Henderson

Executive Director, Teach For America-Arkansas

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DEPARTMENT OF
FAMILY AND PREVENTIVE MEDICINE
UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES

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Little Rock, AR 72205 - 7199

501-686-6560
501-686-8421 (fax)

www.uams.edu/com

September 30, 2014

The Honorable Mike Beebe
Governor of Arkansas
State Capitol Building
Little Rock, AR 72201

Dear Governor Beebe,

Please accept this letter as an expression of my strong support for Arkansas' Preschool Development Grant—Expansion Grant application. As a faculty member of the Department of Family & Preventive Medicine, I provided professional development for 13 years to early childhood providers across the state, many of whom receive Arkansas Better Chace (ABC) funding. The quality of care provided in the programs that have state support through ABC funding greatly exceeds that of private child care and has resulted in positive gains for children in those programs. Childcare programs solely funded by parent payments cannot afford the tuition needed to provide well-educated teachers and quality programming. Quality programming in early childhood pays long term dividends towards the economic future of Arkansas.

As a member of the Department of Family and Preventive Medicine's Research and Evaluation Division (RED) I conduct research and evaluation in early childhood settings in the areas of parenting and social-emotional development. We provide professional development, technical assistance and evaluation services to early care and education programs aimed at improving core competencies of child care providers. We have worked with a wide cross-section of early care and education programs and clearly see the impact resources on the capacities of programs to offer quality care in ABC funded settings.

Funding from Arkansas' Preschool Development Grant—Expansion Grant will greatly enhance Arkansas' capacity to provide high-quality prekindergarten services to our most vulnerable children and families. We will support the implementation of the grant if the State is successful. We also understand that the grant funding is for a limited period of time, and that we must work together to ensure that the funding is sustained after the grant period has ended.

We look forward to our future work together.

Sincerely,

(b)(6)

Patti Bokony, PhD
Telephone: 501-765-7481
Email: BokonyPattiA@uams.edu

UNIVERSITY OF ARKANSAS

College of Education and Health Professions
Partners for Inclusive Communities

September 30, 2014

The Honorable Mike Beebe
Governor of Arkansas
State Capitol Building
Little Rock, AR 72201

Dear Governor Beebe,

On behalf of Partners for Inclusive Communities, I am pleased to offer our full support of *Arkansas' Preschool Development Grant—Expansion Grant* application. Arkansas has made great strides in enhancing the quality of early childhood education in the state. Through this initiative, our state will be able to continue and expand this commitment to quality care and education for all our children, especially those most vulnerable.

Partners for Inclusive Communities (Partners) is a department of the University of Arkansas College of Education and Health Professions. As Arkansas' University Center on Developmental Disabilities (UCEDD), Partners is very supportive of opportunities for all children to thrive in quality, inclusive programs where they will learn and grow together. Current Arkansas Better Chance (ABC) program funds help support our *Welcome the Children* project, which provides free statewide training to early childhood professionals on working with children and families from culturally, ethnically and linguistically diverse communities as well as inclusion of children with disabilities in early childhood programs.

Approval of *Arkansas' Preschool Development Grant—Expansion Grant* will provide necessary funds to significantly improve and expand the Arkansas Better Chance program, strengthening collaborations across the state, and allow provision of additional needed services such as nutrition, health and family supports.

Partners will continue to be available as a resource for information and training. We fully support the state's efforts to provide enhanced, quality pre-kindergarten programs to our most vulnerable children. I understand that these federal funds will be available for a limited time and commit to helping advocate for long-term funding to sustain these efforts after the grant period has ended.

Sincerely,

(b)(6)

David Deere
Executive Director

322 Main St., Suite 501, Little Rock, AR 72201 • 501-301-1100 • TTY: 501-301-1149 • Fax: 501-374-2640
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UNIVERSITY OF ARKANSAS

College of Education and Health Professionals
Early Care & Education Projects

September 29, 2014

The Honorable Mike Beebe
Governor of Arkansas
State Capitol Building
Little Rock, AR 72201

Dear Governor Beebe:

The University of Arkansas Early Care and Education Projects (ECEP), supports the Arkansas' Preschool Development–Expansion Grant application without reservation. Early Care and Education Projects represents the early childhood professional development service providers, who work toward enhancing professional development for preschool teachers and improving quality of care for Arkansas preschool children. According to Arkansas' longitudinal research, the impact of Arkansas Better Change Program on children's outcomes continues to be positive in the areas of receptive vocabulary and math with effects remaining through grade 3.

The U of A ECEP delivers approximately 300 courses each year to nearly 5000 early care providers throughout the state of Arkansas. These courses are job-embedded, sustained professional development designed to significantly improve student outcomes. According to research conducted by the project, teachers taking the ECEP literacy course (Pre-K ELLA) had better student outcomes than those teachers who did not attend (Honeycutt, 2008).

Besides the 20 courses which are delivered by ECEP, there are three projects which we are especially proud to provide to early educators: Strengthening Families, Special Quest and CLASS®. ECEP is collaborating with the National Alliance of Children's Trust and Prevention Funds (Alliance) to provide *Bringing the Protective Factors Framework to Life in Your Work: A Resource for Action* train-the-trainer to Arkansas. The Strengthening Families™ Protective Factors Framework is a national and international initiative that aims to develop and enhance five specific characteristics, identified as protective factors, that help keep families strong and children safe from abuse and neglect. The ECEP trainers will be certified by the Alliance to deliver the training statewide.

Special Quest Birth-Five was developed by Head Start and the Hilton Foundation Training Program to support inclusive early childhood services and funded by the U.S. Department of Health and Human Services, Administration for Children and Families, Offices of Head Start. Special Quest training is built on the premise that successful inclusion efforts are based on the principles that every child with disabilities and their families belong to their community—that

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800-63[illegible]
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family involvement is essential to quality care and education programs—and that collaborative teams, consisting of family members and service providers, should work together to best provide support. This training will mark a paradigm shift in the way traditional one-time, train-the-trainer and participant training has been conducted by ECEP. The ECEP trainers will deliver this training statewide. This model of training delivery will continue for 12 to 18 months while the trainer learns new skills and develops their teams.

During the initial train-the-trainer, the ECEP trainers will participate in workshops designed to teach them the necessary skills. They will return to their home communities to develop teams; teams comprised of diverse members of the community. After the training is completed, trainers will continue to develop new teams and work with the community building support for inclusion efforts.

ECEP is collaborating with the Arkansas Head Start State Collaboration Office to provide *Making the Most of Classroom Instruction* (MMCI) train-the-trainer to Arkansas Head Start personnel (specifically directors and education coordinators). MMCI helps teachers engage with children as they identify and understand the interactions that increase children's learning and development. ECEP trainers attend a CLASS® observation training and reliability test. Those same trainers will then attend the MMCI train-the-trainer once they have completed certification in CLASS®. This is a pilot to develop the system needed to support this type program and to work on the details of implementation – specifically how it works to enhance professional development and ultimately improve the quality of care in Arkansas.

In 2012-2013, ECEP worked on the revisions to the Arkansas early learning standards. These revisions were brought about by changes in the K-12 Common Core State Standards for English Language Arts and Mathematics and Head Start Child Development and Early Learning Framework. ECEP will continue to assist the Division of Child Care and Early Childhood Education as it works on redesigning the birth-to-five early learning standards in the future.

Arkansas has a robust early childhood education system, but is always looking for opportunities to expand and improve upon what is done. The Arkansas Preschool Development Grant–Expansion Grant will increase the state's ability to produce exceptional prekindergarten services to Arkansas' most vulnerable children and families. ECEP will support the implementation of the grant while working with the Division of Child Care and Early Childhood Education on a solid and specific blueprint for future funding after the grant has ended.

Respectively,

(b)(6)

Bobbie T. Biggs, Ph. D.
Director, ECEP
Professor of Education

(b)(6)

Deniece Honeycutt, Ed. D.
Assistant Director, ECEP
Research Associate

DIVISION OF AGRICULTURE

2301 South University Avenue • Little Rock, Arkansas 72204-4940 • (501) 671-2000 • www.uaes.edu

October 1, 2014

The Honorable Mike Beebe
Governor of Arkansas
State Capitol Building
Little Rock, AR 72201

Dear Governor Beebe:

On behalf of the University of Arkansas System Division of Agriculture Cooperative Extension Service, I am writing to express support for Arkansas' Preschool Development Grant—Expansion Grant application. The Cooperative Extension Service Early Care and Education Projects provides professional development training to early childhood providers across the state, many of whom receive Arkansas Better Chance (ABC) funding. The quality enhancements that the programs have been able to make with ABC funding and state support, and the gains that children have made as a result of their participation in ABC, have been truly remarkable.

The Arkansas Cooperative Extension Service has an efficient system for taking research based education to the people of Arkansas. As an organization, we have a long range goal of promoting individual, family and community well-being in a time of social change. A subordinate goal is to increase skills related to caring for oneself, understanding children, motivating and nurturing and guiding them. Target audiences include parents and early childhood professionals. Providing training for early childhood professionals is an integral part of our long-range plan.

The Arkansas Cooperative Extension Service has three Early Care and Education programs that provide up to 53 hours of professional development for the early childhood professionals of Arkansas.

- The Best Care offers ten hours of face-to-face training in approximately 80 locations throughout Arkansas utilizing the presence of FCS county agents.
- Best Care Connected offers five hours of online training.
- Guiding Children Successfully (GCS) offers up to 38 hours of self-guided training and is also available online.

University of Arkansas, United States Department of Agriculture and County Government Cooperating
The Arkansas Cooperative Extension Service offers its programs to all eligible persons regardless of race, color, sex, gender, identity, sexual orientation, national origin, religion, ... disability, marital or veteran status, genetic information, or any other legally protected status, and is an Affirmative Action Equal Opportunity Employer.

Since 2009, UACES Early Care and Education programs have provided 186,339 professional development hours to 25,532 participants. The Early Childhood Associates collaborate with Family and Consumer Sciences (FCS) faculty to develop relevant research based curriculum and the FCS county agents to implement programs and provided resources in the areas of child development and child care, family life, nutrition, health and safety, and resource management.

Funding from Arkansas' Preschool Development Grant—Expansion Grant will greatly enhance the state's capacity to provide high-quality prekindergarten services to Arkansas' most vulnerable children and families and we stand ready to support the implementation of the grant if the state is successful. We also understand that the grant funding is for a limited period of time, and that we must work together to ensure that the funding is sustained after the grant period has ended.

We look forward to our future work together.

Sincerely,

(b)(6)

Tony E. Windham, Ph.D.
Associate Vice President for Agriculture-Extension
and Director-Cooperative Extension Service

TEW/ah

School Readiness Team Letters

Cleveland County School District

Cleveland County Head Start/ABC Program
700 Main Street
Rison, Arkansas 71665
870-325-6324

Johnny Johnson, Superintendent
September 30, 2014

Pamela Draper, Head Start Director

The Honorable Mike Beebe
Governor of Arkansas
State Capitol Building
Little Rock, AR 72201

Dear Governor Beebe,

On behalf of the Cleveland County School District School Readiness team, I am writing to express my strong support for Arkansas' Preschool Development Grant—Expansion Grant application. The Cleveland County School District School Readiness team represents early childhood providers across the state, many of whom receive Arkansas Better Chance (ABC) funding. The quality enhancements that the programs have been able to make with ABC funding and state support, and the gains that children have made as a result of their participation in ABC, have been truly remarkable.

The work of the Cleveland County School District Head Start School Readiness team plays an important role in making sure our preschool children and families are ready for Kindergarten and also that the school districts are ready for our children. School readiness goals are aligned with early learning benchmarks and curriculum and those goals are closely monitored via assessment data collected from our program, our parents and our school districts. Not only do we collaborate on a local level, but at least once a year, Head Start School Readiness Teams from across the State meet to share ideas, plans and goals. Our program benefits immensely from the training that the Head Start Collaboration and Division of Early Childhood programs provide for School Readiness teams annually.

Funding from Arkansas' Preschool Development Grant—Expansion Grant will greatly enhance the state's capacity to provide high-quality prekindergarten services to Arkansas' most vulnerable children and families and we stand ready to support the implementation of the grant if the state is successful. We also understand that the grant funding is for a limited period of time, and that we must work together to ensure that the funding is sustained after the grant period has ended.

We look forward to our future work together.

Sincerely,

(b)(6)

Pamela Draper

CCSD Head Start Director

BOSTON MOUNTAIN EDUCATIONAL COOPERATIVE
"BETTER SCHOOLS THROUGH COOPERATION"
P.O. BOX 419
WEST FORK, ARKANSAS 72774
Phone: (479)839-3030 Fax: (479)839-3045

October 13, 2014

The Honorable Mike Beebe
Governor of Arkansas
State Capitol Building
Little Rock, AR 72201

Dear Governor Beebe,

On behalf of the Boston Mountain Educational Coop, I am writing to express my strong support for Arkansas' Preschool Development Grant-Expansion Grant application. HIPPY (Home Instruction for Parents of Preschool Youngsters) represents early childhood providers across the state, many of whom receive Arkansas Better Chance (ABC) funding. The quality enhancements that the programs have been able to make with ABC funding and state support, and the gains that children have made as a result of their participation in ABC, have been remarkable.

HIPPY at the Boston Mountain Educational Coop began in 1991. We serve 300 preschool children each school year. We work in the Decatur, Elkins, Farmington, Gentry, Gravette, Greenland, Huntsville/St. Paul, Lincoln, Pea Ridge, Prairie Grove, Siloam Springs and West Fork School Districts. We serve families each week in the homes of qualified preschoolers. We work one on one with parents so they can become their child's first teacher.

Funding from Arkansas' Preschool Development Grant-Expansion Grant will greatly enhance the state's capacity to provide high-quality prekindergarten services to Arkansas' most vulnerable children and families and we stand ready to support the implementation of the grant if the state is successful. We also understand the grant funding is for a limited period of time, and that we must work together to ensure that the funding is sustained after the grant period has ended.

We look forward to our future work together,

Sincerely,

(b)(6)

Judy Smith, HIPPY Coordinator
BMEC-HIPPY
West Fork, AR

western arkansas child development, inc.

October 9, 2014

The Honorable Mike Beebe
Governor of Arkansas
State Capitol Building
Little Rock, AR 72201

Dear Governor Beebe,

On behalf of Western Arkansas Child Development, Inc., I am writing to express my strong support for Arkansas' Preschool Development Grant-Expansion Grant application. WACD, Inc. represents early childhood providers across the state, many of whom receive Arkansas Better Chance (ABC) funding. The quality enhancements that the programs have been able to make with ABC funding and state support, and the gains that children have made as a result of their participation in ABC, have been truly remarkable.

Western Arkansas Child Development, Inc. was one of the original 14 organizations that was funded with the original beer tax in 1991-92. We have maintained a high quality facility over these past 22 years. The impact that ABC has made on Crawford County is incredible. We now serve over 700 children in 6 counties through the center based and home based programs. Children are better prepared for school because of the work of the ABC programs. We are proof of that. In one of our facilities the local elementary principal let us know that all of our children entering kindergarten this August were well above average on entrance to kindergarten. I am very supportive of the ABC program. We have all worked together to make a difference in our state and we must maintain what we have already attained. The only way we can do this is to continue moving forward in our efforts to make Arkansas stand out in the early care and education of our children. Children need environments that are aesthetically and educationally prepared for learning experiences that will take them to a higher order thinking/problem solving level. My desire is that all children receive an opportunity to be exposed to a high quality environment in the Natural State. WACD, Inc. has committed the last 34 years to making sure that the children that walk through our doors have the best experience possible for their early education years.

Funding from Arkansas' Preschool Development Grant-Expansion Grant, will greatly enhance the state's capacity to provide high-quality prekindergarten services to Arkansas' most vulnerable children and families and we stand ready to support the implementation of the grant if the state is successful. We also understand that he grant funding is for a limited period of time, and that we must work together to ensure that the funding is sustained after the grant period has ended.

We look forward to our future work together.

Sincerely,

(b)(6)

Elizabeth Jordan Scudder
Executive Director
Western Arkansas Child Development, Inc.
14 W Cherry St
Alma, AR 72921
Phone 479-462-6370

WESTERN ARKANSAS CHILD DEVELOPMENT, INCORPORATION
FOURTEEN WEST CHERRY STREET, ALMA, ARKANSAS 72921
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WEB WWW.WACD.NET

SPRINGDALE EARLY CHILDHOOD CENTER

Dr. Jim Rollins, Superintendent

409 N. Thompson St.
Springdale, AR 72764
Phone: 479-750-8889
Fax: 479-750-8799

Darlene Fleeman, Principal
Brandy Wolfenbarger, Assistant Principal

October 10, 2014

The Honorable Mike Beebe
Governor of Arkansas
State Capitol Building
Little Rock, AR 72201

Dear Governor Beebe,

On behalf of Springdale Public School Pre-k Program, I am writing to express my strong support for Arkansas' Preschool Development Grant-Expansion Grant application. Springdale Public Schools represents early childhood providers across the state, many of whom receive Arkansas Better Chance (ABC) funding. The quality enhancements that the programs have been able to make with ABC funding and state support, and the gains that children have made as a result of their participation in ABC, have been truly remarkable.

Springdale Public Schools Pre-k-K Program has been in operation for the past 10 years. We have a very diverse population in Springdale and a very high poverty level. For many years, we have expanded our program and we currently serve 980 pre-k students. We have 5 funding sources but most of our 49 pre-k rooms are funded by ABC. We have 32 Arkansas Better Chance for School Success rooms, 5 Care Foundation Rooms, 9 Child Care Development Fund rooms, 1 21 CCLC rooms and 2 Race to the Top rooms. ABC for School Success funds helped us at Springdale to get the Pre-k Vision started. We follow the ABC rules and regulations for each classroom.

As a life-long early childhood educator, I want to say that the Arkansas Better Chance for School Success Program has positively impacted thousands of Arkansas children. The quality environment provides the poverty students experience outside of their limited environments. Our students come to us with a language delay and an experience delay and both delays are met through the ABC program. Many of

our students enter kindergarten above or on level and many of our students leave the pre-k program reading. The students benefit from the program, but so do the parents. We offer parenting classes and our parents are welcome to volunteer in the classrooms. The parents are a vital part of our program.

The Springdale Pre-k program is committed to expanding the current program. We will be applying for more slots if ABC is awarded competitive grant writing. We are currently exploring options to find another pre-k center.

We are constantly advocating for more slots. We are working with The Care Foundation and the supervisors at Child Care Development Fund to help us expand slots in the future. We have used NSLA funds from Springdale Public Schools to start and sustain 3 pre-k classrooms. We have a current waiting list of 100 students and we will continue to seek more funding until we can provide services for the students on the waiting list. In my option, the ABC pre-k program has done more for the poverty students of Arkansas than any other initiative. We have made a difference in the lives of thousands of children. These children have been given a leg up in life. I am thankful to our political leaders who have helped to level the playing field for these poverty students.

Sincerely,

(b)(6)

Darlene Fleeman
Director, Springdale Pre-K Program
409 North Thompson
Springdale, Arkansas, 72764
(479) 750-8889
dmckinney@sdale.org

Dawson Education Cooperative
711 Clinton Street
Arkadelphia, AR 71923
(870) 246-3077 FAX (870) 246-5892

Ron Wright
Director

Beth Neel
Teacher Center Coordinator

October 10, 2014

The Honorable Mike Beebe
Governor of Arkansas
State Capitol Building
Little Rock, AR 72201

Dear Governor Beebe,

On behalf of Dawson Education Cooperative, I am writing to express my strong support for Arkansas' Preschool Development Grant—Expansion Grant application. The Dawson Cooperative currently receives Arkansas Better Chance for School Success funding which provides quality preschool programs to low income families in fifteen school districts. The students in Dawson Cooperative's ABCSS Programs have a better foundation and a higher success rate in school.

Funding from Arkansas' Preschool Development Grant—Expansion Grant will greatly enhance the state's capacity to provide high-quality prekindergarten services to Arkansas' at risk children and families. Dawson Education Service Cooperative will support the implementation of the grant if the state is successful. We will advocate for funding in order to sustain and expand the ABC Programs after the grant period is over.

We look forward to our future work together.

Sincerely,

(b)(6)

Tonja Lewis
ABCSS Coordinator

HIPPY ARKANSAS
Since 1986

HIPPY Arkansas

1 Children's Way, Slot 651
Little Rock, Arkansas 72202
Office: (501) 364-3671 * Fax: (501) 364-2225

October 13, 2014

The Honorable Mike Beebe
Governor of Arkansas
State Capitol Building
Little Rock, AR 72201

Dear Governor Beebe,

On behalf of the Arkansas State HIPPY Training and Technical Support Center, I am writing to express my strong support for Arkansas' Preschool Development Grant—Expansion Grant application. The HIPPY T & TA Center represents early childhood providers across the state, most of which receive Arkansas Better Chace (ABC) funding. These programs annually serve more than 5,000 children and their parents. The quality enhancements that the programs have been able to make in HIPPY with ABC funding and state support, and the gains that these children have made as a result of their participation in HIPPY, has been truly remarkable.

As you are well aware HIPPY is a parent involvement program that empowers parents to be their child's first teacher. The program also increases the chances that the parent will continue to be engaged in their child's education throughout their school career. With ABC funding, HIPPY has been able to serve children out of 32 agencies employing 49 coordinators that reach into 69 counties in the state of Arkansas.

Funding from Arkansas' Preschool Development Grant—Expansion Grant will greatly enhance the state's capacity to provide high-quality prekindergarten services to Arkansas' most vulnerable children and families and we stand ready to support the implementation of the grant if the state is successful. We also understand that the grant funding is for a limited period of time, and that we must work together to ensure that the funding is sustained after the grant period has ended.

We look forward to our future work together.

Sincerely,

Beverly Wright
(b)(6)
State HIPPY Director

Oct 7, 2014

The Honorable Mike Beebe
Governor of Arkansas
State Capitol Building
Little Rock, AR 72201

Dear Governor Beebe,

On behalf of The Batesville School District I am writing to express my strong support for Arkansas' Preschool Development Grant—Expansion Grant application. The Batesville School District_ represents early childhood providers across the state, many of whom receive Arkansas Better Chace (ABC) funding. The quality enhancements that the programs have been able to make with ABC funding and state support, and the gains that children have made as a result of their participation in ABC, have been truly remarkable.

The Batesville School District is funded by ABC for not only preschool slots but home visiting slots as well. Through home visiting we are able to serve children who lack access to early childhood education due to transportation issues. Children living in rural areas often lack a way to attend preschool. Home visiting services makes it possible for these students to have equal access to quality early learning activities. Home visiting works. Children in our state deserve to have quality educational opportunities. The Natural State needs to support our greatest natural resource= our children.

Funding from Arkansas' Preschool Development Grant—Expansion Grant will greatly enhance the state's capacity to provide high-quality prekindergarten services to Arkansas' most vulnerable children and families and we stand ready to support the implementation of the grant if the state is successful. We also understand that the grant funding is for a limited period of time, and that we must work together to ensure that the funding is sustained after the grant period has ended.

We look forward to our future work together.

Sincerely,

Lorrie McClure
Batesville School District
Parents as Teachers

UAMS
COLLEGE OF MEDICINE
DEPARTMENT OF PEDIATRICS
UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES

HEAD START / EARLY HEAD START PROGRAM

7415 Colonel Glenn Road
Little Rock, AR 72204

501-570-5000
501-570-5011 (fax)

October 13, 2014

The Honorable Mike Beebe
Governor of Arkansas
State Capitol Building
Little Rock, AR 72201

Dear Governor Beebe,

On behalf of the UAMS Head Start/Early Head Start School Readiness Team, I Tyra Larkin am writing to express my strong support for Arkansas' Preschool Development Grant—Expansion Grant application. In 2012, the state created local committees that have been working to promote a strong continuum of learning across ABC, Head Start, home visiting, child care/CCDF, and public school settings by supporting transitions between early learning settings, promoting collaborative relationships, and engaging in constructive data sharing initiatives.

We strongly support the application's plan to strengthen the birth through third grade continuum in each of the communities selected for the grant, and look forward to working on this effort. We believe this grant funding will be a way to build on the strong found that is already in place to provide continuous support to the state's most vulnerable children over their earliest year.

Overall, funding from Arkansas' Preschool Development Grant—Expansion Grant will greatly enhance the state's capacity to provide high-quality prekindergarten services to Arkansas' most vulnerable children and families.

We look forward to our future work together.

Sincerely,

Tyra Larkin
Head Start Director

(b)(6)

Section B

Alignment of Infant/Toddler Developmental Learning Strands with Essential Domains of School Readiness

Essential Domains of School Readiness as Defined by Grant Application Criteria	**Arkansas Framework for Infant and Toddler Care**
School Readiness Domains	*Developmental Strands*
Language and Literacy Development	**To learn to communicate - Language Development**
Cognition and General Knowledge (including early mathematics and early science)	**To learn to think - Cognitive Development**
Physical Well-Being and Motor Development (including adaptive skills)	**To learn to move and do - Physical Development**
Social and Emotional Development	**To learn about their feelings - Emotional Development**
	To learn about other people - Social Development
Approaches Toward Learning (including the utilization of the arts)	**To learn about themselves - Self-concept Development**

Alignment of 3- and 4-Year-Old Developmental Learning Strands with Essential Domains of School Readiness

Essential Domains of School Readiness as	Arkansas Early Education Framework	
	Developmental Learning Strands	*Sub-Domains*
Language and Literacy Development	**Language Development**	Language
	Cognitive/Intellectual Learning	Language Arts
Cognition and General Knowledge (Including Early Mathematics and Early Science)		Mathematics and Science
		Social Studies
Physical Well-Being and Motor Development (Including Adaptive Skills)	**Physical Development**	Health and Nutrition
		Fine Motor
		Gross Motor
Social and Emotional Development	**Social/Emotional Development**	Act Independently
		Interact Socially
Approaches Toward Learning		Experience Success
N/A	**Creative/Aesthetic Learning**	Expression Through Art Forms and Activities

Arkansas Framework for Infant and Toddler Care

Elements of Quality Infant and Toddler Care

- Relationships
- Environment
- Health and Safety
- Experiences
- Diversity

Developmental Strands

- To learn about themselves - Self-concept Development
- To learn about their feelings - Emotional Development
- To learn about other people - Social Development
- To learn to communicate - Language Development
- To learn to move and do - Physical Development
- To learn to think - Cognitive Development

Benchmarks with Strategies and Activities for Infants and Toddlers

Bibliography of Children's Literature for Infants and Toddlers

ARKANSAS DEPARTMENT OF HUMAN SERVICES

INTRODUCTION

ARKANSAS FRAMEWORK FOR INFANT AND TODDLER CARE

The Arkansas Framework for Infant and Toddler Care is written with every infant and toddler across Arkansas in mind. It is a document designed for program trainers, directors and parent educators to use as they work with caregivers and parents to insure quality care for infants and toddlers. Funded by the Division of Child Care and Early Childhood Education, Arkansas Department of Human Services, the work was developed by a panel of infant and toddler specialists.

Infants and toddlers are cared for in a variety of settings. These settings include the child's own home, child care centers and family child care. The quality of the care they receive, whatever the setting, is a primary concern here. The kind of relationships and experiences infants and toddlers have can either nurture of interfere with their development.

An infant's capacity to learn and thrive depends on the interplay between nature (genetic make-up) and nurture (life experiences). Infants come into this world with an inherited genetic make-up. However, it is the dynamic relationship between nature and nurture that shapes human development.

In order for children to reach their full potential as curious, confident and able life-long learners and contributing members of their families and communities, they must receive warm, consistent care (nurturing) during the first three years of life. This Arkansas Framework for Infant and Toddler Care is designed as a guide to assist caregivers in any setting to provide that care.

Arkansas Early Childhood Education Framework Handbook

For Three & Four Year Old Children

2004

Framework:

A document containing the necessary components to shape and guide the design and development of quality early childhood education programs.

ARKANSAS DEPARTMENT OF HUMAN SERVICES

Division of Child Care and Early Childhood Education

INTRODUCTION

The passage of Act 236 in 1991 had a profound impact on education in Arkansas, redirecting and refocusing reform efforts which had begun in the mid 1980's. One of the most significant changes resulting from this Act was the requirement that curriculum frameworks be developed at the state level and used by local districts to develop curriculum guides to meet the needs of their students.

Presently, local school districts have access to curriculum frameworks in the core content areas which span grade levels from kindergarten through grade twelve. Until now, nothing has been available from the state to assist educators of three and four year olds in the designs of early childhood curricula. Nor has there been a document to guide the growth and development of children through a successful transition to a kindergarten curriculum based on the K-12 frameworks. This document seeks to address that void. It contains a mission, essential elements, and developmental learning strands which should be evident in quality early childhood education programs. It includes vignettes (examples) illustrating various learning strands, addresses related issues such as assessment and professional development, and incorporates a glossary of significant terms and concepts.

Like the K-12 Arkansas Curriculum Frameworks, this framework should be used to shape and guide, not dictate, quality programs in Early Childhood Education. It is presented with the belief that local administrators, teachers and caregivers are best suited to make decisions which directly affect the children and families they serve.

What these decision makers need is a thoughtfully designed, concise document containing state of the art information about quality early childhood education programs. Such a document should be a clear, user-friendly guide to assist educators and caregivers in the development of local programs. This framework seeks to meet that requirement.

The **Early Childhood Education Framework** was developed by more than thirty educators from Arkansas, selected by the Arkansas Early Childhood Commission. These individuals are widely recognized throughout the state for their professional contribution, insight, experience, and the quality of their work in Early Childhood Education. The Commission and members of the Task Force invite your comments and suggestions as this documents is used at the local level.

APPENDIX B.4.1: Alignment of Arkansas Better Chance to Definition of High-Quality Preschool Program

	Criteria for High-Quality Preschool Program	ABC Program in Arkansas
(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**	11.01 The lead teacher shall hold a **standard Arkansas teacher license with P-4 certification.** Nonpublic school based or non-educational cooperative-based ABC programs may hire a **noncertified teacher with a bachelor's degree in early childhood education or child development.** Non-public school or non-cooperative based ABC programs may not hire teachers with a provisional or initial teacher license. **The Division shall consider degree exemptions for nonpublic school/coop based providers on a case-by-case basis, contingent upon the teacher having a requisite number of hours in early childhood and/or child development.** Lead teachers must be able to demonstrate competency in the areas of developmentally appropriate programming, curriculum development and daily classroom management. 11.02 **For multiple classroom sites, the teacher of a second classroom shall hold, at a minimum, an associate degree in early childhood education or early childhood development.** Teachers must be able to demonstrate competency in the areas of developmentally appropriate programming, curriculum development and daily classroom management. The Division shall consider degree exemptions for non-public school/coop based providers on a case-by-case basis, contingent upon the teacher having a requisite number of hours in early childhood and/or child development. Non-public school or non-cooperative based ABC programs may not hire teachers with a provisional or initial teacher license. 11.03 The **paraprofessional shall hold one of the following: an associate degree in early childhood education or child development OR a CDA credential.** Paraprofessionals are an integral part of classroom instruction and should be given responsibilities which are commensurate with their education and experience. In general, paraprofessionals should be able to assist with classroom activities, interaction, supervision and observation.

(b)	High-quality professional development for all staff	11.09 Between July 1 and June 30 each year, All ABC teachers and aides shall participate in a minimum of thirty (30) hours of staff development on topics pertinent to early childhood education and approved by DCCECE. Persons who are obtaining an early childhood degree may count college course hours pertinent to early childhood education toward the required hours of staff development. Programs should multiply semester hours by 5 to obtain the number of semester hours counted towards ABC professional development. 11.10 Teachers and paraprofessionals shall be required to receive training in the following areas: • Arkansas Early Childhood or Infant/Toddler Education Frameworks • Pre-K ELLA (Early Literacy Learning in Arkansas) • INDEX (Math and Science for Young Children) • Social/Emotional Learning in Arkansas • *Work Sampling* Online • COPA • Deveraux Early Childhood Assessment (DECA) • Special Needs, including process, Special Education rules and regulations and IDEA With the exception of annual *Work Sampling* training and updates, timeframes for completing such requirements may vary with availability and access to the above trainings. DCCECE or ADE Special Education may mandate additional training subject to needs in various locations. 11.11 In addition to the requirements of 11.10, coordinators for each ABC programs shall ensure that all appropriate staff members attend mandatory ABC training (budgets, reporting, assessments, information technology, etc.) provided by DCCECE. Programs with staff members not adhering to these requirements are subject to the terms of a compliance plan as outlined in Section 21.

		11.12 The ABC program coordinator and all ABC staff shall register with the AECPDS Registry. The Registry identification number for each staff shall be entered in COPA.
(c)	A child-to-instructional staff ratio of no more than 10 to 1	10.02 The adult-to-child ratio in any classroom with ABC children shall not exceed: • 1:4 (birth to 18 months) • 1:7 (18 months-3 years) • 1:10 (3 years-5 years)
(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;	10.01 The group size in any classroom with ABC children shall not exceed: • 8 children for ages birth-18 months • 14 children for ages 18 months–3 years • 20 children for ages 3–5 years • or the classroom's licensing capacity, whichever is less. 12.01 Single classroom sites for preschool shall have a teacher qualified under 11.01-11.02. Classrooms with over 10 children must have a paraprofessional qualified under 11.03.
(e)	A Full-Day program: (a) Equivalent to a full school day at the public elementary schools in the State; and (b) Not fewer than five hours a day.	**ABC:** 9.06 For each child enrolled, ABC programs shall provide a minimum of 7 hours per day, 178 days per year for instruction. **Public Elementary Schools:** The planned instructional time in each school day shall not average less than six (6) hours per day or thirty (30) hours per week.[1]
(f)	Inclusion of children with disabilities to ensure access to and full participation in all opportunities	14.05 If necessary, intervention shall ensure each child has access to professional services, such as referrals to the educational cooperative behavioral specialist, the ADE-funded regional support network for early autism identification, community mental health center and a private therapist. If a child in question has a disability and is in the process or has been identified under IDEA, the ABC program shall follow state special education rules and regulations governing suspension/expulsion.

		23.04.1 ABC programs must admit eligible students without regard to race, gender, national origin, ancestry, color, disability, creed, political affiliation, or religion.
(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	13.01 All early childhood programs funded by ABC monies shall be developmentally appropriate and individualized to meet the needs of each student enrolled. The following references shall be utilized to determine developmental appropriateness: • Developmentally Appropriate Practice in Early Childhood Programs, Revised Edition, Edited by Sue Bredekamp and Carol Copple, © 2004 by NAEYC • From Neurons to Neighborhoods: The Science of Early Childhood Development, Edited by Jack P. Shonkoff, M.D. and Deborah A. Phillips, © 2000 by National Academy of Sciences. • Arkansas Early Childhood Frameworks (state Early Learning and Development Standards) 13.02 Programs shall demonstrate that the classroom arrangement satisfies "substantial portion of the day" as defined by the environmental rating scales. If used, room dividers shall be arranged and of sufficient height to prohibit distractions from other classes yet not hinder proper supervision within the classroom. 13.03 Each classroom shall be equipped with toys, books and play apparatus to take care of the needs of the total group and to provide each child with a variety of activities through the day. A variety of equipment shall be accessible from low shelves to children of all ages and shall be arranged in learning centers. 13.04 The program shall be individualized to meet the needs of each student enrolled. Each curriculum model and the actual classroom practice will be assessed using the applicable environmental rating scale to ensure the model is developmentally appropriate. 13.05 The program shall have a written overall curriculum plan which is arranged in thematic units, projects or topics of study and includes goals and objectives related to the following: cultural diversity, social/emotional development, creative/aesthetic learning, cognitive/intellectual learning, physical development and language.

		13.06 All programs must utilize a curriculum approved by DCCECE. A list of approved curriculum models will be made available by DCCECE on an annual basis. A program wishing to use a curriculum not on the list may request, in writing to DCCECE, consideration of an additional curriculum. Program coordinators shall ensure teachers have adequate training on curriculum. 13.07 Children shall participate in a daily schedule that reflects a balance among the following types of activities: indoor/outdoor; quiet/active; individual/small group/large group; gross motor/fine motor; child initiated/teacher initiated. 13.08 Routine and transition times throughout the day, such as preparing for mealtime, shall be used as opportunities for incidental learning. Transition times shall be planned to avoid frequent disruption of children's activities and long waits between activities. 13.10 The arrangement of indoor and outdoor equipment, materials and interest areas for each group shall provide for: • Accessibility to equipment and materials so that children may select and return them easily • An orderly, uncluttered atmosphere • Visual and/or auditory supervision of children in all areas • Separation of active and quiet play areas • Traffic patterns that avoid disruption of activities 13.11 At a minimum, developmentally appropriate equipment and materials of sufficient quantity to accommodate a sustained learning environment shall be provided in the following interest areas/learning centers: 1. Blocks 2. Dramatic Play 3. Stories/Language Development 4. Art 5. Discovery/Science Sensory

		6. Sand/Water Play 7. Manipulatives 8. Music 13.12 Outdoor play shall be used as an extension of the learning activities that occur in the classroom. As such, ABC staff shall participate in this activity. Each ABC classroom shall offer a minimum of 60 minutes of outdoor play daily unless prevented by inclement weather. 13.13 The outdoor play area shall be developmentally appropriate and meet the Consumer Product Safety Commission standards for outdoor play areas. The outdoor play area shall provide the following: • A variety of surfaces • An arrangement designed for appropriate flow of activities • Climbing and other active play items and structures • Open areas for running and games • Opportunities for dramatic play • Adequate storage for equipment and materials • Partial shade • Quiet, private spaces • A separate outdoor area equipped for infants and toddlers (if applicable)
(h)	Individualized accommodations and supports so that all children can access and participate fully in learning activities	13.01 All early childhood programs funded by ABC monies shall be developmentally appropriate and individualized to meet the needs of each student enrolled…. 14.05 If necessary, intervention shall ensure each child has access to professional services, such as referrals to the educational cooperative behavioral specialist, the ADE-funded regional support network for early autism identification, community mental health center and a private therapist. If a

		child in question has a disability and is in the process or has been identified under IDEA, the ABC program shall follow state special education rules and regulations governing suspension/expulsion. 14.06 If children demonstrate inappropriate behavior, as indicated by the results of the DECA given by ABC staff, the ABC program shall consult with the Early Childhood Special Education program regarding classroom modifications and interventions. 14-2 The ABC program is required to work collaboratively with the team to ensure that the IEP/IFSP is implemented in the natural /least restrictive environment for all eligible children having an IEP/IFSP/health plan/medical plan developed by the appropriate professional / team. The ABC Program is required to allow the special services identified on the plan to be implemented in the program setting. The program is not required to make accommodations for children without one of the aforementioned treatment plans. For any child placed on an IEP, the ABC teacher should play an active role in the planning and follow-up care. The classroom teacher is a critical member of the IEP team and must attend the meeting. If the classroom teacher is unable to attend, the Sp Ed Coop must request permission from the parent to arrange for input by written or telephone participation. IEP objectives worked on by the special services provider shall be reinforced as a part of the daily classroom routine. A copy of the IEP or goals and objective page shall be placed in the child's ABC record. Records shall be housed in a locked file cabinet and maintained in a strictly confidential manner.[2]
(i)	Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff	A-7 School districts and cooperatives must pay staff according to the established school district/cooperative salary schedule. All other agencies or any school district/cooperative that does not have a schedule for a specific position must utilize the ABC Salary Matrix (see below) to establish salaries. ABC agencies must abide by all minimum salary laws set for certified teachers. Private programs must follow the current year's salary matrix.[3]

(j)	Program evaluation to ensure continuous improvement	15.04 A comprehensive longitudinal study shall be implemented to evaluate the ABC program to ensure that the program goals are achieved. The study will be designed to use sound research-based evidence to determine whether the programs meet the expected standards. This research shall include children entering the program at ages three (3) and four (4) years and follow the children through completion of the fourth grade benchmark exams. Research results will be provided annually to the Governor and the Senate Interim Committee on Education and the House Interim Committee on Education. 9-4 Each ABC center-based site or family home shall be reviewed annually for environmental quality. The applicable Environment Rating Scale shall be utilized for this purpose.[4]
(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	(See below)
	Screenings for hearing, vision, dental, health (including mental health), and development, as well as referrals and assistance obtaining services, when appropriate	15-1 By law, each child enrolled must be assessed using the instrument selected by ADE and the Division. The ABC program currently uses the Work Sampling System (WSS) to assess preschoolers and The Ounce Scale to assess infants and toddlers. The WSS has been selected due to its high correlation to the Arkansas Framework for Early Childhood, neutrality with respect to curriculum, and observation-based approach to assessment. Children are currently assessed across all seven WSS domains three times during the program year. Children enrolled in the ABC program must have a developmental and health (well child) screening conducted within the first 45 days of attendance. The purpose of this screening is to identify developmental delays and medical/health issues; and modify your classroom curriculum to

		meet the needs of each child. The program agency shall be responsible for completing this screening.[5] 15-2 The program may either use qualified staff (if trained) to administer the screening or may contract the screenings to a local cooperative or other qualified screener. The staff person administering the instrument must meet the qualification requirements as specified in the instrument manual as well as be able to demonstrate experience in administering the instrument. Programs must select a research-based tool or combination of research-based tools to cover the developmental domains. The selected screening tool should also be culturally sensitive. The administering staff must be able to document training received and demonstrate competency in administering the screening if requested.[6] 15-3 Health/well child screenings should be completed every twelve (12) months while the child is between 3 and 5 years of age. This well child exam must include all of the elements defined in the age-appropriate Early Periodic Screening, Diagnosis, and Treatment (EPSDT) screening from Medicaid. A licensed physician or registered nurse practitioner must administer the screening. Health care providers may bill AR Kids First health insurance program for the cost of this screening for any ABC children enrolled in that insurance program. The Agency shall pay for the well child screening if the family does not have any form of insurance. If the family's insurance is used, the Agency shall pay the co-pay if applicable. This screening should be used as a diagnostic tool to determine if any follow-up care is needed and to provide ABC programs with information concerning the child's health which might impact overall development of kindergarten readiness skills. Programs should distribute copies of the ABC Health Screening form to parents for completion. This form must be completed by both the parent and health care provider then returned to the program for placement in the child's record within 45 days of enrollment. An alternate form may be accepted if in includes all required information as specified in 15.08 of the ABC Rules and Regulations. It is the responsibility of the parent or guardian to ensure this screening is completed

		in a timely manner. Children not completing the health screening within the required timeframe shall be suspended (not to exceed 30 days) or dismissed from the program.[7] 15.01 DCCECE and ADE shall work cooperatively to ensure that the assessments are conducted as required by Act 49 of 2003. 15.02 Children in the ABC program shall be assessed annually to provide an indication of each child's progress towards school readiness. 15.03 The assessment shall address a child's strengths, progress, and needs and shall serve as a central part of an effective early childhood program. The assessment instrument selected by DCCECE and ADE shall be used for children enrolled in an ABC program. 15.05 Within forty-five (45) days of entering an ABC program, a child shall receive a routine annual developmental screening to determine individual needs. The program agency shall be responsible for completing the developmental screening. The purpose of screening is to identify developmental delays and/or educational deficiencies. Children so identified shall be referred to Special Education within seven (7) calendar days of the date of screening. Programs shall comply with state and federal laws for Special Needs students.. 15.06 The developmental screening must include, at a minimum, the following areas: vocabulary, visual-motor integration, language and speech development, fine and gross motor skills, social skills and developmental milestones. 15.07 DCCECE will provide a list to programs of all acceptable developmental screening instruments on an annual basis.. 15.08 Within 45 days of the first day of attendance, every child shall receive an age-appropriate health screening, which includes a hearing and vision test, performed by a licensed physician or

		physician assistant. Programs should contact DCCECE for information on seeking a waiver under Ark. Code Ann. § 6-18-701. Programs shall work in partnership with parents to obtain health screening information.
	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	16.01 Each program shall have a plan for parent involvement which includes opportunities for parental input into program operation and design. Parent involvement plans shall include a mechanism for parental advice and review of programmatic plans, parent conferences and a method to involve the parent in the child's educational experience. 16.02 The program shall have an "open door" policy for parents which encourages visiting and participation in classroom activities. Opportunities for at least two parent-teacher conferences shall be given to parents. 16.03 The program shall publish and utilize a parent handbook specifically for ABC programs.
	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**	13.15 ABC programs are required to provide free nutritious meals and snacks for all children enrolled in ABC/ABCSS. Mealtime is an opportunity to engage children in conversation about the day and themselves. Therefore, ABC staff shall participate with the children during this time. Children shall be given an appropriate amount of time for meals and conversation. 13-6 During the 7-hour program day, the ABC program shall provide breakfast, lunch and snack to each enrolled child. Meals and snacks must meet USDA nutritional requirements. For any child who brings a lunch from home, programs are required to monitor the contents of the meal to ensure all nutritional components are met.[8]
	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	14.05 If necessary, intervention shall ensure each child has access to professional services, such as referrals to the educational cooperative behavioral specialist, the ADE-funded regional support network for early autism identification, community mental health center and a private therapist. If a

		child in question has a disability and is in the process or has been identified under IDEA, the ABC program shall follow state special education rules and regulations governing suspension/expulsion. 14.07 For any ABC child also receiving special education services, appropriate staff from the Education Cooperative or school district shall have access to the child at mutually agreeable times during the program day in order to provide services outlined in the child's IEP. 14.08 For any ABC child requiring the intervention services of special education, the ABC program shall collaborate with special education professionals to ensure each party has access to necessary information to provide the appropriate services. Early Education Special Education teachers shall have access to any information pertaining to a child receiving special education that is in the possession of the ABC program that would be necessary for reviewing and evaluating the child's progress in the general education setting. Access to proprietary information on the child shall be on a need-to-know basis. 14-2 The ABC program is required to work collaboratively with the team to ensure that the IEP/IFSP is implemented in the natural /least restrictive environment for all eligible children having an IEP/IFSP/health plan/medical plan developed by the appropriate professional / team. The ABC Program is required to allow the special services identified on the plan to be implemented in the program setting. The program is not required to make accommodations for children without one of the aforementioned treatment plans. For any child placed on an IEP, the ABC teacher should play an active role in the planning and follow-up care. The classroom teacher is a critical member of the IEP team and must attend the meeting. If the classroom teacher is unable to attend, the Sp Ed Coop must request permission from the parent to arrange for input by written or telephone participation. IEP objectives worked on by the special services provider shall be reinforced as a part of the daily classroom routine. A copy of

		the IEP or goals and objective page shall be placed in the child's ABC record. Records shall be housed in a locked file cabinet and maintained in a strictly confidential manner.[9]
	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	13.12 Outdoor play shall be used as an extension of the learning activities that occur in the classroom. As such, ABC staff shall participate in this activity. Each ABC classroom shall offer a minimum of 60 minutes of outdoor play daily unless prevented by inclement weather. 13.13 The outdoor play area shall be developmentally appropriate and meet the Consumer Product Safety Commission standards for outdoor play areas. The outdoor play area shall provide the following: • A variety of surfaces • An arrangement designed for appropriate flow of activities. • Climbing and other active play items and structures. • Open areas for running and games. • Opportunities for dramatic play. • Adequate storage for equipment and materials. • Partial shade • Quiet, private spaces • A separate outdoor area equipped for infants and toddlers (if applicable)
	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	16.04 Each program shall have a plan for community/school district/educational services cooperative/agency involvement, which includes a description of how cooperation with other service providers who are concerned with the education, welfare, health and safety needs of young children, will be established and maintained. Programs should consider providing opportunities for community representatives to participate in the educational activities of the classroom. 16-2 ABC programs must also implement strategies to improve community involvement in the program by developing a Collaboration Plan in conjunction with local community partners invested

		in the future of their children. The written plan must be maintained on file in the program and updated periodically as a result of collaboration meetings and activities. At a minimum, the following partners should include: • Public School District • Early Childhood Special Education Cooperative • Head Start • Other Child Care and ABC Providers • Local Health Units and / physicians • HIPPY / PAT • Mental Health Examples of additional partners which could be very beneficial to the development and provision of services and programs are: • Court System • Library • DHS Offices/Programs such as DCFS, Volunteerism, DCCECE, County Operations, Medicaid • Higher Education such as local community colleges or universities • Hospitals[10]
	On-site coordination of services, to the maximum extent feasible	See 16.04 above
	Additional support services, determined by the State, as appropriate	13.14 Provision should be made through program design and networking efforts to ease the transition of children moving from one program or age grouping to another or to public school kindergartens. This provision must include individual needs assessments on each child, lesson plans and specific activities written into the program design. At a minimum, the transition plan shall involve parents and appropriate school district personnel.

(l)	Evidence-based health and safety standards.	9.01 All ABC classroom programs shall satisfy the requirements specified in The Child Care Licensing Act, Ark. Code Ann. § 20-78-201 through 224 and rules and regulations enacted pursuant to these sections.

All references are sections from THE ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING THE ARKANSAS BETTER CHANCE PROGRAM OCTOBER 2012 except for the following:

[1] Section 10.01.4 of ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING STANDARDS FOR ACCREDITATION OF ARKANSAS PUBLIC SCHOOLS AND SCHOOL DISTRICTS July 2009.

[2] Section 14-2 *Arkansas Better Chance Program Manual* (Revised August2009), p. 37

[3] Section A-7 *Arkansas Better Chance Program Manual* (Revised August2009), p. 47

[4] Section 9-4 *Arkansas Better Chance Program Manual* (Revised August2009), p. 26

[5] Section 15-1 *Arkansas Better Chance Program Manual* (Revised August2009), p. 38.

[6] Section 15-2 *Arkansas Better Chance Program Manual* (Revised August2009), p. 38

[7] Section 15-3 *Arkansas Better Chance Program Manual* (Revised August 2009), pp. 39–40.

[8] Section 13-6 *Arkansas Better Chance Program Manual* (Revised August2009), p. 35

[9] Section 14-2 *Arkansas Better Chance Program Manual* (Revised August2009), p. 37.

[10] Section 16-2 *Arkansas Better Chance Program Manual* (Revised August2009), p. 40 41

ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING THE ARKANSAS BETTER CHANCE PROGRAM

SECTION 1 – REGULATORY AUTHORITY

1.01 These rules are enacted pursuant to the authority of the State Board of Education under ACA § 6-11-105 and 6-45-101 et seq. as amended.

1.02 The Division of Child Care and Early Childhood Education, Arkansas Department of Human Services, shall coordinate and administer the Arkansas Better Chance Program, providing all appropriate technical assistance and program monitoring necessary to fulfill the requirements of Ark. Code Ann. 6-45-101 et seq., 20-78-206 and 6-11-105. DCCECE will annually provide the State Board of Education a list of grants which are recommended for funding for the next year.

1.03 The State Board of Education will approve all rules developed pursuant to Act 212 of 1991 and Act 49 of 2003 as amended and will approve all programs funded under the Arkansas Better Chance Program.

SECTION 2 – PURPOSE

2.01 It is the purpose of these rules to set the general guidelines for the operation of early childhood programs funded under the Arkansas Better Chance Program and the Arkansas Better Chance for School Success Program.

SECTION 3 – DEFINITIONS

3.01 ABC: Arkansas Better Chance

3.02 ABCSS (Arkansas Better Chance for School Success): Unless standards for ABC and ABCSS are listed separately, the term 'ABC' will be used to refer to all participating programs.

3.03 ADE: Arkansas Department of Education

3.04 AECPDS: Arkansas Early Childhood Professional Development System

3.05 APSCN: Arkansas Public School Computer Network

3.06 Agency: For purposes of these rules, "Agency" refers to any entity funded under the Arkansas Better Chance or Arkansas Better Chance for School Success program.

3.07 CACFP: Child and Adult Care Food Program (Special Nutrition). A federally-funded subsidy program administered by DCCECE designed to provide reimbursement to providers for meals and snacks served to children from low-income families.

3.08 CCFH: Child Care Family Home

3.09 CDA: Child Development Associate

3.10 Classroom: A physical space which is partitioned for the purpose of ABC instruction and activities. Each classroom must meet licensing requirements and state Quality Approval standards.

3.11 COPA: Child Outcome, Planning and Assessment. A web-based information technology system used to capture and maintain data for all children and families enrolled in ABC.

3.12 Core Quality Components: The six key areas of ABC which include:

-Low student to teacher ratio
-Well-qualified and compensated staff
-Professional development
-Developmental Screening and Child Assessment
-Proven curricula and learning processes
-Meaningful parent and community engagement activities

These components serve as the basis of ABC funding levels.

3.13 DCCECE: Division of Child Care and Early Childhood Education

3.14 DECA: Deveraux Early Childhood Assessment

3.15 DHS: Arkansas Department of Human Services

3.16 ECERS-R (Early Childhood Environmental Rating Scale, Revised): A nationally-recognized scale developed to measure various elements of classroom quality. ECERS-R is used to measure the environmental quality of early childhood programs.

3.17 ERS (Environmental Rating Scale): The term used to describe the tools used to measure elements of classroom quality. These include the Early Childhood Environmental Rating Scale, Infant-Toddler Rating Scale, Family Child Care Rating Scale and School-Age Care Rating Scale.

3.18 FPL: Federal Poverty Level

3.19 IEP: Individualized Education Program

3.20 IDEA: Individuals with Disabilities Education Act

3.21 INDEX: Investigating, Discovering and Exploring, the state-approved curriculum training on Math and Science for Young Children.

3.22 In-kind services: Support services provided at either no cost or without monetary exchange. To use in-kind services as match, services must be provided to the ABC program.

3.23 HIPPY: Home Instruction for Parents of Preschool Youngsters

3.24 LEA: Local Education Agency

3.25 NAEYC: National Association for the Education of Young Children

3.26 PAT: Parents as Teachers

3.27 Single-Site Classroom: One ABC classroom at a geographic location

3.28 Multi-classroom Site: Multiple ABC classrooms located on the same premises

3.29 SSN: Social Security Number

3.30 Shall: Mandatory standard

3.31 Should: Standard is recommended but not mandatory

3.32 SQP: Staff Qualifications Plan. A process by which DCCECE can approve staff not meeting minimum qualifications to work in an ABC classroom under certain restrictions.

3.33 Work Sampling System (WSS): A web-based instrument used by ABC programs to assess a child's progress in various educational domains over the program year.

SECTION 4 – CHILD ELIGIBILITY

4.01 The ABC Program serves educationally deprived children, ages birth through 5 years, excluding a kindergarten program. The Arkansas Better Chance for School Success Program serves children ages 3 and 4 years from families with gross income not exceeding 200% of the FPL. Programs wishing to enroll a kindergarten-eligible child must obtain a written waiver from DCCECE before enrolling the child in ABC. Parents must also complete a kindergarten waiver process through the local school district.

4.02 To be eligible, children shall reside within the boundaries of an Arkansas school district. Programs may accept children outside of their local area if they have exhausted local recruiting efforts and have unfilled ABC slots.

4.03 Eligible children for the ABC program shall have at least one of the following characteristics:

-Family with gross income not exceeding exceeding 200% of FPL
-Parents without a high school diploma or GED
-Low birth weight (below 5 pounds, 9 ounces)
-Parent is under 18 years of age at child's birth
-Immediate family member has a history of substance abuse/addiction
-Has a demonstrable developmental delay as identified through screening
-Eligible for services under IDEA
-Income eligible for Title I programs
-Limited English Proficiency
-Parent has history of abuse of neglect Or is a victim of abuse or neglect

4.04 Eligible children for the ABC for School Success program must meet the following qualifications:

-Must be three or four years old by ADE cutoff date.
-Gross family income ≤ 200% of FPL
-A program is available in the area where the child resides and there is available space for the child to attend.

To receive special education services a child must reside within certain district/co-op boundary lines.

4.05 To enroll an eligible child, the child's parent or guardian shall furnish documentation of eligibility and other required information, including household income and household member information. A list of all acceptable documentation will be published annually by DCCECE. Children of parents or guardians refusing to furnish required information shall be deemed ineligible for participation. Programs are responsible for verifying eligibility before the child attends and shall maintain copies of eligibility documentation in the child's record.

4.06 A copy of the child's birth certificate or hospital record listing a date of birth is required. If official documentation of date of birth is unavailable, the ABC program shall follow the guidelines of the local district in such instances.

4.07 In determining income eligibility, programs shall use a family's gross income from employment plus any unemployment compensation. Documentation of income eligibility must be present in each child's record. If pay stubs are used to document eligibility, recent documents (dated within 30 days) shall be used. DCCECE shall publish a list of acceptable documentation annually. If a three-year old child has been qualified for ABCSS, that child shall remain eligible for two years.

4.08 Families claiming no earned income (full-time students or unemployed) shall produce a signed and notarized statement to that effect, which shall be maintained in the child record.

4.09 Parents or guardians shown to have submitted a falsified document shall be subject to repayment of funds to DCCECE and referral for prosecution.

4.10 Agencies shown to have enrolled ineligible children or children with no documentation of eligibility shall be required to repay the funds expended on behalf of the child to DHS.

4.11 An age-eligible child who falls into one of the following categories shall be exempt from family income requirements:

- Foster child
- Child with an incarcerated parent
- Child in the custody of/living with a family member other than mother or father
- Child with immediate family member arrested for or convicted of drug-related offenses
- Child with a parent activated for overseas military duty

4.12 The ADE and DCCECE may develop a fee schedule and establish eligibility based on family income for children who are not eligible under Section 4.4, but priority enrollment shall be provided to children eligible under Section 4.4. Families who are qualified for enrollment under a sliding fee scale should pay fees directly to the program. The amount of any parent co-pay as determined by DCCECE shall be deducted from the reimbursement to programs accepting children on a sliding fee scale.

4.13 DCCECE, with approval from ADE, may grant waivers to children not meeting the eligibility criteria under Sections 4.3 or 4.4 but possessing multiple risk factors for learning and developmental impairment. Requests for such waivers must be submitted to DCCECE in writing and will be considered on a case by case basis.

4.14 Children having certain risk factors may be eligible for home-visiting services, in addition to attending a center-based ABC program. See Section 18.6 for eligibility requirements.

4.15 Eligible children shall not be denied enrollment into an available ABC program or dismissed from an ABC program due to non-payment of any fees associated with another child care program.

SECTION 5 – PROGRAM/AGENCY ELIGIBILITY

5.01 Any child care provider meeting these criteria is eligible to apply for funding:

- Located within the boundaries of the State of Arkansas
- Licensed by DCCECE as a Child Care Center or Child Care Family Home with no history of formal corrective action or founded complaints which pose an immediate safety risk within 12 months of application date
- Has no outstanding debt to DCCECE or ADE (This requirement shall be suspended if an appeal is pending.)
- Has obtained State Quality Approval accreditation OR is eligible for such accreditation in the space to be used for the ABC program
- Can provide matching funds in accordance with local to state 40:60 funding ratio

The local-to-state match may be waived by DCCECE if the program is in a school district that has been designated by ADE as being in academic distress and DCCECE determines that the school is unable to provide the local-to-state match requirement. This determination may be made only after DCCECE has assisted the school in identifying potential funding sources to provide local-to-state match requirements.

5.02 Any provider wishing to be considered for funding must fully complete a grant application supplied by DCCECE. Grant applications will be evaluated and scored on the following factors:

- Current status of child care license and quality approval accreditation
- The degree to which the program can provide a developmentally appropriate preschool program as outlined in the grant application
- A strategy of collaboration with the local business and education community
- A fiscally-responsible budget which correlates to core quality models
- A plan of action for parent involvement

5.03 DCCECE will determine an acceptable cutoff score for approved applications. Questions and concerns regarding grant scoring should be referred to the Program Administrator. The ABC Administrator shall make the final determination of all grant scores. Grant scores are final.

5.04 All applications shall include a budget which corresponds to the ABC core quality components, details program costs and demonstrates fiscal responsibility. Allowable costs include:

- salaries/fringe
- instructional materials
- staff development
- developmental screenings
- parent/community engagement activities
- financial assistance for staff working towards a degree or credential, including but not limited to books, tuition and travel.

SECTION 6 – FUNDING

6.01 Upon approval of an ABC application, the order of funding shall be based on criteria stated in Act 49 of 2003, which includes areas of the state containing:

- Schools that have 75% or more students scoring below proficiency level on the primary benchmark exams (math and literacy) in the preceding two (2) school years
- Schools designated by ADE as being in school improvement status
- Schools located in a school district in academic distress.

Other factors determining areas to be funded may include socio-economic status of the service area and the availability of existing quality preschool services in an area.

6.02 Any program funded through ABC shall work in collaboration with DCCECE, ADE, local businesses and other early childhood providers (school districts, educational cooperatives, Head Start, HIPPY, private and non-profit providers, etc.) to ensure that all eligible children are served in the most suitable environment. This collaboration shall include, but is not limited to, participation in and/or facilitation of local early childhood meetings and referring families to other programs when appropriate.

6.03 The required local 40% match may include only the cost of providing necessary services for ABC children. Matching funds may be cash or in-kind.

6.04 State ABC Funding (60%) for the core components of the program may include salaries and fringe for staff giving direct services to ABC children, professional development, child assessment, developmental screening, meaningful parent and community engagement activities, proven curricula and learning processes, transportation and administration.

6.05 The maximum amount of funding is based upon projected child enrollment. Programs will be paid monthly. Payment shall be pro-rated for agencies not in operation a full program year. During the year, programs shall be audited to ensure compliance with child enrollment and attendance policies. An ABC program found to be enrolling ineligible children shall be required to repay applicable funds to DHS and be subject to all collection proceedings allowed by law. Funds may be withheld from future payments to satisfy repayment. Overpayments or the amount of any end of year carry-forward funds shall be deducted from future payments.

6.06 DCCECE shall not be responsible for sending out additional or late payments due to failure of Agency to enter data in COPA. DCCECE will assume any payments not disputed within 30 days of receipt shall be correct. DCCECE cannot retroactively pay any Agency for previous year services.

6.07 Payment shall be withheld if a program does not comply with reporting requirements.

6.08 ABC is intended to supplement, not supplant, existing early childhood funding sources.

6.09 Funding, not to exceed 2% of the total ABC funding pool, shall be available from the ABC monies for the additional support services required of DCCECE in administering the ABC program.

SECTION 7 – REPORTING

7.01 All child, family and staff information shall be maintained in COPA by the program. Attendance shall be taken daily and recorded in COPA at least monthly. Initial data must be entered by the due date set and published by DCC-ECE. Agencies shall update COPA data within ten (10) days of any change to family, child or staff data.

7.02 Each ABC program shall submit to DCCECE two (2) financial expenditure reports—due on January 30 and July 30 of each year—which detail operating expenses and enrollment data. Programs shall receive guidance from DCCECE on the specific format of each report.

7.03 An Agency shall operate its ABC program according to the financial guidelines outlined in the grant application instructions.

7.04 A complete and final disclosure audit of each ABC program is required and must be submitted annually for review to DCCECE. Any ABC program that is annually reviewed by Legislative Audit may submit the summary completed by that agency. All final audits shall be submitted within 120 days of the program's fiscal year completion.

7.05 Programs that fail to adhere to a reporting deadline or respond to a request for information by DCCECE will be subject to compliance action as outlined in Section 21.

7.06 Children qualifying under the sliding fee scale must be clearly marked as such in COPA. Programs shall also report any non-ABC qualifying children who have been assigned to an ABC classroom. Failure to do so is grounds for a compliance plan (See Section 21). DCCECE will inform programs as to the manner that reporting shall take place.

7.07 Once a grant agreement has been signed, any change made to the program whatsoever shall be reported to DCCECE within five (5) working days of the change. This includes, but is not limited to, any changes in address, phone, e-mail address, staff, slot locations or budget items.

SECTION 8 – APPLICATION/RENEWAL APPLICATION

8.01 The Request for Applications will specify all application procedures for an ABC program. DCCECE is not obligated to review any proposal received after the submission deadline stated in the application.

8.02 If all ABC funds are not allocated or expended during any program year, the DCCECE may initiate an additional application period to fully obligate all available funds.

8.03 An Agency shall operate its ABC program in accordance with all information contained in the grant application. Any deviation from the information in the application must first be approved by DCCECE. This includes budget items.

SECTION 9 – MINIMUM STANDARDS/CLASSROOM PROGRAMS

9.01 All ABC classroom programs shall satisfy the requirements specified in The Child Care Licensing Act, ACA § 20-78-201 through 224 and rules and regulations enacted pursuant to these sections.

9.02 All ABC center-based or family-home based programs shall maintain a license in good standing as referenced in Section 9.1. Any ABC program whose license is revoked shall be immediately terminated from the ABC program.

9.03 Agencies that are barred from participating in DHS programs pursuant to DHS Policy 1088 shall be ineligible for participation in ABC. Grant agreements for any existing programs excluded pursuant to this policy shall be terminated immediately. Programs placed on corrective action by DHS shall be subject to ABC compliance action as outlined in Section 21.

9.04 DCCECE is directly responsible for the inspection and evaluation of programs as referenced in Section 9.1. Inspections and monitoring visits may occur without prior notice. This includes quality visits, program reviews or any other visit by a DCCECE or authorized representative.

9.05 All ABC classrooms shall meet the criteria for becoming an "approved" Early Childhood program under the Arkansas Child Care Approval System Rules and Regulations, Ark. Code Ann. 6-45-103 and 106 (Supp. 1993). An overall score of 5.0 is required for the ERS which is applicable to each classroom. DCCECE will utilize the following procedure for any program failing to meet these requirements:

Result of Program Review	Action Taken
1st No Pass (ERS Score< 5.0)	Recommendations for improvements shall be made in writing to the Agency ABC Administrator/Coordinator and Teacher. Technical assistance shall be given to the Agency.
2nd No Pass (ERS Score< 5.0)	Conference shall be held between Agency ABC Administrator/Coordinator, Teacher and DCCECE staff to advise Agency of 2nd No Pass Status and required improvements. Agency is placed on probationary status with third review scheduled within 60 days of conference.
3rd No Pass (ERS Score < 5.0)	Agency is partially or fully de-funded for next program year.

Any agency which is not renewed pursuant to this policy shall be ineligible to reapply for an ABC grant for a period of 12 months.

At the discretion of DCCECE, the following may be considered as mitigating circumstances: impact of deficiencies on child health, safety and welfare; willingness to improve upon factors within Agency control; likelihood of program passing next review and the time in which such improvements can be implemented. Recommendations for improvement may include staff changes.

9.06 For each child enrolled, ABC programs shall provide a minimum of 7 hours per day, 178 days per year for instruction.

9.07 Classroom-based programs shall follow public school regulations regarding the time requirements for teacher planning periods. However, planning periods for ABC teachers shall be scheduled at a time that do not violate minimum staff-child ratios or other ABC standards.

9.08 Programs shall utilize a parent handbook specifically designed for the ABC program. Attendance and tardy policies shall be clearly outlined in the handbook. Parents shall sign a statement stating they have received a copy of the handbook and understand its contents. Programs shall maintain a copy of the signed statement in the child record. Programs should direct specific cases to DCCECE for technical assistance or guidance.

SECTION 10 – STAFF/PUPIL RATIO FOR CLASSROOM PROGRAMS

10.01 The group size in any classroom with ABC children shall not exceed:

- 8 children for ages birth-18 months
- 14 children for ages 18 months-3 years
- 20 children for ages 3-5 years
- or the classroom's licensing capacity, whichever is less.

Programs may integrate ABC classrooms with children funded through other sources. However, the maximum group sizes listed above apply to ALL children in a classroom containing ABC children, regardless of funding source.

10.02 The adult-to-child ratio in any classroom with ABC children shall not exceed:

- 1:4 (birth to 18 months)
- 1:7 (18 months-3 years)
- 1:10 (3 years-5 years)

10.03 A minimum of 50% of the staff must remain in the classroom during rest time for children 3-5 years old only. Full staffing must occur for all other ages and at all other times, including meals.

10.04 Pursuant to licensing regulations, a teacher or aide may escort a child or group of children to a bathroom or school nurse if another qualified staff person remains in the classroom. A classroom shall not be counted out of compliance for a teacher taking a brief bathroom break as long as the other staff member remains in the classroom.

SECTION 11 – STAFF QUALIFICATIONS AND TRAINING REQUIREMENTS

11.01 The lead teacher shall hold a standard Arkansas teacher license with P-4 certification. Non-public school based or non-educational cooperative based ABC programs may hire a non-certified teacher with a bachelor's degree in early childhood education or child development. Non-public school or non-cooperative based ABC programs may not hire teachers with a provisional or initial teacher license. The Division shall consider degree exemptions for non-public school/coop based providers on a case-by-case basis, contingent upon the teacher having a requisite number of hours in early childhood and/or child development. Lead teachers must be able to demonstrate competency in the areas of developmentally appropriate programming, curriculum development and daily classroom management.

11.02 For multiple classroom sites, the teacher of a second classroom shall hold, at a minimum, an associate degree in early childhood education or early childhood development. Teachers must be able to demonstrate competency in the areas of developmentally appropriate programming, curriculum development and daily classroom management. The Division shall consider degree exemptions for non-public school/coop based providers on a case-by-case basis, contingent upon the teacher having a requisite number of hours in early childhood and/or child development. Non-public school or non-cooperative based ABC programs may not hire teachers with a provisional or initial teacher license.

11.03 The paraprofessional shall hold one of the following: an associate degree in early childhood education or child development OR a CDA credential. Paraprofessionals are an integral part of classroom instruction and should be given responsibilities which are commensurate with their education and experience. In general, paraprofessionals should be able to assist with classroom activities, interaction, supervision and observation.

11.04 Programs replacing a teacher or paraprofessional during the year—including those taking an indefinite leave of absence—shall consult with DCCECE on specific qualifications needed.

11.05 An ABC program coordinator or site director without teaching responsibilities shall meet the minimum licensing requirements for a center director AND complete Director's Orientation within a reasonable time period, subject to the availability of training. The coordinator or director will preferably have some experience in early childhood.

11.06 Caregivers in an infant/toddler ABC room shall hold a minimum of a CDA credential in infant/toddler care.

11.07 Staff members not qualifying under Sections 11.01-11.02 may work in an ABC program under an approved SQP. DCCECE will approve these plans on a case-by-case basis and shall monitor the plan to ensure adequate progress is being made. Programs shall file a SQP with DCCECE within fifteen (15) days of the date of hire and shall submit progress reports on January 30 and July 30 annually. Programs hiring staff members not meeting minimum qualifications without an approved SQP shall be subject to termination from the ABC program.

11.08 While adhering to the necessary qualifications, ABC programs should also strive to maintain an ethnically diverse staff appropriate to child enrollment.

11.09 Between July 1 and June 30 each year, All ABC teachers and aides shall participate in a minimum of thirty (30) hours of staff development on topics pertinent to early childhood education and approved by DCCECE. Persons who are obtaining an early childhood degree may count college course hours pertinent to early childhood education toward the required hours of staff development. Programs should multiply semester hours by 5 to obtain the number of semester hours counted towards ABC professional development.

11.10 Teachers and paraprofessionals shall be required to receive training in the following areas:

- Arkansas Early Childhood or Infant/Toddler Education Frameworks
- Pre-K ELLA (Early Literacy Learning in Arkansas)
- INDEX (Math and Science for Young Children)
- Social/Emotional Learning in Arkansas
- Work Sampling Online
- COPA
- Deveraux Early Childhood Assessment (DECA)
- Special Needs, including process, Special Education rules and regulations and IDEA

With the exception of annual Work Sampling training and updates, timeframes for completing such requirements may vary with availability and access to the above trainings. DCCECE or ADE Special Education may mandate additional training subject to needs in various locations.

11.11 In addition to the requirements of 11.10, coordinators for each ABC programs shall ensure that all appropriate staff members attend mandatory ABC training (budgets, reporting, assessments, information technology, etc.) provided by DCCECE. Programs with staff members not adhering to these requirements are subject to the terms of a compliance plan as outlined in Section 21.

11.12 The ABC program coordinator and all ABC staff shall register with the AECPDS Registry. The Registry identification number for each staff shall be entered in COPA.

11.13 ABC programs shall establish an employment agreement in writing with all classroom staff. This agreement shall outline working conditions, dates and hours of employment, compensation and fringe benefits. A copy of the public school teacher contract shall satisfy this requirement.

SECTION 12 – STAFFING PATTERNS/CLASSROOM PROGRAMS

12.01 Single classroom sites for preschool shall have a teacher qualified under 11.01-11.02. Classrooms with over 10 children must have a paraprofessional qualified under 11.03.

12.02 For ABC programs operating infant/toddler classrooms, programs must have one (1) qualified caregiver meeting the requirements of Section 11.6 for either every four children (infants) or seven children (toddlers).

12.03 In multi-classroom sites, the following staffing patterns shall be adhered to:

# Classrooms	Lead Teacher (11.01)	Classroom Teacher (11.02)	Paraprofessional (11.03)
1	1	0	1
2	1	1	2
3	1	2	3
4	2	2	4

12.04 A classroom which is partitioned in any way may be considered multiple classroom space by DCCECE. Factors to be considered in this decision shall include supervision issues, as well as level of staff qualifications in the classroom areas.

SECTION 13 – PROGRAM STANDARDS

13.01 All early childhood programs funded by ABC monies shall be developmentally appropriate and individualized to meet the needs of each student enrolled. The following references shall be utilized to determine developmental appropriateness:

- *Developmentally Appropriate Practice in Early Childhood Programs*, Revised Edition, Edited by Sue Bredekamp and Carol Copple, © 2004 by NAEYC
- *From Neurons to Neighborhoods: The Science of Early Childhood Development*, Edited by Jack P. Shonkoff, M.D. and Deborah A. Phillips, © 2000 by National Academy of Sciences.
- Arkansas Early Childhood Frameworks

13.02 Programs shall demonstrate that the classroom arrangement satisfies "substantial portion of the day" as defined by the environmental rating scales. If used, room dividers shall be arranged and of sufficient height to prohibit distractions from other classes yet not hinder proper supervision within the classroom.

13.03 Each classroom shall be equipped with toys, books and play apparatus to take care of the needs of the total group and to provide each child with a variety of activities through the day. A variety of equipment shall be accessible from low shelves to children of all ages and shall be arranged in learning centers.

13.04 The program shall be individualized to meet the needs of each student enrolled. Each curriculum model and the actual classroom practice will be assessed using the applicable environmental rating scale to ensure the model is developmentally appropriate.

13.05 The program shall have a written overall curriculum plan which is arranged in thematic units, projects or topics of study and includes goals and objectives related to the following: cultural diversity, social/emotional development, creative/aesthetic learning, cognitive/intellectual learning, physical development and language.

13.06 All programs must utilize a curriculum approved by DCCECE. A list of approved curriculum models will be made available by DCCECE on an annual basis. A program wishing to use a curriculum not on the list may request, in writing to DCCECE, consideration of an additional curriculum. Program coordinators shall ensure teachers have adequate training on curriculum.

13.07 Children shall participate in a daily schedule that reflects a balance among the following types of activities: indoor/outdoor; quiet/active; individual/small group/large group; gross motor/fine motor; child initiated/teacher initiated.

13.08 Routine and transition times throughout the day, such as preparing for mealtime, shall be used as opportunities for incidental learning. Transition times shall be planned to avoid frequent disruption of children's activities and long waits between activities.

13.09 Programs shall maintain an individual child record on site. At a minimum, the record shall contain copies of:

- Birth certificate, hospital birth record or other official verification of birth date
- Documentation of child eligibility
- Completed and dated application form
- Emergency information, including non-parental contact and medical information
- Parental authorization for medical care, daily pick-up and field trips
- Field trip authorization
- Completed Health Form and Immunization record (or proof of current immunizations)
- Record of completed developmental screening
- Samples of child's work
- Teacher and parent observations and summaries of parent-teacher conferences
- Work Sampling Developmental Checklists

Child records or any ABC file containing personal information on families and children shall be kept in a locked file cabinet with access granted only on a need-to-know basis. The child record shall be available for inspection by DCCECE staff. If certain records must be stored off-site, copies shall be made and given to teachers to maintain in a record on-site. In maintaining and updating child and family data, ABC programs shall utilize COPA. Other than those documents required to be retained for licensing purposes, teachers shall give a copy of the child's record to the parent upon completion of or dis-enrollment from the program or forward the record to the child's kindergarten program.

13.10 The arrangement of indoor and outdoor equipment, materials and interest areas for each group shall provide for:

- Accessibility to equipment and materials so that children may select and return them easily
- An orderly, uncluttered atmosphere
- Visual and/or auditory supervision of children in all areas
- Separation of active and quiet play areas
- Traffic patterns that avoid disruption of activities

13.11 At a minimum, developmentally appropriate equipment and materials of sufficient quantity to accommodate a sustained learning environment shall be provided in the following interest areas/learning centers:

1. Blocks
2. Dramatic Play
3. Stories/Language Development
4. Art
5. Discovery/Science Sensory
6. Sand/Water Play
7. Manipulative
8. Music

13.12 Outdoor play shall be used as an extension of the learning activities that occur in the classroom. As such, ABC staff shall participate in this activity. Each ABC classroom shall offer a minimum of 60 minutes of outdoor play daily unless prevented by inclement weather.

13.13 The outdoor play area shall be developmentally appropriate and meet the Consumer Product Safety Commission standards for outdoor play areas. The outdoor play area shall provide the following:

- A variety of surfaces
- An arrangement designed for appropriate flow of activities
- Climbing and other active play items and structures
- Open areas for running and games
- Opportunities for dramatic play
- Adequate storage for equipment and materials
- Partial shade
- Quiet, private spaces
- A separate outdoor area equipped for infants and toddlers (if applicable)

13.14 Provision should be made through program design and networking efforts to ease the transition of children moving from one program or age grouping to another or to public school kindergartens. This provision must include individual needs assessments on each child, lesson plans and specific activities written into the program design. At a minimum, the transition plan shall involve parents and appropriate school district personnel.

13.15 ABC programs are required to provide free nutritious meals and snacks for all children enrolled in ABC/ABCSS. Mealtime is an opportunity to engage children in conversation about the day and themselves. Therefore, ABC staff shall participate with the children during this time. Children shall be given an appropriate amount of time for meals and conversation.

13.16 Parents or guardians of children qualified as eligible for ABC services shall not be required to pay any fees or provide food or supplies during ABC program hours. This includes enrollment fees, field trip expenses or uniforms.

13.17 Electronic mail is a necessary means by which DCCECE communicates vital information to programs. All participating programs must maintain a working e-mail address which is checked daily. Applicable information shall be distributed to classroom staff by the program coordinator.

SECTION 14 – CLASSROOM MANAGEMENT/SPECIAL EDUCATION

14.01 No child in ABC shall be dismissed or expelled from the program for behavior without approval from DCCECE.

14.02 Discipline shall reflect positive guidance, be consistent and individualized for each child. Such discipline shall be appropriate to the child's level of understanding. Corporal punishment is an unacceptable method of discipline and shall not be used. Programs shall specifically define their approach to handling inappropriate behavior in the ABC parent handbook.

14.03 When a child presents with challenging behavior, teaching staff shall follow the standards of NAEYC Accreditation:

- Observe the children, then identify events, activities, interactions and other factors that predict and may contribute to challenging behavior....
- Rather than focus only on eliminating the behavior, teaching staff shall focus on teaching the child social, communication, and emotional regulation skills and using environmental modifications, activity modifications, adult or peer support and other teaching strategies to support the child's appropriate behavior.
- Teaching staff shall respond to challenging behavior, including physical aggression, in a manner that:
  - provides safety of the child
  - provides for the safety of others in the classroom
  - is calm
  - is respectful to the child
  - and provides the child with information on acceptable behavior.

(From Accreditation Standards, National Association for the Education of Young Children)

14.04 Teacher-parent discussions regarding a child's behavior shall be held in private and shall focus on working as a team to develop and implement an individualized plan that supports the child's inclusion and success. *(Adapted from NAEYC)*. Teachers should request technical assistance from DCCECE on any discipline issues on which they have questions.

14.05 If necessary, intervention shall ensure each child has access to professional services, such as referrals to the educational cooperative behavioral specialist, the ADE-funded regional support network for early autism identification, community mental health center and a private therapist. If a child in question has a disability and is in the process or has been identified under IDEA, the ABC program shall follow state special education rules and regulations governing suspension/expulsion.

14.06 If children demonstrate inappropriate behavior, as indicated by the results of the DECA given by ABC staff, the ABC program shall consult with the Early Childhood Special Education program regarding classroom modifications and interventions.

14.07 For any ABC child also receiving special education services, appropriate staff from the Education Cooperative or school district shall have access to the child at mutually agreeable times during the program day in order to provide services outlined in the child's IEP.

14.08 For any ABC child requiring the intervention services of special education, the ABC program shall collaborate with special education professionals to ensure each party has access to necessary information to provide the appropriate services. Early Education Special Education teachers shall have access to any information pertaining to a child receiving special education that is in the possession of the ABC program that would be necessary for reviewing and evaluating the child's progress in the general education setting. Access to proprietary information on the child shall be on a need-to-know basis.

14.09 A child shall not be dismissed from the ABC program due to a lack of toilet training skills. Nor may a program refuse to admit a child because of toilet training issues if the child meets all other age and income eligibility requirements.

14.10 ABC programs shall assist children not yet toilet-trained with cooperation and enthusiasm. Programs shall not employ toilet-training techniques which could be construed as punishment or shaming the child. Programs are encouraged to include the parent or guardian in any plan so it may be reinforced at home. Funds from ABC may be used to purchase resources necessary to support toilet training.

SECTION 15 – ASSESSMENT AND SCREENINGS

15.01 DCCECE and ADE shall work cooperatively to ensure that the assessments are conducted as required by Act 49 of 2003.

15.02 Children in the ABC program shall be assessed annually to provide an indication of each child's progress towards school readiness.

15.03 The assessment shall address a child's strengths, progress, and needs and shall serve as a central part of an effective early childhood program. The assessment instrument selected by DCCECE and ADE shall be used for children enrolled in an ABC program.

15.04 A comprehensive longitudinal study shall be implemented to evaluate the ABC program to ensure that the program goals are achieved. The study will be designed to use sound research-based evidence to determine whether the programs meet the expected standards. This research shall include children entering the program at ages three (3) and four (4) years and follow the children through completion of the fourth grade benchmark exams. Research results will be provided annually to the Governor and the Senate Interim Committee on Education and the House Interim Committee on Education.

15.05 Within forty-five (45) days of entering an ABC program, a child shall receive a routine annual developmental screening to determine individual needs. The program agency shall be responsible for completing the developmental screening. The purpose of screening is to identify developmental delays and/or educational deficiencies. Children so identified shall be referred to Special Education within seven (7) calendar days of the date of screening. Programs shall comply with state and federal laws for Special Needs students.

15.06 The developmental screening must include, at a minimum, the following areas: vocabulary, visual-motor integration, language and speech development, fine and gross motor skills, social skills and developmental milestones.

15.07 DCCECE will provide a list to programs of all acceptable developmental screening instruments on an annual basis.

15.08 Within 45 days of the first day of attendance, every child shall receive an age-appropriate health screening, which includes a hearing and vision test, performed by a licensed physician or physician assistant. Programs should contact DCCECE for information on seeking a waiver under Ark. Code Ann. 6-18-701 (Repl. 1993). Programs shall work in partnership with parents to obtain health screening information.

15.09 On or before the first day of attendance, parents or guardians shall provide proof that their child is current on all required immunizations or is on an acceptable "catch up" schedule. A waiver from this requirement may be granted from the Arkansas Department of Health under ACA 6-18-702 (Repl. 1993).

15.10 Every classroom shall be equipped with a computer with high-speed internet access (where available in the state). Each home-based educator shall also have such access to a computer. This equipment is necessary for the timely completion of enrollment data in COPA and assessment data in the Work Sampling System.

SECTION 16 – PARENT AND COMMUNITY INVOLVEMENT

16.01 Each program shall have a plan for parent involvement which includes opportunities for parental input into program operation and design. Parent involvement plans shall include a mechanism for parental advice and review of programmatic plans, parent conferences and a method to involve the parent in the child's educational experience.

16.02 The program shall have an "open door" policy for parents which encourages visiting and participation in classroom activities. Opportunities for at least two parent-teacher conferences shall be given to parents.

16.03 The program shall publish and utilize a parent handbook specifically for ABC program.

16.04 Each program shall have a plan for community/school district/educational services cooperative/agency involvement, which includes a description of how cooperation with other service providers who are concerned with the education, welfare, health and safety needs of young children, will be established and maintained. Programs should consider providing opportunities for community representatives to participate in the educational activities of the classroom.

SECTION 17 – TRANSPORTATION

17.01 ABC Programs shall be required to comply with all applicable state and federal laws and guidelines (including the National Highway Traffic Safety Administration 's Guidelines for the Safe Transportation of Children in School Buses), as well as Child Care Licensing Standards, regulating the transportation of children.

17.02 Offering transportation to and from an ABC program is strictly optional. DCCECE and ADE accept no liability for the transportation of children participating in an ABC program. Program agencies shall be responsible for the actions of their drivers. Drivers are subject to all background checks and exclusionary violations applicable to school district employees having contact with children.

17.03 If an ABC program is approved to use the "buddy" system on a bus, the Agency shall NOT pair an ABC child with another child younger than sixth grade.

17.04 An ABC child shall NOT be released from the vehicle unless an authorized adult meets the vehicle at a stop or in front of the child's home. Programs shall never release an ABC child from the vehicle alone. After exiting the vehicle, an ABC child shall not cross a street unless accompanied by the authorized adult.

SECTION 18 – OTHER PROGRAM MODELS

18.01 Alternate programs may include, but are not limited to, Licensed Child Care Family Homes, PAT and HIPPY. These programs will comply, where applicable, with the regulations herein.

18.02 All ABC funded alternate program models will be developmentally appropriate, meet applicable health and safety standards, provide developmental and health screenings and ensure immunizations of the child served.

SECTION 19 – HIPPY REGULATIONS

19.01 HIPPY programs shall meet program criteria as outlined in the contractual agreement signed by each site with Arkansas Children's Hospital and HIPPY USA.

19.02 Each HIPPY program serving at least 160 families must have one (1) full-time coordinator, holding a minimum of a bachelor's degree in education, social work, sociology, psychology, or related field. Those coordinators without a related degree must obtain at least 12 college course hours in early childhood. Programs with more than 250 children must also have at least one part-time coordinator who holds a minimum of an Associates Degree in early childhood education, social work, psychology or related field. Coordinators shall also meet additional job requirements as described in the HIPPY USA Coordinator job description. HIPPY Coordinators must attend National HIPPY Pre-service Training and receive certification. Regardless of the number of children served, HIPPY Agencies must make provision to ensure all home-based visitors are supervised appropriately by trained staff.

19.03 Home Based Educators working 31-40 hours per week may not serve more than 27 families. Minimum requirements for home educators include a high school diploma/GED and a current CDA credential. All new HIPPY home-based educators are required to attend new Home-based Educators training provided by Arkansas State HIPPY.

19.04 Hiring of any HIPPY coordinator or home-based educator not meeting the requirements of 19.02-19.03 must be approved by DCCECE through a Staff Qualifications Plan. DCCECE shall monitor such plans to ensure adequate progress is being made. HIPPY Coordinators working under a staff qualifications plan must obtain at least 12 college hours per year.

19.05 HIPPY programs must follow the child eligibility requirements found in Section 4. However, the cut-off date for determining age eligibility for children served in HIPPY is December 31 of each year.

19.06 In order to dually enroll a child in an ABC center and HIPPY, a child must meet the ABC income requirements (< 200% FPL) plus possess at least one of the following factors:

- Parents without HS diploma or GED
- Birth weight < 5 pounds, 9 ounces
- Parent is < 18 years of age at child's birth
- Family has a history of substance abuse/addiction
- Eligible for services under IDEA
- Parent has a history of abuse or neglect or is a victim of abuse or neglect
- Child exhibits a demonstrable developmental delay as identified through an appropriate screening
- Child lives in a single parent household or has parents who are divorced
- Child is a foster child
- Child has incarcerated parent
- Child has parents who cannot read
- Child is homeless
- Child or parent has limited English Proficiency
- Child is in the custody of family member other than mother and father

Whichever program enrolls the child at the later date shall be responsible for verifying eligibility for dual enrollment. Dual enrollment shall not exceed 25% of the program's total ABC enrollment. If the same Agency operates both a center-based and home-visiting program, dual enrollment shall not exceed 25% of the average of both programs' enrollment.

19.07 Center-based and home-visiting programs shall collaborate in providing services to any child qualifying for dual enrollment under 19.06.

19.08 The Arkansas HIPPY Training and Technical Assistance (T and TA) Office will monitor and assist HIPPY programs throughout the state. Annual program site reviews and assessments will be forwarded to DCCECE for consideration of program compliance and funding renewal. The Arkansas HIPPY Office will assist DCCECE with determining program compliance at the local level.

19.09 HIPPY programs shall meet requirements as set forth in Sections 4-9 and 13-16.

19.10 Group meetings should reflect the educational programming standards as set forth in Section 13 and guidelines set forth in the HIPPY model.

19.11 Any enhancements designed to complement the HIPPY curriculum must be approved by the Arkansas HIPPY Office prior to implementation with families.

SECTION 20 – PARENTS AS TEACHERS REGULATIONS

20.01 PAT Programs shall meet program criteria as outlined in PAT Program Implementation and Planning Guide.

20.02 All PAT Coordinators must attend the PAT Institute Training and obtain either a Parent Educator Certificate or an Administrator's Certificate.

20.03 Each program must have a certified Parent Educator, who may also serve as Coordinator.

20.04 PAT Parent Educators working on a part-time basis (20 hours per week) should serve 30 and not more than 40 children and their families.

20.05 PAT Programs shall operate on a twelve month, year-round basis. Families must be offered twelve personal visits and six parent group meetings.

20.06 PAT Programs shall follow the child eligibility requirements found in Section 4.

20.07 PAT programs may dually enroll children also participating in a center-based program under the guidelines of 19.06-19.07.

20.08 PAT Programs must coordinate services with HIPPY Programs where both exist in the same community to avoid duplication of services.

20.09 PAT Programs shall meet requirements as set forth in Sections 4-7 and 14-16.

SECTION 21 – CHILD CARE FAMILY HOMES

21.01 Licensed child care family homes participating in ABC must meet the same requirements as an ABC center, except where listed in this section.

21.02 Group size for an ABC classroom in a CCFH shall not exceed sixteen (16) children or maximum licensing capacity, whichever is less.

21.03 The ABC family home teacher must possess a minimum of a CDA credential and file a Staff Qualifications Plan which outlines a plan to complete a four-year degree in early childhood or child development. For any ABC room with more than 10 children, an additional staff person with a minimum of a CDA credential must also be present.

21.04 No SQP shall be approved for an ABC family home teacher to complete a CDA credential or Associate degree. The only SQP that shall be approved for an ABC family home teacher is for a four-year degree in early childhood or child development.

21.05 In evaluating the ABC program in a CCFH, the applicable ERS for family homes shall be utilized. Family homes shall be subject to the same guidelines as listed in Section 9.

SECTION 22 – COMPLIANCE

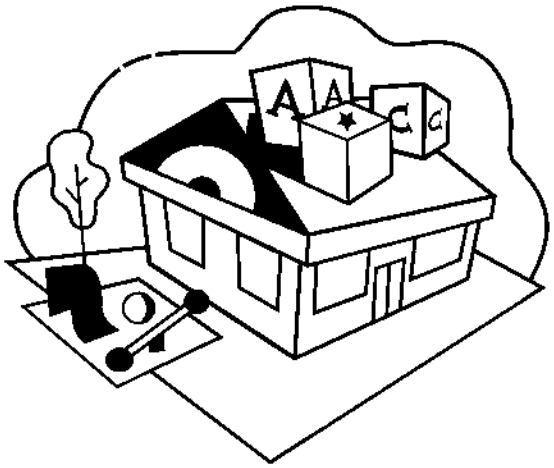
22.01 An ABC program found to be out of compliance with any ABC Rule or Regulation shall be placed on a 60-day Compliance Plan. During this probationary period, a program must make all necessary corrections or be subject to termination from the ABC program. Compliance deficiencies may also result in immediate termination from the ABC program, denial of future ABC funds, repayment of funds and exclusion from participation in any DHS programs.

22.02 Issues for a compliance plan may include, but are not limited to:

- Founded licensing or maltreatment complaints
- Violations of minimum licensing standards
- Revocation of Quality Approval status or failing to meet Quality Approval standards
- Financial mismanagement, including use of funds for programs other than ABC
- Failure to operate program in accordance with approved budget or any part of an approved grant application
- Enrolling ineligible children or refusing to enroll an eligible child due to toilet training issues or non-payment of other child care fees
- Habitually late reports or missing information
- Failure to report a change in program status within five working days
- Program deficiencies documented by DCCECE or any authorized representative
- Erroneous or fraudulent billing of DCCECE vouchers or Special Nutrition programs
- Falsification of any document or information
- Hiring of unqualified staff without consultation with DCCECE on a Staff Qualifications Plan.
- Staff members not meeting the requirements of a Staff Qualifications Plan.
- Dismissing or expelling a child from a program without approval from DCCECE

22.03 Any program who submits a falsified document will be subject to immediate termination from the ABC program, repayment of funds and possible referral of program officials and/or responsible employees for criminal prosecution.

22.04 An ABC program may appeal any adverse action taken by DCCECE. Such appeals must be in writing and be received within thirty (30) days of the notice of corrective action. A program wishing to appeal should send a written notice to Attention: DCCECE Division Director, P.O. Box 1437, Slot S-140, Little Rock, AR 72203. The Division Director will make a recommendation to the State Board of Education, which will issue a final ruling.



Arkansas Better Chance

Program Manual

(Revised August 2009)

Arkansas Better Chance for School Success is a high quality pre-kindergarten program funded by the Arkansas Department of Education and administered by the Arkansas Division of Child Care and Early Childhood Education.

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1-1 Agencies Responsible for the ABC Program

The Arkansas Better Chance program is funded through an appropriation in the Arkansas Department of Education (ADE) Public School Fund budget. ADE contracts with the DHS Division of Child Care and Early Childhood Education to administer the program. The Division is responsible for all operational duties associated with ABC. The State Board of Education is the final authority for approval of rules and grants. The Division gives regular reports and updates to the State Board of Education, as well as an annual report to the Joint Legislative Committee on Education.

1-2 ABC Contacts

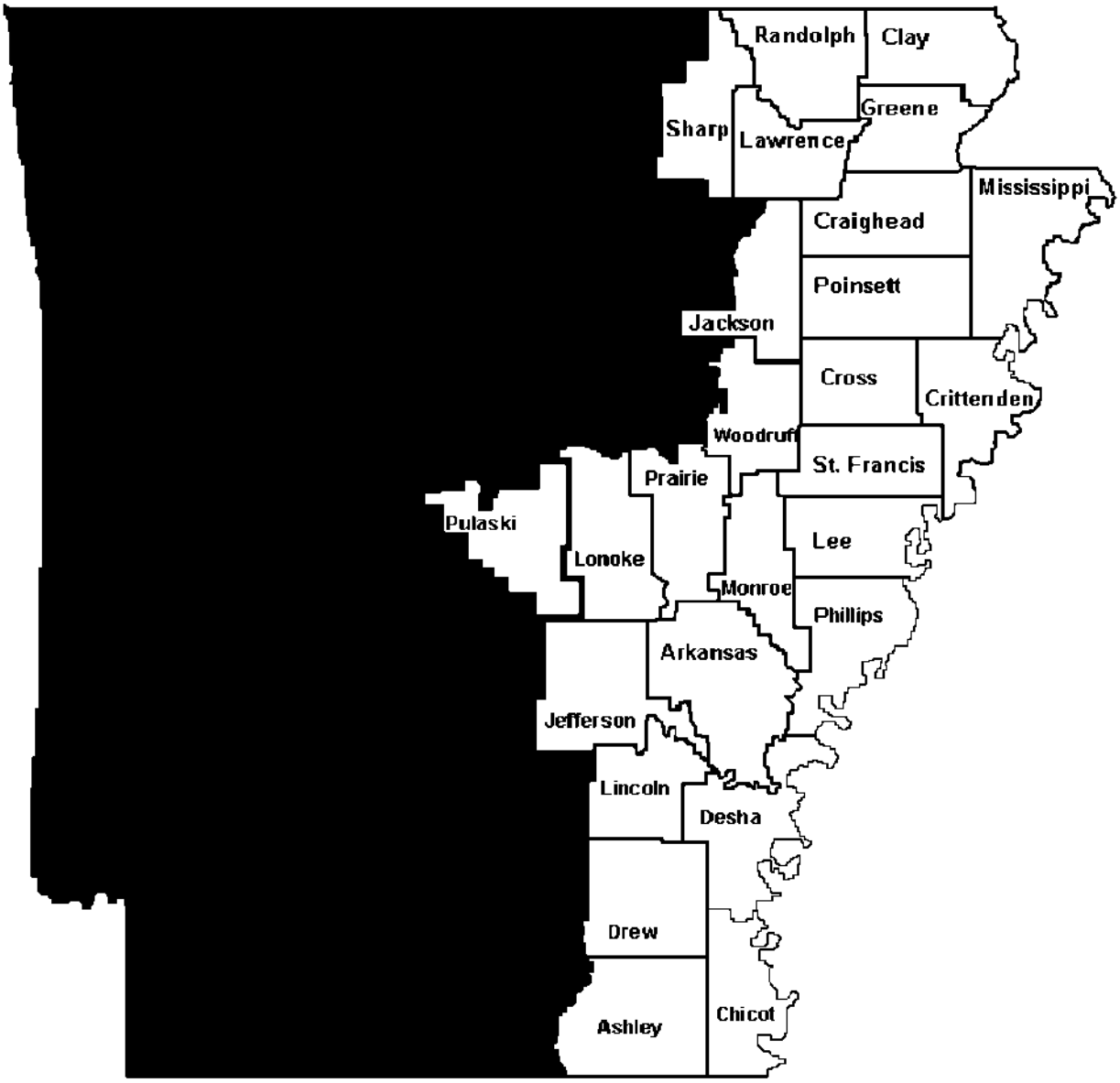
Administration			
Jamie Morrison	Pre-K Administrator	501-683-0975	jamie.morrison@arkansas.gov
Financial Specialists – Oversee budgeting and finance			
Kathy Miles	Financial Specialist (A-K)	501-683-4741	kathy.miles@arkansas.gov
Nancy Pearlstein	Financial Specialist (L-Z)	501-683-0977	nancy.pearlstein@arkansas.gov
Program Specialists – Oversee anything concerning the ABC Rules and Regulations			
Sherrill Archer	Pulaski County	501-683-0973	sherrill.archer@arkansas.gov
Deborah Blackburn	Northeast Arkansas	501-683-4600	deborah.blackburn@arkansas.gov
Kelly Alexander	Central Arkansas	501-683-0978	kelly.alexander@arkansas.gov
Tassie McCollum	South Arkansas	501-321-2583	tassie.mccollum@arkansas.gov
John Barron	Northwest Arkansas	870-741-6107	john.barron@arkansas.gov
Data Specialists – Oversee COPA			
Jennifer Spriggs	Data Supervisor	501-683-0972	jennifer.spriggs@arkansas.gov
Pamela Mellick	Northwest Arkansas	501-682-0273	pamela.mellick@arkansas.gov
Barbara Barrows	Southwest Arkansas	501-682-2314	barbara.barrows@arkansas.gov
Lorria Eubanks	Eastern Arkansas	501-683-0974	lorria.eubanks@arkansas.gov

1-3 Specialist Territory Assignments

Program Specialists

ABC Program Administrator			
Jamie Morrison		501-683-0975	Jamie.Morrison@arkansas.gov
Area	**Specialist**	**Phone**	**E-mail**
South	Tassie McCollum	501-321-2583	Tassie.McCollum@arkansas.gov
Pulaski	Sherrill Archer	501-683-0973	Sherrill.Archer@arkansas.gov
Central	Kelly Alexander	501-683-0978	Kelly.Alexander@arkansas.gov
NW	John Barron	870-741-6107	John.Barron@arkansas.gov

Data Specialists



Area	Specialist	Phone No.	Pulaski Co. Assignment
Supervisor	Jennifer Spriggs	501-683-0972	
NW	Pamela Mellick	501-682-0273	Private Providers
SW	Barbara Barrows	501-682-2314	Little Rock School District
East	Lorria Eubanks	501-683-0974	Pulaski Co. Special School Dist. No. Little Rock School District

[redacted]

The Arkansas Better Chance (ABC) program was created in 1991 to offer high quality early education services to children birth to five exhibiting developmental and socioeconomic risk factors. In 2003, the Arkansas Legislature made a commitment to expand early childhood education funding by $100 million to serve low-income three and four-year old children in areas at high risk for academic failure with high quality pre-K services. This expansion, known as Arkansas Better Chance for School Success, has become the state prekindergarten program. There are three different ABC program models: Center-based programs, Home-Visiting programs (HIPPY and PAT) and Family Child Care Homes. Providers are selected by their ability to offer a high-quality program. Targeted areas are selected using data from benchmark test scores, school improvement status, and Head Start enrollment.

The purpose of this manual is to provide clarification of the promulgated ABC Rules & Regulations of 08/02/07. Information specified in the Rules and Regulations will not be restated. Information will be provided for those regulations which require specific procedural actions to fully implement.

[redacted]

ABC -- Arkansas Better Chance

ADE -- Arkansas Department of Education

APSCN -- Arkansas Public School Computer Network

Agency -- Refers to any entity funded under the Arkansas Better Chance program.

ASTM -- American Society for Testing and Materials. An international standards organization that develops consensus technical standards for a wide range of materials, including outdoor play materials for children.

CACFP -- Child and Adult Care Food Program (Special Nutrition). A federally funded subsidy program administered by DCCECE designed to provide reimbursement to providers for meals and snacks served to children from low-income families.

CDA -- Child Development Associate credential

Classroom -- A physical space partitioned for the purpose of ABC instruction and activities. Each classroom must meet licensing requirements and state Quality Approval standards.

Compliance Plan – A document placing an ABC program on a 60-day probationary period when the program is found to be out of compliance with any ABC rule or regulation. During the period, a program must make all necessary corrections or be subject to termination from the ABC program.

COPA -- Child Outcome, Planning and Assessment. A web-based information technology system used to capture and maintain data for all children and families enrolled in ABC.

Core Quality Components -- The six key areas of ABC, which include low staff-child ratio, well-qualified and compensated staff, professional development opportunities for staff, developmental screenings and

child assessments, proven curricula/learning processes and meaningful parent engagement activities. These components serve as the basis for ABC funding levels.

DCCECE -- Arkansas Division of Child Care and Early Childhood Education or "Division".

DECA -- Deveraux Early Childhood Assessment

DHS -- Arkansas Department of Human Services

ECERS-R -- Early Childhood Environment Rating Scale, Revised. A nationally recognized scale developed to measure various elements of classroom quality. ECERS-R is used to measure the environmental quality of early childhood programs.

EPSDT – Early and Periodic Screenings, Diagnosis and Treatment. A health-screening tool used by Medicaid to ensure children are receiving preventive screenings and necessary health services. Also known as well child screenings for non-Medicaid children. ABC children are required to have this screening annually.

ERS -- Environment Rating Scale. The term used to describe the tools used to measure elements of classroom quality. These include the Early Childhood Environment Rating Scale, Infant-Toddler Environment Rating Scale, Family Child Care Environment Rating Scale and School-Age Care Environment Rating Scale.

FCCERS-R – Family Child Care Environment Rating Scale, Revised. A nationally recognized scale developed to assess programs serving children from birth through school-age in a home-based setting.

FCCH – Family Child Care Home

FPL -- Federal Poverty Level

IEP -- Individualized Education Program

IDEA -- Individuals with Disabilities Education Act

INDEX -- Investigating, Discovering and Exploring, the state-approved curriculum training on Math and Science for Young Children.

In-kind services -- Support services provided at either no cost or without monetary exchange. To use in-kind services as match, the services must be provided to children in the ABC program.

ITERS-R – Infant/Toddler Environment Rating Scale, Revised. A nationally recognized scale designed to assess programs for children from birth to 30 months of age. It contains items to assess provision in the environment for the protections of children's health and safety; appropriate stimulation through language and activities; and warmth and supportive interaction.

HIPPY -- Home Instruction for Parents of Preschool Youngsters

LEA -- Local Education Agency

Multi-classroom Site -- Multiple ABC classrooms located on the same premises.

NAEYC -- National Association for the Education of Young Children

PAT -- Parents as Teachers

Program Improvement Plan (PIP) – see Compliance Plan

Shall -- Mandatory standard

Should -- Standard is recommended but not mandatory

Single-Site Classroom -- One ABC classroom at a geographic location

SQP -- Staff Qualification Plan. A process by which DCCECE can approve staff not meeting minimum qualifications to work in an ABC classroom under certain restrictions.

TAPP -- Traveling Arkansas' Professional Pathways. The statewide professional development system specifically designed for Early Childhood professionals. Formerly Arkansas Early Childhood Professional Development System.

Work Sampling System (WSS) -- A web-based instrument used by ABC programs to assess a child's progress in various educational domains over the program year.

4-1 Who Is Eligible to Attend ABC?

There are two categories of eligibility under which a child may qualify: (1) Arkansas Better Chance* and (2) Arkansas Better Chance for School Success. Other than eligibility, all other requirements in the application apply equally to Arkansas Better Chance and Arkansas Better Chance for School Success. *Since 2004, all approved agencies have been funded under and must follow the eligibility guidelines of Arkansas Better Chance for School Success (income eligibility only).* Only programs operating prior to 2004 will have a certain percentage of funding for use under the original Arkansas Better Chance guidelines.

It is the responsibility of each agency to ensure that all families and children participating in ABC and ABCSS Programs meet eligibility guidelines. **Documentation of eligibility must be present in each child's record.** Failure to maintain documentation will constitute an intentional program violation of enrolling ineligible children and may result in termination from ABC participation.

Note: Three-year old children enrolled in Arkansas Better Chance during the 2008-2009 year will NOT need to be re-qualified to continue enrollment for the program in 2009-2010... However, new siblings of children transitioning to kindergarten or otherwise leaving the ABC program, will need to re-establish eligibility and provide current documentation of income eligibility.

Note: Individuals falsifying or presenting misleading documentation, for the purpose of obtaining ABC services, shall be subject to permanent exclusion from the ABC Program and prosecution for fraud.

4-2 Documenting Eligibility for Arkansas Better Chance Program (Programs operating prior to 2004)

Only programs operating an ABC program PRIOR to the 2004-2005 year have a portion of funds, which may be used to serve children under the original ABC guidelines. Qualifying programs may elect to use that specific portion of funding to serve children from birth through age 5 years. The following documentation shall be provided by the parent/guardian prior to enrollment:

A. Official documentation that the child meets the age requirement.

1. A copy of birth certificate
2. Official hospital record with date of birth listed.

B. Official documentation that the child's immunizations are current or on a "catch up schedule".

1. Pediatrician Record
2. Record from Immunization Registry through the Arkansas Department of Health
3. Approval from Arkansas Department of Health of exemption

C. Documentation of one of the required eligibility criteria.

1) Family with gross income not exceeding 200% of Federal Poverty Level

Earned income is income resulting from working in a paid position or receiving unemployment benefits from having worked in a paid position. It does not include benefits received from other sources such as TEFRA, SSI, child support, etc. Earned income or lack of earned income must be documented for both parents if two parent household.

a. Paystubs documenting earned income or unemployment payments for the previous 30 days (full month of paystubs)
b. 2008 W-2 forms
c. 2008 Federal Income Tax Forms
d. 2008 Schedule C or Schedule F, for self-employed only
e. Free/Reduced Lunch Application documenting income amount, only if income is verified by district (cannot be used by private providers)
f. Letter from DHS caseworker showing family gross income is ≤ 200% of FPL (TEA, food stamp approval, child care voucher approval)
g. Notarized letter signed by employer showing income
h. Notarized letter signed by each parent in the household verifying that parent(s) is not employed and has no earned income.

2) Parents without a high school diploma

a. Letter from high school parent last attended stating parent did not graduate
b. High school transcript sent by high school
c. Letter from GED program that parent is in process of earning a GED
d. Notarized letter from parent stating that the parent did not graduate high school.

3) Low Birth Weight (< 5 lb, 9 oz)

a. Birth certificates
b. Letter from hospital or doctor verifying birth weight
c. Hospital birth card or announcement sent home with baby from hospital (only if birth weight is on the announcement)

4) Teen parent at child's birth (Under 18 years of age)

a. Birth certificate of child (if parent age is listed)
b. Birth certificate of mother/father and birth certificate of the child
c. Driver's license/picture ID card and birth certificate of the child

5) A family with history of substance abuse/addiction

a. A letter from doctor or treatment center treating family member
b. A letter from social worker assisting family
c. Law enforcement or Court Records

6) Be income eligible for Title I

a. Letter from school stating that child qualifies for free or reduced lunch in a public school ABC program
b. Letter from school stating that Sibling in public school qualifies for free or reduced lunch

7) Be eligible for services under IDEA

a. Individualized Education Plan (IEP)
b. Letter of IEP conference decision
c. Evaluation / Programming Conference Decision Form
d. Letter from Educational Cooperative serving the child

8) A family with a history of abuse or neglect or be a victim of abuse or neglect

a. Documentation from DHS
b. Law enforcement or Court Records

9) Demonstrable developmental delay as identified through appropriate screening

a. Screening Report from an Early Childhood Special Education Program
b. Letter from DHS Developmental Disability Services
c. Individualized Education Plan (IEP)
d. Letter of IEP conference decision
e. Evaluation / Programming Conference Decision Form
f. Letter from Educational Cooperative serving the child
g. Psychological Evaluation
h. Developmental Screening completed or verified by an Early Childhood Special Education Program

10) Limited English Proficiency

a. Letter from social worker
b. Letter from Bureau of Citizenship (INS)
c. Parent's green card
d. Letter from adult education program that parent is enrolled in adult education class
e. Written documentation of Observation of child and/or parent during screening

4-3 Documenting Eligibility for Arkansas Better Chance for School Success

The below listed documentation shall be provided by the parent/guardian prior to enrollment:

A. Official documentation that the child's immunizations are current or on a "catch up schedule".

- Pediatrician Record
- Record from Immunization Registry through the Arkansas Department of Health
- Approval from Arkansas Department of Health of exemption

B. A copy of birth certificate or official hospital record with date of birth listed verifying the child meets one of the following requirements:

- The child is 3 years of age by **August 1, 2009**
- The child is 4 years of age by **August 15, 2009 OR child attended a three-year old ABC, Head Start or quality approved pre-K for at least 100 days in 2008-2009.**

C. Documentation that the gross family income does not exceed 200% of the Federal Poverty Level.

Earned income is income resulting from working in a paid position or receiving unemployment benefits from having worked in a paid position. It does not include benefits received from other sources such as TEFRA, SSI, child support, ect. Earned income or lack of earned income must be documented for both parents if two parent household. Acceptable documentation of income shall include a copy of one of the following:

- Paystubs documenting earned income or unemployment payments for the past 30 days (full month of paystubs)
- 2008 W-2 forms
- 2008 Federal Income Tax Forms
- 2008 Schedule C or Schedule F, for self-employed only
- Free/Reduced Lunch Application showing income amount, only if income is verified by district (cannot be used by private providers)
- Letter from DHS caseworker showing family gross income ≤ 200% of FPL (TEA, food stamp approval, child care voucher approval)

- Notarized letter signed by employer showing income
- Notarized letter signed by each parent in the household verifying that parent(s) is not employed and has no earned income.

4-3.1 Income Eligibility Chart

The following income chart is based on 2009 Federal Poverty Levels determined by U.S. Department of Health and Human Services. The income levels in this chart determine the maximum income families can earn and still be eligible for ABC, as well as other subsidy programs.

FAMILY SIZE	Head Start Eligible 100% of Federal Poverty Level	Free-Red. Lunch Eligible 185% of Federal Poverty Level	ABC Eligible 200% of Federal Poverty Level
1	$10,830	$20,036	$21,660
2	$14,570	$26,955	$29,140
3	$18,310	$33,874	$36,620
4	$22,050	$40,793	$44,100
5	$25,790	$47,712	$51,580
6	$29,530	$54,631	$59,060
7	$33,270	$61,550	$66,540
8	$37,010	$68,469	$74,020
9	$40,750	$75,388	$81,500
10	$44,490	$82,307	$88,980

This chart should not be used to determine eligibility for any program other than ABC. Other income levels are provided for comparison purposes only.

4-3.2 Sliding Fee Scale Eligibility

Once programs have identified and recruited families who qualify under the 200% of FPL criteria, programs may opt to recruit families between 200-250% of FPL. Funding received from ABC/ABCSS will reflect the reduction according to the sliding fee scale. Programs may require parents to pay a portion of the ABCSS reimbursement using the sliding fee scale below.

Family Size	Monthly Income 0% to 200%	Monthly Income 200% up to 212.5%	Monthly Income 212.5 % up to 225%	Monthly Income 225 % up to 237.5%	Monthly Income 237.5 % up to 250%	250% up Annually
1	0 to $1,805.00	$1,805.01 $1,917.81	$1,917.82 $2,030.63	$2,030.64 $2,143.44	$2,143.45 $2,256.25	$27,075.00
2	0 to $2,428.33	$2,428.34 $2,580.10	$2,580.11 $2,731.87	$2,731.88 $2,883.64	$2,883.65 $3,035.41	$36,424.95
3	0 to $3,051.67	$3,051.68 $3,242.40	$3,242.41 $3,433.13	$3,433.14 $3,623.86	$3,623.87 $3,814.59	$45,775.05
4	0 to $3,675.00	$3,675.01 $3,904.69	$3,904.70 $4,134.38	$4,134.39 $4,364.06	$4,364.07 $4,593.75	$55,125.00
5	0 to $4,298.33	$4,298.34 $4,566.98	$4,566.99 $4,835.62	$4,835.63 $5,104.27	$5,104.28 $5,372.91	$64,474.95
6	0 to $4,921.67	$4,921.68 $5,229.27	$5,229.28 $5,536.88	$5,536.89 $5,844.48	$5,844.49 $6,152.09	$73,825.05
7	0 to $5,545.00	$5,545.01 $5,891.56	$5,891.57 $6,238.13	$6,238.14 $6,584.69	$6,584.70 $6,931.25	$83,175.00
8	0 to $6,168.33	$6,168.34 $6,553.85	$6,553.86 $6,939.37	$6,939.38 $7,324.89	$7,324.90 $7,710.41	$92,524.95
9	0 to $6,791.67	$6,791.68 $7,216.15	$7,216.16 $7,640.63	$7,640.64 $8,065.11	$8,065.12 $8,489.59	$101,875.05
10	0 to $7,415.00	$7,415.01 $7,878.44	$7,878.45 $8,341.88	$8,341.89 $8,805.31	$8,805.32 $9,268.75	$111,225.00
FEE %:	**No Fee**	**20%**	**40%**	**60%**	**80%**	**Full Rate**
MONTHLY CENTER/FAMILY HOME FEE (per child)		**$97.20**	**$194.40**	**$291.60**	**$388.80**	**$486.00**
MONTHLY HIPPY or PAT FEE (per child)		**$35.00**	**$70.00**	**$105.00**	**$140.00**	**$175.00**

4-3.3 Documenting Income Exemption

A. Age-eligible children who fall into one of the following categories are income-exempt and automatically qualify for ABCSS, if the parent/guardian supplies satisfactory documentation from the list below:

- Foster child

  a. Court record
  b. Documentation from DHS

- Child has incarcerated parent

  a. Law enforcement
  b. Court document
  c. Documentation from Department of Corrections website

- Child is in the custody of or living with family member other than father or mother

  a. Court record
  b. Documentation from DHS
  c. Notarized statement from family member that the child is living with them and neither parent is residing in the home.

- Child has immediate family member arrested for or convicted of drug-related offenses

  a. Law enforcement
  b. Court document
  c. Documentation from Department of Corrections website

d. Newspaper article

- Child has parent activated for overseas military duty

a. Deployment Orders
b. Letter from Department of Defense notifying that parent will be deployed

4-4 Documenting Waiver of Eligibility

Programs wishing to enroll a child not meeting the ABC eligibility criteria must petition the Division using an Waiver Request Form. These requests shall be considered on a case-by-case basis. Generally, a child must have multiple documented delays or the family must have an extenuating circumstance before a waiver will be considered. Due to limited resources and the large numbers of eligible children needing pre-K services, waivers will be granted only in instances of critical need and must be very well documented.

4-5 Documenting Dual Enrollment

Children enrolled in an ABCSS center or family home may also enroll in an ABCSS HIPPY or PAT program if the child is income-eligible for ABCSS AND meets at least one of the following criteria:

1) Parents without a high school diploma

a. Letter from high school parent last attended stating parent did not graduate
b. High school transcript sent by high school
c. Letter from GED program that parent is in process of earning a GED
d. Notarized letter from parent stating that the parent did not graduate high school.

2) Birth weight <5 pounds, 9 ounces

a. Birth certificates
b. Letter from hospital or doctor verifying birth weight
c. Hospital birth card or announcement sent home with baby from hospital (only if birth weight is on the announcement)

3) Parent is< 18 years of age at child's birth

a. Birth certificate of child (if parent age is listed)
b. Birth certificate of mother/father and birth certificate of the child
c. Driver's license/picture ID card and birth certificate of the child

4) Family has a history of substance abuse/addiction

a. A letter from doctor or treatment center treating family member
b. A letter from social worker assisting family
c. Law enforcement or Court Records

5) Eligible for services under IDEA

a. Individualized Education Plan (IEP)
b. Letter of IEP conference decision

c. Evaluation / Programming Conference Decision Form
d. Letter from Educational Cooperative serving the child

6) Parent has a history of abuse neglect or is a victim of abuse or neglect

a. A letter from doctor or treatment center treating family member
b. A letter from social worker assisting family
c. Law enforcement or Court Records
d. Documentation from DHS

7) Child exhibits a demonstrable developmental delay as identified through appropriate screening

a. Screening report from an Early Childhood Special Education Program
b. Letter from DHS Developmental Disability Services
c. Individualized Education Plan (IEP)
d. Letter of IEP conference decision
e. Evaluation / Programming Conference Decision Form
f. Letter from Educational Cooperative serving the child
g. Psychological evaluation
h. Developmental screening results documenting demonstrable delay

8) Child lives in a single parent household or has parents who are divorced

a. Court Record
b. Notarized statement by parent

9) Child is a foster child

a. Court Record
b. Documentation from DHS

10) Child has parents who cannot read

a. Notarized statement by parent
b. Letter from adult education program that parent is enrolled in adult education class
c. Written documentation of observation of child and/or parent during screening

11) Child is homeless

a. Notarized statement by parent
b. Documentation from DHS

12) Child or parent has limited English Proficiency

a. Letter from social worker
b. Letter from Bureau of Citizenship (INS)
c. Parent's green card
d. Letter from adult education program that parent is enrolled in adult education class
e. Written documentation of observation of child and/or parent during screening

13) Child is in the custody of family member other than mother and father

   a. Court document
   b. DHS letter

14) Child has parent who is incarcerated

   a. Law enforcement
   b. Court document
   c. Documentation from Department of Corrections website

Programs wishing to dually enroll must qualify the family **BEFORE** child attends the program and must follow all applicable rules and regulations.

The responsibility for verifying dual enrollment falls on the program that enrolls the child second.

4-6 Calculating Income

Earned income is income resulting from working in a paid position or receiving unemployment benefits from having worked in a paid position. It does not include benefits received from other sources such as TEFRA, SSI, child support, etc. Earned income or lack of earned income must be documented for both parents if two parent household. Overtime and benefits such as housing/ BAQ should not be counted for the purpose of calculating income.

4-6.1 Determining Income From Paystubs

To calculate annual gross income from a paystub, locate the gross amount listed on the paystub submitted by the parent/guardian. (The stubs must cover the previous 30-day period prior to the date of enrollment)

ABC COMPANY
123 MAIN STREET
ANYTOWN, ARKANSAS 77777

Employee ID	Employee Name	Pay Period
123456789	Public, John Q.	4/1/09 4/15/09

EARNINGS				TAXES			DEDUCTIONS		
Code	Rate	Hours	Amount	Code	Withheld	Y-T-D	Code	Amount	Y-T-D
01-Reg	10.50	80.00	***840.00***	FICA	67.25	567.34	Med	81.23	564.44
04-OT	15.75	3.00	47.25	Fed	101.32	1020.34			
				State	44.56	378.67			
TOTALS			887.25		213.13	1966.35		81.23	564.44
Total Deductions			294.36						
Net Pay			**592.89**						

The gross amount should be multiplied by the number of checks received per year:

- Monthly x 12
- Twice monthly x 24
- Every 2 weeks x 26
- Weekly x 52

In this case, $840.00 x 26 = $21,840.

4-6.2 Determining Income From W-2 Forms

Agency should use the amount located in Box 1 (Wages, tips and compensation) for the annual income submitted by Form W-2.

4-6.3 Determining Income From 1040 Form

Agency should use the amount located on Line 37 (adjusted gross income) for the annual income amount submitted by Form 1040.

4-6.4 Determining Income From 1040 Schedule C or F

For families who are self-employed, agencies may accept Schedule C and use Line 31 (Net profit or loss) for the annual income amount. Farming families may submit Schedule F and agencies should use Line 36 (Net farm profit or loss) for annual income amount.

[redacted]

ABC services are delivered by a variety of providers, including public schools, education cooperatives, Head Start agencies, non-profit agencies, faith-based agencies, private child care providers, licensed family homes, as well as university and college affiliated providers.

5-1 Conditions of Eligibility

Any early childhood agency within the boundaries of Arkansas meeting the following criteria is eligible to apply for an ABC grant:

a. Agency site is licensed by DCCECE as a center or family child care home. Facility must be and remain in substantial compliance with licensing regulations and have no history of formal corrective action or founded complaints within 12 months of application date.
b. Agencies applying for home-visiting services (HIPPY or PAT) must demonstrate support of the corresponding state and national organization.
c. Agency has no outstanding debt to DCCECE or ADE (This requirement shall be suspended if an appeal is pending.)
d. Agency site has obtained State Quality Approval accreditation OR is eligible for such accreditation in the space to be used for the ABC program.

e. Agency has ability to provide matching funds in accordance with mandated local to state 40:60 funding ratio.

5-2 Request for Applications

Arkansas Better Chance funding is awarded through a grant selection process. Interested agencies must complete an annual application for funding. The Division of Child Care and Early Childhood Education will notify all early childhood providers and school districts of the availability of the application and deadlines for submission.

5-3 Review of Applications

The Division of Child Care and Early Childhood Education will oversee the process by which programs are selected for the Arkansas Better Chance grant. The Division recommends grant awards to the State Board of Education for final approval.

A. New and Expansion Programs

Grant awards for new and expansion programs will be made using a competitive scoring process. An expansion program is defined as one in which an existing ABC agency applies for additional slots. These applications will be read by early childhood professionals and scored using an established rubric. DCCECE staff will review sections related to licensing, quality approval and budgets. Early childhood professionals not employed by DCCECE will read and score all other programmatic elements of the application.

All applications will be anonymous and references to any agency will be concealed before any application is read and scored. Each application shall be worth 100 points. In order to be considered for funding, an agency application must score a minimum of **80** points, *although a score of 80 or above does NOT guarantee funding.* A copy of the scoring rubric will be made available after applications are scored. Part of the scoring rubric may be based on oral presentations from the applying agency. All applications scoring 80 or above will be pooled to be funded in order of legislative priority and available funds. According to Act 49 of 2003, programs from the following school district areas must receive priority consideration for ABC funding:

a. The local elementary school is in school improvement status.
The longer a school has been in school improvement, the higher the funding priority.

b. The local district is designated as being in academic distress.
The longer a district has had this designation, the higher the funding priority.

c. ≥ 75% of 4th graders score below proficient on benchmark exams in preceding 2 years.
Districts in this category shall be funded in order of descending percentage of students scoring below proficient on literacy and then on mathematics benchmark.

New and expansion funding shall be awarded in the preceding order until all funding is obligated. If additional funding remains, programs from other areas shall then be considered in order of descending grant score.

B. Renewal Applications

Renewal of an existing ABC program is NOT automatic. DCCECE and ADE have sole discretion in whether an ABC program grant is renewed. Programs applying for renewal shall be reviewed for performance and compliance. Renewal applications will be scored using the following rubric:

ITEM	YES	NO
1. Are there founded complaints in past 12 months which pose immediate safety risk?	0	20
2. Is program in substantial compliance with licensing regulations?	5	0
3. Is the most current ERS score for all ABC classrooms ≥ 5.00?	15	0
4. Does proposed budget meet core model requirements, including salaries?	10	0
5. Is program current on all required reports and documentation?	5	0
6. Is program meeting requirements of any Program Improvement Plan?	10	0
7. Do ABC staff meet all necessary qualifications or have approved SQP in place?	5	0
8. Have all ABC staff met the minimum training requirements?	5	0
9. Are all child records complete and up-to-date?	5	0
10. Is Work Sampling data current?	5	0
11. Is program implementing required curriculum?	5	0
12. Does program have history of appropriate partnership and collaboration, especially with local Head Start programs?	10	0

Renewal applications must score at least **85** points to be considered eligible for unconditional renewal. Programs scoring below 85 may be eligible for renewal on certain conditions being met through the completion of an existing or new Program Improvement Plan. Failure to follow any conditions of renewal may result in either immediate termination from ABC program or non-renewal the following program year.

5-4 Grant Approval

Once grants have been scored and a physical site visit has been made to any proposed new or expansion location, DCCECE shall forward all recommendations for funding to the State Board of Education for approval. Approval is contingent upon a favorable vote by this Board.

Once final approval has been received by the Division, a Notice of Grant Award and Grant Agreement shall be sent to the applicant. The Grant Agreement must be signed by an authorized agency representative and returned to the Division. Agencies that do not have a valid W-9 on file must also submit that form. The Division must have all returned documents on file BEFORE an applicant may begin serving children under the ABC program.

5-5 Termination of Grant

DCCECE may terminate a grant agreement with 30 days notice for any reason allowed under law, including lack of funding to continue the program. In addition, the Division may immediately take steps to terminate a grant agreement for cause, which shall include any violation of ABC Rules and Regulations or failure or comply with comply with adverse or corrective action imposed by the Division or Program Improvement Plan as issued by ABC.

Programs falsifying or presenting misleading or falsified documents for the purpose of obtaining ABC funding shall be subject to permanent exclusion form the ABC Program and/or prosecution for fraud.

Upon deciding to terminate an agreement, DCCECE shall provide notice to a program agency via a certified letter of its intention to recommend termination of grant agreement to the State Board of Education. Termination of an ABC grant agreement is final upon a majority vote by the State Board of Education.

Should an agency's provider agreement be terminated for just cause, agency representatives may not apply for ABC funding for 12 months from the date of termination. If agency or its representative(s) is barred from participation in DHS programs through DHS Policy 1088, that agency and its representatives are also barred from participation in the ABC program.

6-1 Sources

The ABC program is currently appropriated at $113,775,000 annually. Of that amount, $7.5 million comes from a transfer of funds from the Temporary Assistance for Needy Families (TANF) program. The remainder of the funding is State General Revenue.

6-2 Match Requirements

There are two components to ABC funding. The State of Arkansas funds 60% of the cost of each program through a grant process. By state law, each ABC program must contribute the additional 40% of the total cost through either cash or in-kind services. The formula to determine the amount of your match is as follows:

Multiply ABC funding by 2, then divide by 3.

For example, if you are awarded $97,200, your required match is:

Step #1. Multiply ABC by 2 ➔ $97,200 x 2 = $194,400.

Step #2. Divide that product by 3. ➔ $194,400 / 3 = $64,800.00.

Your program must provide $64,800.00 –in cash or in-kind—to the program.

6-3 Per Child Funding

A center-based or family home ABC program shall receive **$4,860** from the state for each ABC child attending 178 days. The match requirement shall be **$3,240** for a total program cost of $8,100 per child. Home-visiting programs shall receive **$1,750** per ABC child participating for 178 days. The match requirement shall be **$1,166.67** per child for a total program cost of $2,916.67.

Programs shall receive a prorated portion of funding if they operate less than 178 days. For specific budget items, see Section 11.

6-4 Sliding Fee Scale

Programs that have recruited families earning less than 200% of FPL and still have available ABC slots may recruit families earning 200.1-250% of FPL who wish to enroll and pay a portion of the program fee. The amount of the parent fee shall be deducted from the regular state reimbursement amount.

6-5 Need for Services

Before an application is recommended for approval, there must be an established need for pre-K slots in the service area applied for. The following formula is used to determine the need in each school district:

	# of 3 and 4 year old children at 100-200% of Federal Poverty Level
+	**# of 3 and 4 year old children at 0-100% of FPL not served by Head Start**
-	**# of 3 and 4 year old children served in Head Start**
-	**# of 3 and 4 year old children already served through ABC**
X	**70%**
=	**Remaining Need for Additional Pre-K Slots**

While a program may submit an application for an ABC grant and have achieved the minimum score necessary for consideration, the Division shall not award additional pre-K slots in any school district area where there is no remaining need.

6-6 Financial Viability

Current legislation allows any licensed early childhood provider in the state willing to meet quality guidelines to apply for funding. However, private providers wishing to apply for ABC funding are advised to maintain multiple funding sources for their program. The ABC cost model has NO net income built in. All ABC funding is to go for salaries, training, equipment, meals and parent activities.

Given the ABC cost model and the required 40% match, private providers should seriously consider whether their current business structure will financially support an ABC classroom before applying for funding.

6-7 Cost Allocation

For providers who have children funded by a variety of sources, it is expected that these agencies will allocate only the portion used for ABC children to the ABC budget. Program agencies should use a percentage method to determine how to cost allocate administrative items such as utilities, rent/mortgage and clerical support.

Allocating a greater percentage than allowed by the number of ABC children is ground for corrective action.

7-1 Required Reports

Participating agencies are required to file the following reports during the year:

REPORT	DUE DATE
Mid-Year Expenditure Report	January 31
Mid-Year SQP Progress Report	January 31
Enhancement Grant Expense Report	March 31
Budget Amendments	June 1
Start-Up Funds Report	July 31
Final Expenditure Report	July 31
Final SQP Progress Report	July 31

Agencies will be advised if any report is missing or incomplete. Late or incomplete reports may result in withholding of program payments.

7-2 Documentation

When submitting financial reports no documentation is required—only report forms should be submitted. However, all expense documentation must be kept by the program and produced upon request. Expenditure reports shall be audited on both a scheduled and random basis and documentation will have to be produced at that time.

Expenses without documentation shall be considered an overpayment to the program and subject to repayment and possible further corrective action for the program.

7-3 Record Retention

Child Care Licensing requires programs to maintain enrollment and attendance records for three (3) years. Financial records should be retained for seven (7) years in accordance with IRS regulations.

7-4 Random Reviews

Program agencies shall be subject to random financial reviews of documentation for all financial and program reports. If a program is selected for a random financial review, the agency coordinator or director shall be notified by e-mail that documentation must be sent to the Division within 48 hours. If a review is to be conducted at the program site, program directors shall be given 24 hours notice that an auditor is coming.

Acceptable documentation shall include copies of cancelled checks, invoices, receipts, bank statements and printouts from accounting software. Other questions about acceptable documentation may be addressed to ABC Financial Specialists.

Agencies failing to respond to a request for records or fails to provide complete documentation shall be subject to repayment and further corrective action, including termination from ABC program.

7-5 Required Audit

Any agency operating an ABC program of at least 20 children shall furnish DHS annually an audit report covering that agency's fiscal year. Agencies already required to furnish DHS such a report by virtue of other substantial financial and/or state funding already meet this requirement. All other type agencies operating an ABC program of at least 20 children shall engage a CPA or CPA firm to perform a program audit of their ABC operation. The audit shall be performed in accordance with Government Auditing Standards. The audit period shall be the agency's fiscal year during any part of which the ABC program was in operation.

Audits shall be due 120 days after the end of the agency's fiscal year and shall be submitted to the DHS Audit Section. Audits should be sent to:

DHS OQA Audit
P.O. Box 1437, Slot S-270
Little Rock, AR 72203-1437

7-6 Legislative Audit

All school districts and LEA's operating an ABC program and subject to regular annual audit by Legislative Audit are deemed to have met all of the requirements of Section 12-5.

7-7 Fraud

The ABC program is committed to the highest standards of integrity. In keeping with this objective, participating agencies and families are expected to be honest and forthcoming in all communication and business concerning the ABC program. The DCCECE Compliance Unit and/or DHS Fraud Unit shall investigate any suspected abuse of eligibility criteria and financial procedures.

Fraud is defined as the willful violation of ABC program rules, regulations or procedures for the purpose of obtaining ABC services and/or funding.

Agencies shown to have committed fraud shall be recommended for termination from the ABC program to the State Board of Education and be subject to permanent exclusion from all DHS programs (See DHS Policy 1088). Program may be required for repay ABC funding. Depending on the severity of the violation, agencies may be referred for prosecution.

Parents or guardians shown to have committed fraud for the purpose of obtaining ABC services shall immediately forfeit their participation in the ABC program for all immediate family members and may be referred for criminal prosecution. Violations of eligibility policy may require the repayment of ABC funding paid on behalf of family members.

Examples of fraud include but are not limited to:

- Falsification of any document, correspondence or data (written or electronic)
- Alteration of child or family data, including names, birthdates and Social Security Numbers
- Misrepresentation of child enrollment
- Verbal misrepresentations of any kind to an ABC representative

[redacted]

Application procedures are provided as a part of the application packet and are disseminated during the specified period.

[redacted]

9-1 Authorized Staff

In addition to DCCECE staff, the Division has multiple contracts with other entities to perform monitoring and assessment functions. Personnel employed by these entities are authorized by the Division to gather information from, as well as evaluate, programs.

Confidentiality of program information is not waived by supplying data to any authorized contractor of DCCECE. Contractors have the responsibility to maintain the security and integrity of program information.

9-2 Site Visits

ABC Program Specialists will visit program agencies during the year. During the visit, Program Specialists will review the program's ABC records for children, staff and finances to confirm compliance with requirements. Any issues that require attention or correction shall be submitted to the agency director or coordinator as a Program Improvement Plan (PIP). The PIP shall outline what steps need to be taken for the program to be in compliance and the deadline by which corrections must be made.

If programs need additional time for corrections, the agency director or coordinator shall request an extension from the Program Specialist in writing BEFORE the deadline. Programs failing to correct issues on a PIP by the established deadline shall be placed under more severe corrective action. Such situations may jeopardize future funding opportunities.

9-3 Desk Audits and Monitoring

Because of the large number of agencies participating in ABC and limited number of staff, ABC Program Specialists may monitor your ABC program through e-mail and the submission of required documents by mail. Program agencies must comply with desk monitoring in the same manner as a site visit.

9-4 Environmental Assessments (Environment Rating Scale)

Each ABC center-based site or family home shall be reviewed annually for environmental quality. The applicable Environment Rating Scale shall be utilized for this purpose.

Teachers and paraprofessionals shall receive annual training or updates on the ERS. In addition, programs shall provide each classroom with the copy of the rating scale book and All About the ECERS-R (Cryer, Riley, et al).

The following procedures are used for environmental assessments:

1. Each ABC classroom and FCCH shall achieve a minimum overall ERS score of 5.00.
2. Classrooms or homes not achieving the required score shall submit a form requesting technical assistance (TA) that will target areas for improvement. A follow-up assessment shall be made once TA has been given. Renewal of funding is only affected if particular classrooms or homes repeatedly score less than 5.00.
3. Environmental assessments shall be unannounced. Each site shall be given a 90-day window of time during which the environmental assessment may occur.
4. Site directors shall be contacted by a consultant to be given the 90-day window. The site director shall confirm by e-mail any days that children will not be in attendance or other activities that would prevent observation of a typical day. Within the exception of holiday breaks, a site director may exempt a maximum of 5 days per month from the 90-day window.
5. Environmental assessments shall not be rescheduled due to the absence of a teacher or paraprofessional on the scheduled day.
6. Due to time constraints and cost, directors may not request follow-up assessments for classrooms meeting the minimum score.

Programs having questions about how any item was scored should contact the ASU Regional Coordinator for the program area.

9-5 Technical Assistance (TA)

To help programs achieve the best possible outcomes for children, the Division provides TA on several levels:

- ABC Program Specialists, Financial Specialists and Data Specialists are available to meet one on one with programs to help resolve concerns and clarify policies.
- Licensing Specialists can answer questions regarding the licensing process or minimum licensing requirements.
- Child Care Resource and Referral Agencies are available to assist providers in program operation and families in locating appropriate care for their children.
- Consultants and Regional Coordinators from ASU Childhood Services can assist ABC programs in several areas of operation, including room arrangements, scheduling, selection of materials and equipment, etc. Programs must request assistance from ASU utilizing a TA Request Form.

Because of the volume of requests, programs should submit TA forms as early as possible. The waiting time for assistance is often prolonged due to licensing priorities and the number of programs requesting assistance.

10-1 Staff-Child Ratios

The staff to child ratio shall be maintained in accordance with the Rules Governing the Arkansas Better Chance Program, Section 10, #10.02.

If the program is mixing ABC children with non-ABC children, the ABC ratios must be met for the entire group.

10-2 Group Size

Even if the licensing capacity is greater, the group size stated in the Rules Governing the Arkansas Better Chance Program, Section 10, #10.01 cannot be exceeded at any time.

11-1 Criminal Background Checks

All ABC staff having contact with children are subject to a satisfactory criminal background check. Programs should consult Child Care Licensing Manual or Public School regulations to determine what criminal offenses may exclude someone from working with children in a child care program or public school. Fees for background checks may be paid from the program's ABC administrative budget.

11-2 Child Maltreatment Registry Check

Employees of an ABC program must also complete a Child Maltreatment Registry Check through the DHS Division of Children and Family Services. Forms are available through the Child Care Licensing Unit.

11-3 TB Skin Test

ABC employees shall obtain a health card or physician's statement showing the absence of contagious tuberculosis. This card must be renewed annually. Tests are available through most county health units for a minimum charge.

11-4 Service Requirement

Classroom positions (teachers and paraprofessionals) are based on a 190-day program (178 days of instruction plus 12 professional development days).

11-5 Employment Agreements

ABC staff are the employees of the grantee agency, not the Division or the Department of Education. The Division accepts no liability for employee-employer disputes, nor will Division staff act as mediator of such disputes. To clarify expectations, ABC agencies shall establish an annual employment agreement with all ABC employees. At a minimum, the employment agreement shall establish:

Working conditions (to include but not limited to):
-days per year employee shall work
-working hours per day
-specific job duties
-sick leave, annual leave and holiday leave policies
-professional development requirements
-credential requirements, including SQP requirements if applicable

Compensation and fringe benefits (to include but not limited to):
-rate of pay
-frequency of pay

If ABC teachers and paraprofessionals are expected to work in another part of your agency when ABC is not in session, that requirement must be included in the employee agreement.

An ABC agency shall be required to produce signed copies of employment agreements upon request.

11-6 Classroom Teacher—First Classroom

The teacher of the first classroom at an ABC site shall hold a:

Public Schools/Cooperatives: *Standard Arkansas Teacher Licensing with P-4 certification*
All others: *Bachelor's Degree in Early Childhood Education or Child Development*

11-7 Classroom Teacher—Multiple Classrooms

For multiple classroom sites, the teacher of a second and third classroom shall hold, at a minimum, an *Associate Degree in Early Childhood Education or Child Development.*

11-8 Paraprofessionals/Teacher Assistants

The paraprofessional or teacher assistant must hold an *Associate Degree in Early Childhood Education or Child Development* OR *Child Development Associate (CDA) credential.*

11-9 Degree Exemptions

For non-public school programs, the Division shall consider degree exemptions on a case by case basis, contingent upon the teacher having a degree and 12 hours of early childhood/child development coursework.

11-10 Center Directors

While no specific education requirements are outlined for an ABC director, it is expected than an ABC agency shall hire a director who has solid experience in early childhood education. A Bachelor's degree in Early Childhood is preferred but not required. The director should also have a successful record of accomplishment in administering early childhood programs and have attended Director's Orientation.

11-11 Substitutes

If a teacher or paraprofessional is absent, the program agency must ensure that a substitute is present in the classroom for the time of absence. A short-term (three weeks or less) substitute must meet the following minimum requirements:

- At least 21 years of age
- High school diploma or equivalent
- Experience working with children under 5 years of age
- Negative TB skin test
- Satisfactory criminal background/child maltreatment registry checks
- Proficient verbal and written communication skills

If a teacher or paraprofessional is to be out of the classroom longer than three weeks, the program agency shall obtain approval from the Division on the requirements for the long-term substitute.

11-12 Staff Qualification Plans

If the program agency has made efforts to locate staff who meet minimum requirements but cannot find acceptable candidates, the agency may petition the Division for permission to hire someone in the process of completing education requirements. The agency must complete a Staff Qualification Plan (SQP) Request Form and submit to their ABC Program Specialist. The Specialist will review the plan and, if approved, will send the program an agreement for signature by the program director and staff member. Requests must be submitted within 15 days of the date of hire.

The submitted request must contain a detailed plan to show how the employee will obtain the educational objective within two years of approval. ABC Program Specialists will track the progress of each SQP. Agencies must submit progress reports for each SQP no later than January 31 and July 31. The SQP may be terminated if the staff member does not show adequate and consistent progress or fails to submit required documentation.

Programs hiring unqualified staff to work in an ABC program without an approved SQP on file shall be subject to corrective action, up to and including termination from the ABC program.

11-13 Changes in Personnel

Program agencies must notify the Division ABC staff of any change, including personnel, in writing within five (5) calendar days of the change. Changing personnel information in the COPA system does not satisfy this requirement. Programs must complete a Personnel Change Form and a copy of the new staff credentials to the ABC Program Specialist for review.

11-14 Required Clock Hours

ADE rules require certified teachers to obtain 60 clock hours of professional development annually to maintain certification. To teach in an ABC classroom, 30 of those hours must be pertinent to early childhood education.

For non-certified staff, including paraprofessionals, a minimum of 30 clock hours pertinent to early childhood education is required annually. Hours shall be submitted to the TAPP Registry. Program must maintain current copies of staff Registry transcripts, and copies of certificates for trainings not on the TAPP Registry, as proof of professional development hours to be reviewed by ABC Program Specialists.

11-15 Required Training

ABC teachers and paraprofessionals shall be required to complete the following trainings:

- Environment Rating Scales – ***This is required annually of all classroom staff.***
- Work Sampling – ***Initial Work Sampling is required for all classroom staff. Curriculum Connections or a refresher is required every other year.***

Curriculum Trainings (one-time for all classroom staff)

- Arkansas Early Childhood or Infant/Toddler Frameworks
- Pre-K Ella (Early Literacy Learning in Arkansas)
- INDEX (Math and Science for Young Children)
- SEL (Social/Emotional Learning in Arkansas)

Note: The Curriculum trainings do no all have to be taken in the same program year – the requirement is ***a plan*** *for staff to complete these trainings.*

COPA

This training is only required for the person(s) that will be entering the eligibility information, attendance, billing information, etc., in the COPA system. It is recommended that the staff attend training annually to receive updates.

ABC Coordinators

ABC agency directors or coordinators shall also be required to attend ***annual*** ABC Coordinator Training and receive approved Financial Training which shall include guidance on budgets, acceptable financial documentation and recordkeeping. The Division shall notify providers of which trainings meet this requirement.

DCCECE may mandate additional training as specific program needs arise.

11-16 Traveling Arkansas' Professional Pathways (TAPP) Registry

All ABC staff and directors shall register with the TAPP Registry as a practitioner or trainer. Programs shall enter each staff member's TAPP Registry Number in the COPA system and on the annual ABC application.

http://professionalregistry.astate.edu

[redacted]

For every classroom with more than 10 children, a program must provide (1) teacher and (1) paraprofessional/assistant. For other classroom arrangements, the program should consult with the Division on the required pattern.

# Classrooms	Lead Teacher	Classroom Teacher	Paraprofessional
1	1	0	1
2	1	1	2
3	1	2	3
4	2	2	4

[redacted]

13-1 Core Curriculum

All ABC programs must select and utilize a core curriculum approved by the state Early Childhood Curriculum Committee. At this printing, the following comprehensive curricula have been approved for use in ABC programs:

- Adventures in Learning
- Comprehensive Preschool Program (Abrams)*
- Core Knowledge
- Creative Curriculum
- Curiosity Corner
- DLM Early Childhood Express
- Harcourt Preschool Programs*
- High Reach**
- High/Scope
- Houghton Mifflin Pre-K
- The Investigator Club
- Montessori
- Opening the World of Learning
- Pebble Soup
- Preschool First
- Project Approach

- Reggio Emilia
- Scholastic Early Childhood Curriculum

**Must order and use all components*
***The "fun page" packet may not be used.*

If a program wishes to use a core curriculum not on this list, the program must first petition the Division in writing. Prior to approval, the Division may require a presentation of the curriculum to either the Early Childhood Curriculum Committee or other ad hoc committee.

Programs wishing to utilize a supplementary curriculum specific to a content area in addition to the comprehensive core curriculum may do so at their discretion (ex. a supplemental literacy or math/science curriculum). The program is at liberty to select supplemental materials but any materials chosen must meet the Arkansas Framework.

Directors and coordinators must ensure teachers and paraprofessionals have adequate training on the selected curriculum model. Funds from the ABC curriculum budget may be utilized for curriculum training.

13-2 Equipment

ABC programs must provide an environment properly equipped for preschool children. The ABC budget contains funds which may be used to purchase developmentally appropriate equipment.

Each ABC classroom and family home shall be equipped with enough developmentally appropriate supplies, toys, books and play apparatus to take care of the needs of the total group and to provide each child with a variety of activities through the day.

The outdoor play area shall also be developmentally appropriate and meet the Consumer Product Safety Commission standards listed in Public Playground Safety Handbook revised in April 2008. A copy of this guide may be downloaded from the CPSC website at http://www.cpsc.gov/cpscpub/pubs/325.pdf

Because of the great expense associated with purchasing outdoor equipment, programs are strongly advised to seek technical assistance **BEFORE** purchasing equipment to ensure its compliance with CPSC recommendations for preschool, as well as the ERS indicators at the "quality" (5.0) level.

The arrangement of indoor and outdoor equipment, materials and interest areas for each group shall provide for accessibility from low shelves so children may select and return materials easily; an orderly, uncluttered atmosphere; visual and/or auditory supervision of children in all areas; separation of active and quiet play and traffic patterns that avoid disruption of activities.

13-3 Technology

Because of the limited staff available to assist programs, the Division has selected several technological solutions to make program operations more efficient. This system of technology includes web-based systems to capture and maintain child, family and staff data (COPA), as well as child assessment data (Work Sampling).

Electronic mail is the primary means of communication between DCCECE staff and ABC programs. A working email address must be maintained and checked on a daily basis, ***even when the program is not in operation (holidays and summer months).***

In order to utilize these systems, ABC teachers, home visitors and parent educators must have reasonable access to a computer with high-speed Internet access. Funds from the ABC budget may be used to purchase a computer for each classroom, family home, home visitor and parent educator. Computers may be replaced every three years.

A separate computer may be purchased for the computer interest center in the classroom. Classrooms may allow children to use computers no more than 20 minutes daily. Computer activities must be age and developmentally appropriate.

13-4 Enhancement Programs

If programs wish to add enrichment activities outside of the standard preschool schedule (for example, dedicated music and/or art classes), qualified staff must provide the instruction and the daily schedule must still meet SPOD.
Each ABC classroom and family home must demonstrate the daily schedule for ABC satisfies "substantial portion of the day" (SPOD) as defined by the ERS. The Division and authorized representatives are available to provide assistance to programs in developing an appropriate schedule.

13-5 Child Record and Portfolio

Programs shall maintain an individual child record/portfolio on site for all enrolled children. Records shall contain copies of:

- Birth certificate or official hospital record containing birth date (documentation as per section 3 of the ABC Program Manual)
- Documentation of income eligibility (documentation as per section 3 of the ABC Program Manual).
- Completed, signed and dated application form with enrollment date and number of caregivers in household and total number of children in household
- Emergency information, including non-parental contact and medical information
- Parental authorization for medical care, daily pick-ups and field trips
- Completed health form and immunization records
- Record of completed developmental screening and referral to Special Education, if applicable
- Samples of child's work*
- Teacher and parent observations and summaries of parent-teacher conferences. This includes a summary of what is discussed and any comments from the parent/caregiver. This document shall be dated and signed by the parent/caregiver.
- Work Sampling checklist completed for Period #3 (a paper document does not have to be on file as long as the information can be accessed electronically when requested by DCCECE staff)

*-Program may choose to use separate portfolio to keep samples of a child's work as long as portfolio is available for viewing to parents and ABC Program Specialists upon request.

Records shall be kept in a locked file cabinet with access granted only on a "need to know" basis. The child record shall be available for inspection by Division staff or authorized representative upon request.

If certain records are stored off-site, copies shall be made and given to teachers to maintain in the classroom.

Other than those documents required to be retained for licensing purposes, teachers shall give a copy of the child's record to the parent or kindergarten program (with permission from the parent/guardian) upon a child's completion of or withdrawal from the program.

13-6 Meals and Snacks

During the 7-hour program day, the ABC program shall provide breakfast, lunch and snack to each enrolled child. Meals and snacks must meet USDA nutritional requirements. For any child who brings a lunch from home, programs are required to monitor the contents of the meal to ensure all nutritional components are met.

Programs shall not withhold meals or snacks from any ABC child based on the qualification of the family for free/reduced-price meal. Programs shall not use food as a method of reward or the withholding of food as a method of punishment.

Mealtimes may not be used as an opportunity to provide staff breaks.

13-7 Outdoor Activity

Preschool children shall be allowed the opportunity for a minimum of one (1) hour of outdoor activity daily. ABC programs shall utilize the definition of "weather permitting" from the ERS to determine whether children shall go outside. ERS defines "weather permitting" as almost always – unless there is active precipitation or a public announcement advising people to stay indoors.

The required ABC ratios and supervision must be maintained during outdoor play. Outside play may not be used as an opportunity to provide staff breaks.

14-1 Challenging Behavior

Properly addressing challenging behavior is one of the most critical parts of the ABC staff responsibilities. By utilizing appropriate techniques, staff will help ensure a more positive outlook and self-esteem for the children exhibiting inappropriate behavior patterns.

Children cannot be suspended or dismissed from the ABC program for challenging behavior unless prior approval is granted from the Division ABC Administrator or Program Specialist.

In rare instances when a child's behavior causes severe imminent danger to himself or others (this greatly exceeds typical developmentally appropriate aggressive behaviors seen in a child), with authorization from the ABC Program Specialist, A program may ask the parent to pick the child up and keep him/her at home. This can only be for a brief period of time (24 hours), and **ONLY** while awaiting a parent-teacher

conference to address behavior concerns, which constitute immediate physical harm to the child or others. This timeframe may be extended, only at the request of the parent, until such time when the parent can attend the meeting. If the parent refuses to attend the conference or participate in developing a behavior plan, the program has made every effort to accommodate and meet the needs of the child. The program may then contact the Division regarding the appropriateness of the placement for the child, due to the parent's decision not to participate in their child's program.

Any decision to pursue an alternate environment (classroom/site) for a child eligible for services und IDEA, must be in the best interests of the child and shall be the result of an Individualized Education Plan Team Meeting and Division approval.

ABC forbids the use of corporal punishment. Other unacceptable methods of discipline include, but are not limited to, suspension, expulsion, isolation, inappropriate verbal comments, yelling and withholding of food or activities.

When a child presents with inappropriate behavior, staff shall follow the standards set by the NAEYC Accreditation process:

- Observe the child to identify events, activities and interactions that may predict, trigger or contribute to the behavior.

- Rather than only focusing on stopping the behavior, focus on teaching the child social, communication and emotional regulation skills.
- Use environmental or activity modifications, adult/peer support and other teaching strategies to support appropriate behavior.

- Request assistance from the Behavior Specialist at the local education cooperative.

Most importantly, staff shall respond to challenging behavior, including physical aggression, in a manner that provides safety for the child and others in the classroom, is calm and respectful and provides the child information on acceptable behavior.

In addressing parents about behavior concerns, staff should be careful to present facts only, not opinions or diagnoses. Allow the parent to be part of the solution. If programs find parents to be uncooperative in the process, the program should consult the Division about available options.

14-2 Special Education Services / Special Needs

The Special Education Program for children ages 3 to 5 years, is administered through Early Childhood Special Education at the Arkansas Department of Education. Early Childhood Special Education is an active partner with ABC to assist children with special needs. These professionals work through a network of education cooperatives and school districts to deliver services to preschool children.

Services are provided as a result of a referral made to Special Education by early childhood programs. Once developmental screenings are administered to ABC children, ABC programs must refer any child with a suspected delay to Special Education within seven (7) calendar days after the screening. Following a

referral, the Special Education Coordinator will meet with the parent and explain their parental rights under the Individuals with Disabilities Education Act. The parent may then decide if they wish follow-up services to be provided by the cooperative or other therapist. A parent cannot "refuse" special education services before a referral is made and parental rights are explained by the COOP representative.

An ABC program may NOT waive Special Education services through the cooperative on behalf of a parent, nor can a parent be required to select a certain therapist recommended by the ABC program. If Special Education services are provided by the cooperative or other therapist not affiliated with the ABC program, the ABC program must make appropriate space available to the therapist to administer the services.

The ABC program is required to work collaboratively with the team to ensure that the IEP/IFSP is implemented in the natural /least restrictive environment for all eligible children having an IEP/IFSP/health plan/medical plan developed by the appropriate professional / team. The ABC Program is required to allow the special services identified on the plan to be implemented in the program setting. The program is not required to make accommodations for children without one of the aforementioned treatment plans.

For any child placed on an IEP, the ABC teacher should play an active role in the planning and follow-up care. The classroom teacher is a critical member of the IEP team and must attend the meeting. If the classroom teacher is unable to attend, the Sp Ed Coop must request permission from the parent to arrange for input by written or telephone participation. IEP objectives worked on by the special services provider shall be reinforced as a part of the daily classroom routine. A copy of the IEP or goals and objective page shall be placed in the child's ABC record. Records shall be housed in a locked file cabinet and maintained in a strictly confidential manner.

Parents who waive kindergarten are no longer eligible for free special education services.

14-3 Toilet Training

Regardless of the reason a preschool child may not yet be toilet-trained, early childhood professionals must approach this situation with a positive and cooperative spirit. An otherwise eligible child cannot be dismissed from or denied admission to the ABC program due to a lack of toilet training skills. Teachers and paraprofessionals must understand assisting children with toilet training is part of their job as early childhood educators. If a child has an accident, staff shall work together to immediately assist the child in a sensitive manner. A child shall not be left in soiled clothes as punishment nor because classroom staff are waiting on custodial staff or parents to clean.

In assisting children, programs shall use techniques, which are non-punitive and non-shaming to the child. Programs are encouraged to include the parent or guardian in any plan or intervention to encourage reinforcement at home.

If programs have a child in class who has difficulty with toileting, programs may use funds from ABC to purchase appropriate resources necessary to support toilet training. In other words, do not expect the parent to remember Pull-ups every day if they are required. Keep them on hand as needed.

15-1 Child Assessment

By law, each child enrolled must be assessed using the instrument selected by ADE and the Division. The ABC program currently uses the Work Sampling System (WSS) to assess preschoolers and The Ounce Scale to assess infants and toddlers.

The WSS has been selected due to its high correlation to the Arkansas Framework for Early Childhood, neutrality with respect to curriculum, and observation-based approach to assessment. Children are currently assessed across all seven WSS domains three times during the program year. In 2009-2010, programs shall enter and finalize observation data by the following deadlines:

Period #1: November 13, 2009
Period #2: February 12, 2010
Period #3: May 14, 2010

WSS training is required for all teachers, paraprofessionals and home visitors. This training must be updated on a regular basis. Implementation of the WSS is a developmental process as teachers internalize the guidelines, hone their observations and documentation skills and enhance their ability to use assessment information to inform instruction. It is expected that experienced ABC teachers who have used WSS for more than one year shall utilize WSS as a tool to guide instruction. Training is available to assist in this area.

Children enrolled in the ABC program must have a developmental and health (well child) screening conducted within the first 45 days of attendance. The purpose of this screening is to identify developmental delays and medical/health issues; and modify your classroom curriculum to meet the needs of each child. The program agency shall be responsible for completing this screening.

15-2 Developmental Screening

The program may either use qualified staff (if trained) to administer the screening or may contract the screenings to a local cooperative or other qualified screener. The staff person administering the instrument must meet the qualification requirements as specified in the instrument manual as well as be able to demonstrate experience in administering the instrument.

Programs must select a research-based tool or combination of research-based tools to cover the developmental domains. The selected screening tool should also be culturally sensitive. The administering staff must be able to document training received and demonstrate competency in administering the screening if requested.

The developmental screening must include, at a minimum, the following areas: vocabulary, visual-motor integration, language and speech development, fine and gross motor skills, social skills and developmental milestones.

Comprehensive Screenings that meet the requirements as specified in 15.06 of the ABC Rules and Regulations:

Instrument	Requirements For Use	Where Available
Battelle Developmental Inventory	Meets requirements	Riverside Publishing http://www.riverpub.com/index.html
Brigance Screen	Meets requirements	Curriculum Associates http://www.curriculumassociates.com
Denver II	Must be used with a supplemental instrument which screens cognitive developmental milestones	Denver Developmental Materials http://www.denverii.com/home.html
Devereux Early Childhood Assessment (DECA)	Social Emotional only May be used to supplement other Screenings	Kaplan www.kaplanco.com
Developmental Indicators for Assessment of Learning, Third Ed. (Dial-3)	Meets requirements	Kaplan www.kaplanco.com
Early Screening Inventory, Revised (ESI-R)	Must be used with a social emotional supplemental screening	Pearson http://www.pearsonassessments.com/
Learning Accomplishment Profile, Diagnostic Edition (LAP-D)	Meets requirements	Kaplan www.kaplanco.com
Ages & Stages Questionaire	Meets requirements	Brookes Publishing
Ages & Stages SE	Social Emotional only May be used to supplement other Screenings	Brookes Publishing

15-3 Well Child Screening

Health/well child screenings should be completed every twelve (12) months while the child is between 3 and 5 years of age. This well child exam must include all of the elements defined in the age-appropriate Early Periodic Screening, Diagnosis, and Treatment (EPSDT) screening from Medicaid. A licensed physician or registered nurse practitioner must administer the screening. Health care providers may bill AR Kids First health insurance program for the cost of this screening for any ABC children enrolled in that insurance program.

The Agency shall pay for the well child screening if the family does not have any form of insurance. If the family's insurance is used, the Agency shall pay the co-pay if applicable.

This screening should be used as a diagnostic tool to determine if any follow-up care is needed and to provide ABC programs with information concerning the child's health which might impact overall development of kindergarten readiness skills.

Programs should distribute copies of the ABC Health Screening form to parents for completion. This form must be completed by both the parent and health care provider then returned to the program for placement in the child's record within 45 days of enrollment. An alternate form may be accepted if in includes all required information as specified in 15.08 of the ABC Rules and Regulations. It is the responsibility of the parent or guardian to ensure this screening is completed in a timely manner. Children not completing the

health screening within the required timeframe shall be suspended (not to exceed 30 days) or dismissed from the program.

16-1 Parent Involvement

The ABC program places great emphasis on the role of parents in the educational process of children. While we understand the schedule of working families often prevents a high level of involvement in a child's education, we expect parents of enrolled children to take a role in supporting program activities and classroom lesson plans.

In accordance with minimum licensing requirements, parents must have open access to their children at any time during the day. In addition, we encourage programs to offer opportunities for parents to interact during program hours, such as mealtime.

ABC programs must provide two (2) parent-teacher conferences each program year. During this conference, we expect programs to have dialogue with parents regarding their child's development.

Programs must have a Parent Involvement Plan detailing the strategies, to be used to involve parents in their child's educational program, and obtain parent input in to the operation of the program. This plan must be maintained on site; however, it is also recommended that it be included in the Parent Handbook.

16-2 Community Involvement

ABC programs must also implement strategies to improve community involvement in the program by developing a Collaboration Plan in conjunction with local community partners invested in the future of their children. The written plan must be maintained on file in the program and updated periodically as a result of collaboration meetings and activities. At a minimum, the following partners should include:

- Public School District
- Early Childhood Special Education Cooperative
- Head Start
- Other Child Care and ABC Providers
- Local Health Units and / physicians
- HIPPY / PAT
- Mental Health

Examples of additional partners which could be very beneficial to the development and provision of services and programs are:

- Court System
- Library
- DHS Offices/Programs such as DCFS, Volunteerism, DCCECE, County Operations, Medicaid
- Higher Education such as local community colleges or universities

- Hospitals

[redacted]

Transportation of children to and from an ABC program is responsibility of the parent or guardian. Offering transportation services to families is strictly discretionary on the part of a program. Agencies must carry an appropriate level of insurance to cover collisions and liability. Child Care Licensing Specialists must be informed by the program agency that transportation is being provided

Programs must ensure that any person who picks a child up from the program is an adult authorized by the parent or guardian to take the child.

[redacted]

No clarification needed.

[redacted]

No clarification needed.

[redacted]

No clarification needed.

[redacted]

No clarification needed.

[redacted]

22-1 Types of Corrective Action

Depending on the severity and frequency of the infraction, ABC staff may impose corrective action on ABC programs. Such corrective action may include but not limited to:

- Increase monitoring
- Required technical assistance
- Withholding of payments
- Repayment of funds
- Reduction of ABC slots or denial of future slots
- Required changes in ABC staff

- Defunding of program site(s)
- Non-renewal or termination of ABC grant

22-2 Termination and Due Process

If the Division determines termination of the ABC grant agreement is warranted, ABC staff shall send the program agency a certified letter stating the agency shall be recommended for termination to the State Board of Education. The notice shall state the reasons for termination along with the date, time and location of the State Board meeting. During the meeting, the program agency shall be allowed the opportunity to address the Board. If the Board votes to terminate the grant, the Division shall notify the program via certified letter of the final date of operation and negotiate a final payment, if any payment is due. There is no appeal beyond the State Board of Education other than to Pulaski County Circuit Court. If a grant agreement is terminated for cause, program agency or authorized representatives may not reapply for the ABC grant for 12 months from the date of termination.

The Division may also terminate a grant agreement with 30 days notice due to inadequate funding to continue the program.

22-3 Action by Other Units or Agencies

If a program agency is excluded from DHS programs under DHS Policy 1088, any ABC grant agreement in effect is automatically rendered invalid on the date of exclusion. An agency excluded under 1088 is also prohibited from applying for the ABC grant.

Correction action or exclusion by any other state or federal agency may result in corrective action under ABC guidelines, up to and including termination from the ABC program.

A-1 Payments

Program agencies are awarded a maximum amount of funding based on the number of ABC slots for which the agencies applied and is approved. Actual funding received shall be dependent upon child enrollment during the year. The following procedures will be used for paying ABC programs:

- After approval and signing of the grant agreement, 10% of the agency's total ABC funding will be paid on August 1 and again on September 1.
- Eight (8) additional payments shall be paid to an approved program on the first of each month from October through May. These payments shall be calculated as follows:
  - **$486 per child for centers/family homes**
  - **$175 per child for home-visiting programs**
- These payments shall be based upon actual child enrollment reported in COPA on the 5th of the previous month.

For example, a center-based program is approved for 20 ABC slots. The maximum funding to be received by this program would be:

20 x $4,860 = $97,200

On August 1, the program will be paid 10% x $97,200 = $9,720.
On September 1, the program will be paid 10% x $97,200 = $9,720.
On September 5, the COPA data is submitted by program. The program shows 17 children actually enrolled.
On October 1, the program shall be paid 17 x $486 = $8,262.

- Programs not operating 178 days shall not receive full payment.
- During the year, programs shall be randomly reviewed to ensure compliance with child enrollment, as well as COPA and attendance policies.

If a program begins late and does not receive the first payment until September 1, that program shall receive a 10% payment on September 1 and October 1. The first payment based on child enrollment will occur on November 1. If these programs operate 178 days, the program will receive ten payments (September – June).

Program attendance shall be monitored. Programs with consistent under-enrollment may not have vacant slots renewed the following program year or may be subject to having vacant slots redistributed during the year.

Payments not disputed with 30 days of receipt shall be assumed to be correct. It is the responsibility of each program agency to track payments received and report any suspected discrepancy. The Division cannot correct or make additional payments to programs beyond June 1 of each program year.

A-2 COPA

Programs are required to utilize the COPA system to maintain information on child/family demographics. Enrollment data from COPA will automatically be captured and used to calculate monthly payments. Payments will not be made for any child not enrolled in the COPA system. Training is available and required for all programs.

A-3 Start-up Funds

Subject to availability, center-based and family home ABC programs receiving new or expansion slots will also receive $250 per slot in start-up funds. The full amount of any start-up funds will be added to the first regular payment a program receives. The Division shall notify programs annually as to the availability of start-up funds. Start-up funds shall be used to purchase materials and supplies for a new classroom or family home. These funds should not be added in to the regular ABC program budget. Programs receiving start-up funds should use the Start-up Funds Expense Report to document how funds were expended.

A-4 Direct Deposit

Program agencies may select to receive their payments in the form of a paper check (warrant) by mail or through Direct Deposit. Programs selecting Direct Deposit must complete a Direct Deposit form and submit along with a voided check.

If a program closes or changes bank accounts to which ABC payments are deposited, the Division ABC staff must be notified by the 5th of the month prior to the payment. The Division is not responsible for payments deposited into an incorrect account due to the failure to notify us of changes timely.

A-5 Suspension and Termination of Payments

Payments may be suspended for any program that is late in submitting any required or requested report or documentation. In such cases, programs will be notified in writing that the next payment will be withheld unless the information is received by a specific due date. When the requested information is received, the amount of any withheld payment(s) shall be added to the next regular monthly payment.

If an agency is terminated from the ABC program, a final payment amount (if any amount is due) shall be negotiated and agency shall be notified of the payment date and amount. Agencies owing money to the Division must negotiate and sign a repayment agreement with the Division Compliance Unit within 14 days of termination from the program. Agencies failing to repay funds will face possible legal action.

A-6 Budget - Core Models

To determine the cost per child, a core model containing the elements of a high quality prekindergarten program was developed for each of the ABC program types:

Center-based:
(based on classroom of 20 children)

2009-2010 ABC CORE MODEL for CENTERS				
Well-Qualified and Compensated Staff	Classroom Teacher		Salary	$ 30,000.00
			Range	$ 44,160.00
			Fringe	$ 7,500 to
			Range	$ 11,040.00
	Paraprofessional		Salary	$ 18,000.00
			Fringe	$ 4,500.00
Administrative Costs		$ 220.00	per child	$ 4,400.00
Curriculum and Equipment		$ 275.00	per child	$ 5,500.00
Parent Involvement		$ 100.00	per child	$ 2,000.00
Transportation		$ 110.00	per child	$ 2,200.00
Professional Development		$ 1,650.00	per staff	$ 3,300.00
Screenings		$ 50.00	per child	$ 1,000.00
Technology		$ 55.00	per child	$ 1,100.00
Total ABC Funding for 20 children				$ 97,200.00
40% Match				$ 64,800.00
TOTAL PROGRAM COST				$ 162,000.00
State Cost per child				$ 4,860.00
40% Match				$ 3,240.00
Total Cost per child				$ 8,100.00

Home-Visiting:
(based on caseload of 27 children)

2009-2010 ABC CORE MODEL for HIPPY and PAT				
Well-Qualified and Compensated Staff	1/6 Coordinator		Salary	$ 6,341.00
			Fringe	$ 1,585.00
	Home Visitor		Salary	$ 18,000.00
			Fringe	$ 4,500.00
Administrative Costs		$ 95.00	per child	$ 2,565.00
Curriculum and Equipment		$ 187.00	per child	$ 5,049.00
Parent Involvement		$ 50.00	per child	$ 1,350.00
Transportation		$ 125.00	per child	$ 3,375.00
Professional Development		$ 1,650.00	per staff	$ 1,650.00
Screenings		$ 50.00	per child	$ 1,350.00
Technology		$ 55.00	per child	$ 1,485.00
Total ABC Funding for 27 Children				$ 47,250.00
40% Match				$ 31,500.00
TOTAL PROGRAM COST				$ 78,750.00
State Cost per child				$ 1,750.00
40% Match				$ 1,166.67
Total Cost per child				$ 2,916.67

Family Homes:
(based on 10 children)

2009-2010 ABC CORE MODEL for LICENSED FAMILY HOMES			
Well-Qualified and Compensated Staff	Family Home Teacher	Salary	$ 30,640.00
		Fringe	$ 7,660.00
Administrative Costs	$ 220.00 per child		$ 2,200.00
Curriculum and Equipment	$ 275.00 per child		$ 2,750.00
Parent Involvement	$ 100.00 per child		$ 1,000.00
Transportation	$ 110.00 per child		$ 1,100.00
Professional Development	$ 2,200.00 per staff		$ 2,200.00
Screenings	$ 50.00 per child		$ 500.00
Technology	$ 55.00 per child		$ 550.00
Total ABC Funding for 10 children			$ 48,600.00
40% Match			$ 32,400.00
TOTAL PROGRAM COST			$ 81,000.00
State Cost per child			$ 4,860.00
40% Match			$ 3,240.00
Total Cost per child			$ 8,100.00

These core models serve as the basis for the ABC budgeting process.

A-7 Salaries and Fringe Benefits

In this category, the following salaries may be budgeted per classroom:

- Teacher
- Paraprofessional (Teacher Assistant)
- 20% ABC Coordinator
- 20% Administrative Assistant

For a home-visiting program, the following items may be included in the salary category:

- Home visitor
- 1/6 Home-visiting Coordinator
- 20% Administrative Assistant

Family homes may budget one (1) family home teacher per 10 children.

Staff having additional duties outside of ABC shall have a prorated salary based on the percentage of time spent in the ABC program. This includes classroom responsibilities for children paid with any funds other than ABC. For example, if you have a classroom with 10 ABC children and 10 private-pay children, you should only allow 50% of that staff salary to come from ABC.

Salaries for each position shall be based on a 190-day program (178 instructional days and 12 professional development days). If ABC teachers and assistants are expected to work in another part of the agency when ABC is not in session, that requirement must be made in writing to the staff person and that part of the staff salary CANNOT be paid from ABC.

School districts and cooperatives must pay staff according to the established school district/cooperative salary schedule. All other agencies or any school district/cooperative that does not have a schedule for a specific position must utilize the ABC Salary Matrix (see below) to establish salaries. Coordinator salaries are recommendations only.

Certified Teachers (P-4 or K-6)							
BA/BS in ECE				MA/MS in ECE			
0 years	5 years	10 years	15 years	0 years	5 years	10 years	15 years
$31,631	$33,108	$36,183	$39,258	$35,158	$38,164	$41,171	$44,178
Non-Certified Classroom Teachers							
AA/AS in ECE		BA/BS in ECE				MA/MS in ECE	
0 years	5 years	0 years	5 years	10 years	15 years	0 years	5 years
$27,122	$29,382	$29,227	$32,219	$35,212	$38,204	$34,214	$37,140
Paraprofessionals and Home-Visitors							
		AA/AS in ECE				BA/BS in ECE	
0 years	5 years	10 years	0 years	5 years	10 years	0 years	5 years
$15,766	$17,364	$20,837	$16,786	$19,101	$21,995	$23,042	$27,893
Program Coordinator or Director (0.2 FTE)*							
		2-Year Degree				4-Year Degree	
0 years	5 years	10 years	0 years	5 years	10 years	0 years	5 years
$3,695	$4,396	$5,232	$4,549	$5,414	$6,442	$5,821	$6,928

ABC agencies must abide by all minimum salary laws set for certified teachers. Private program must follow the current year's salary matrix.

Fringe benefits shall be budgeted at a minimum rate of 25% of the salary amount. Fringe benefits include:

-Employer-paid taxes
-FICA
-Insurance
-Retirement
-Bonuses
-Free/reduced child care
-Paid lunches for staff who eat with children

At a minimum, each ABC teacher and paraprofessional must be offered comprehensive health insurance which is at least 75% paid by the agency or the maximum amount allowed by law for school districts and cooperatives. Employees covered under another plan may decline the offer of insurance in writing.

A-8 Administrative Costs

The total amount of administrative costs paid from ABC and match CANNOT exceed **15% of the total ABC budget**. All administrative costs must be cost-allocated to ABC based on a PERCENTAGE method of ABC children to total children served in agency. For example, if a program is awarded $97,200 with a required match of $64,800, the total ABC budget will be $162,000 and maximum administrative costs will be 15% x $162,000 = $24,300.

Administrative costs may include:

-Rent, mortgage and property taxes
-Utilities
-Maintenance and grounds keeping
-Washer/dryer

-Office supplies/Postage
-Lease of Copy Machine
-Salaries for owner, counselor, nurse and custodian
-Refrigerator
-Minor repairs (paint, plumbing)

Administrative costs may not include major building repairs or renovations, outside painting, stoves and ovens, televisions, VCRs or DVD players.

A-9 Nutrition

Programs may count 100% of the nutrition reimbursement amount from USDA or Department of Education received on behalf of ABC children as matching funds. For breakfast, lunch and snack, the current reimbursement rate is $4.68 per day per child. All other costs associated with nutrition should be placed in this category, including plates, cups, utensils and napkins. If you pay a salary from this category, it must be prorated on a percentage basis.

(For teachers and staff who eat with children, programs may pay for the staff person's meal from ABC funds and count the expense in the fringe benefit category, not nutrition.)

Programs currently not participating in the Child and Adult Care Food Program or Snack Program may receive information by calling the Division Special Nutrition Unit at 1-800-482-5850. School districts wishing to participate in the USDA Snack program only may also call the Special Nutrition Unit to get information.

A-10 Curriculum and Equipment

In this category, programs may budget 100% ABC funds, 100% match or any combination of the two funding streams. The amount of ABC funds in this category should be approximately $275 per child for center/family home programs and $187 per child for home-visiting programs. Curriculum and equipment includes items which enhance a child's learning and may include:

- Core and supplementary curricula
- Curriculum training and coaches
- Supplies for interest centers (manipulatives, books, toys)
- Tables and chairs
- Outdoor play equipment
- Consumables (crayons, markers, paper, glue, art supplies, etc.)
- Cots or mats

Locally built materials may be counted towards matching funds in an amount equal to the cost of materials plus modest labor fees.

Cost of therapy or specialized instruction for ABC children may be counted in matching funds in an amount up to $550 per child. Programs may use an estimate based on the previous year's enrollment.

Subject to available funds, ABC programs may also apply directly to the ABC unit for enhancement grants not to exceed $50 per ABC slot. Applications may be downloaded from the ABC website. Applications

shall be accepted through **October 31, 2009** The Division may discontinue this program at any time due to lack of available funding.

A-11 Parent Involvement

Parent involvement may include the cost of any materials or activity by which the parent becomes engaged in their child's learning process, including on-site and at-home activities.

Specific examples include:

- Parent education kits and newsletters
- Dinners and open houses
- Speakers at parent meetings, up to $150 per event
- Translators/interpreters needed at parent functions
- Field trip fees for parents
- Cost of T-shirts for children and parents (may only purchase once during the year)

Parents or grandparents who assist with light duties may be counted in this category at a rate not to exceed (# of hours worked) x (minimum wage). **Parent time spent with children at home nor parent mileage to meetings may not be counted as match.** Door prizes shall be limited to $25 per parent meeting.

A-12 Transportation

If the program transports children, allowable prorated transportation costs include payments for van/bus lease or purchase, insurance, fuel, driver and maintenance. If parents transport children to the program, programs may count up to $5.50 per day per child towards matching funds (or $979.00 per child for 178 days). ABC staff and home visitors required to travel as part of their employment shall be reimbursed at a minimum of $0.44 per mile. Mileage reimbursement is not required for travel from home to the employee's regular work site.

A-13 Professional Development

The amount of funds budgeted for professional development may vary, depending on the particular needs of agency staff. Programs are allowed a maximum of $1,650 per teacher, paraprofessional and home visitor for professional development. Family homes are allowed a maximum of $2,200 for the teacher.

Professional development may be budgeted as 100% ABC, 100% match or any combination of the two funding sources.

Free trainings provided through TAPP may be counted as match at $150 per day.

For any teacher or paraprofessional working in a program under a Staff Qualification Plan (SQP), programs are required to use ABC professional development funds to assist with the cost of tuition, books, testing (PRAXIS) and travel. The program may require the staff person to sign a service agreement guaranteeing the staff person will work in that ABC program for a certain length of time or will repay the funds. Please be aware that lack of funds is not a valid justification for lack of progress on a SQP. The ABC Program must provide the funding necessary, rather than reimburse after the fact.

Professional development funds may also be used to pay substitutes while permanent staff are attending training. Programs may count the actual cost of attending any relevant conferences in either ABC or match funds. Costs may include registration, travel, meals and lodging (if overnight stay is required).

Programs shall utilize the ABC professional development budget to train ABC staff in CPR/First Aid training as required by Minimum Licensing Standards.

A-14 Screenings

For each ABC child's developmental screening, a program may count either $50 per child in matching funds or ABC funds. Program agencies may count $50 per child in match for health screenings paid for by AR Kids First or other insurance.

Programs must cover the cost of any health screenings not paid for by AR Kids First or private insurance. Plan early to work with local clinics on such needed payment arrangements so parents are not financially burdened.

A-15 Technology

Every classroom and home visitor shall be equipped with a PC or notebook computer with high-speed internet access. Each classroom may also purchase one (1) computer for use by children. Computers may be replaced every three (3) years.

In addition to computers, each classroom may spend up to $500 to purchase a printer plus either a digital camera or video camera to record classroom activities and artwork. These items may also be replaced every three (3) years. If not in a local school district setting, monthly internet service may be charged to ABC funds. As with other similar expenditures, internet service should be prorated based on the percentage of ABC children in the program.

[redacted]

B-1 Center Based

B-2 HIPPY/PAT

[redacted]

Arkansas Better Chance For School Success
2009-2010
Deadlines to Remember

COPA Billing Report
September 5, 2009
October 5, 2009
November 5, 2009
December 5, 2009
January 5, 2010
February 5, 2010
March 5, 2010
April 5, 2010

WORK SAMPLING FINALIZATION
November 13, 2009
February 12, 2010
May 14, 2010

BUDGET

January 31, 2010	Mid year expenditure Reports
March 31, 2010	Enchancement Grant Expense Report
July 31, 2010	Final expenditure Report
	Start up Funds Report
June 1 2010	Budget Amendment

Disclosure Audit
Within 120 days of the program's fiscal year completion

STAFF QUALIFICATION PLANS-PROGRESS REPORTS
January 31st
July 31ST

Submit staff qualification plans on new staff
Within 15 days of hire

PROGRAM CHANGES
Report changes to program (New location, new classroom, etc)
Within 5 days of change

ARKANSAS EARLY CHILDHOOD CURRICULUM EVALUATION TOOL

Developed by the Curriculum Subcommittee of the Arkansas Early Care and Education Workgroup

August 2011

Early Childhood Curriculum Evaluation Tool – Part A

Evaluator: _____ Date: _____ Curriculum: _____

A. Consider the opportunities available. Place a checkmark in the column the best describes how the curriculum addresses the standards from the Arkansas Early Childhood Framework.

SOCIAL EMOTIONAL DEVELOPMENT	Yes	No	Comments and Examples
Social Relationships			
Self-Concept and Self Efficacy			
Self-Regulation			
Initiative and Curiosity			
Persistence and Attentiveness			
Cooperation			

CREATIVE/AESTHETIC LEARNING			
Music			
Creative Movement			
Art			
Dramatic Play			

PHYSCIAL DEVELOPMENT			
Health			
Nutrition			
Gross Motor Skills			
Fine Motor Skills			
Moderate to Vigorous Physical Activity			

COGNITIVE/INTELLECTUAL LEARNING			
Book appreciation			
Phonological Awareness			
Alphabet Knowledge			
Print Concepts and Conventions			
Early Writing			
Number Concepts and Quantities			

COGNITIVE/INTELLECTUAL LEARNING (Continued)	Yes	No	Comments and Examples
Number Relationships and Operations			
Geometry and Spatial Awareness			
Patterns			
Measurement and Comparison			
Scientific Skills and Method			
Conceptual Knowledge of the Natural World			
Conceptual Knowledge of the Physical World			
Reasoning and Problem Solving			
Symbolic Representation (i.e. using a block for a phone)			
Family and Community			
People and Environment			
Technology and the World			

LANGUAGE			
Receptive Language			
Expressive Language			
Vocabulary Knowledge			
Engagement in Literacy Activities			

Summary Notes / General Comments:

Early Childhood Curriculum Evaluation Tool – Part B

B. Consider the indicators of developmentally appropriate practice. Place a checkmark in the column that best describes how the curriculum addresses each indicator.

	CRITERIA FOR EVALUATING CURRICULUM	Yes	No	Comments and Examples
1	Does the curriculum help children achieve social, emotional, linguistic, physical, and cognitive goals? *Information in the curriculum guide allows teachers to plan for all areas of development every day. *. The curriculum states goals for children's learning and development in all domains.			
2	Does the curriculum promote interactive learning and encourage the child's construction of knowledge? *The curriculum suggests child initiated experiences. *The curriculum guides teachers in extending children's thinking. *The curriculum supports conversation and discussion of the child's ideas. *The schedule includes long blocks of time for investigation.			
3	Does the curriculum encourage development of positive feelings and dispositions toward learning while leading to acquisition of knowledge and skills? *Teachers are thoughtful observers and interested co-learners. *The curriculum provides variations for children at different levels.			
4	Does the curriculum have expectations that are realistic and attainable for the child at this time? *Goals of the curriculum are clear. *Activities and teaching strategies are designed to help achieve the goals. *Activities and materials are consistent with widely held expectations of 3-4 year olds. * The curriculum includes support for teachers in identifying each child's level of development.			
5	Does the curriculum include children with disabilities? *There are recommendations for modifying activities, if needed. *All children can experience success in the curriculum activities.			

	CRITERIA FOR EVALUATING CURRICULUM	Yes	No	Comments and Examples
6	Does the curriculum build and elaborate children's current knowledge and abilities? *The curriculum includes authentic assessment strategies. *The curriculum suggests ways to extend and enrich activities/experiences.			
7	Does the curriculum lead to conceptual understanding by helping the children construct their own understanding in meaningful contexts? *The curriculum supports teachers in using everyday situations as vehicles for thinking and learning. *Topics of study reflect the child's environment.			
8	Does the curriculum facilitate concept learning and skills development in an integrated and natural way? *Activities address more than one domain/area. *Provides strategies for using children's play to strengthen skills and concepts without intruding or dominating the play.			
9	Does the curriculum challenge children with disabilities to attain goals beyond those specified in the IEP/ISPF?			
10	Does the curriculum permit flexibility for the children and teachers? *Flexibility in daily schedule *Flexibility in sequence of themes/units *Variety of experiences addressing the same learning goal			
11	Does the curriculum encourage active learning and frequently allow children to make meaningful choices? *Children directly engaged in hands-on learning activities *Children choose learning areas, materials, activities, people			
12	Does the curriculum foster children's exploration and inquiry, rather than focusing on "right" answers or "right" way to complete a task?			
13	Does the curriculum promote development of higher order abilities, such as thinking, reasoning, problem solving, and decision making? *Curriculum guide include sample teacher questions/comments that extend the child's thinking.			
14	Does the curriculum promote and encourage social interaction among children and adults? *Conversation is encouraged. *Opportunities for individual and small group activities.			

	CRITERIA FOR EVALUATING CURRICULUM	Yes	No	Comments and Examples
15	Does the curriculum respect children's needs for physical activity, sensory stimulation, fresh air, rest, and nourishment?			
16	Does the curriculum provide experiences that promote feelings of success, competence, and enjoyment of learning?			
17	Does the curriculum promote positive relationships with families? *Includes suggestions for communicating with families. *Provides strategies for family involvement. *Offers opportunities for collaborating with families.			
18	Is the curriculum based on sound child development principles of how children grow and learn? *Sensory experiences *Repetition *Problem solving—making mistakes and trying again *Materials that are part of the child's daily life *Children at varying levels can participate in the activities *Variety of activities to accommodate children's varying interests and motivation			
19	Is the curriculum meaningful for the children? Is it relevant to the children's lives? Can it be made more relevant by linking it to personal experiences the children have had or can have easily? *Topics of study directly relate to the child's environment and culture.			
20	Is it sensitive to and respectful of cultural and linguistic diversity? Does the curriculum expect, allow, and appreciate individual differences?			
21	Do the curriculum's developers provide an assessment system that is consistent with the teaching philosophy and learning content? *Authentic assessment strategies are embedded in the curriculum. *The curriculum supports a cycle of observation, assessment, and planning.			
22	Does the curriculum provide research evidence to support the value or effectiveness of it? *There is evidence that if implemented well, the curriculum is likely to benefit children.			
23	Is the curriculum appropriate for all teachers, regardless of their qualifications?			

	CRITERIA FOR EVALUATING CURRICULUM	Yes	No	Comments and Examples
24	Is professional development available for the curriculum? Is professional development required in order to implement the curriculum? What is the cost of the professional development?			
25	Are there specific materials required to implement the curriculum?			

The format of the Arkansas Early Childhood Curriculum Evaluation Tool was adapted with permission from the Commonwealth of Virginia, Department of Education, Preschool Curriculum Review Rubric and Planning Tool (2007).

Curriculum Committee Recommendations

Submitted February 24, 2013

Timeline of Committee Work

March 2011-August 2011	Development of the Arkansas Curriculum Evaluation Tool
August 2011-August 2012	Review of comprehensive preschool curricula on the list of curricula approved for use in Arkansas Better Chance programs
September October 2012	Writing Summary Recommendations

Committee Members

Diana Courson, chair; Clarissa Wallace, co-chair
Evelyn Bass, Tammie Byrum, Rene Crowe, Cindy Hogue, Susan Lindblom, Sue Martin, Terry Michaels, Nichole Parks, Sue Remfrey, Vicki Shelby, Melissa Taylor, Clara Thorns, Jeanne Williams

Review Process

1. Identify or develop a curriculum evaluation tool. The committee did not find a suitable evaluation tool. The group then spent several months developing the Arkansas Early Childhood Curriculum Evaluation Tool. Resources from NAEYC, NIEER, and Head Start were considered when developing the tool. The format of the tool was adapted with permission from the Commonwealth of Virginia, Department of Education, Preschool Curriculum Review Rubric and Planning Tool (2007).

2. Request information from publishers. Publishers were invited to send copies of the curriculum for review and to complete the Arkansas Early Childhood Curriculum Evaluation Tool. Materials were received for the curricula listed below.
   - Letter People
   - Core Knowledge
   - Curiosity Corner
   - DLM Early Childhood Express
   - Houghton Mifflin Harcourt Splash Into Pre-K
   - High Reach Learning Curriculum
   - Opening the World of Learning
   - PreschoolFirst
   - The Investigator Club

- Frog Street Press (not on the current approved list; review requested by DCCECE)

Beginning in November, 2011, multiple attempts were made to obtain copies of the preschool curriculum from Scholastic. The latest contact was with the company representative at the November 2012 NAEYC Conference. Emails were exchanged with the representative in December and January, but the materials were never received for review.

Pebble Soup is out of print and was not reviewed.

3. Review curriculum materials and complete the Arkansas Early Childhood Curriculum Evaluation Tool. The committee reviewed each submitted curriculum. Each committee member completed the evaluation tool independently, followed by discussion with the whole group leading to consensus. The curriculum approaches listed below are considered emergent curriculum and do not have published teacher guides. An expert on each curriculum presented an overview to the committee.
   - Adventures in Learning
   - HighScope for Preschool
   - Montessori
   - The Project Approach
   - Reggio Emilia Inspired

   The publisher of The Creative Curriculum for Preschool did not send materials to the committee. ASU Childhood Services purchased several copies of the curriculum books for use by the committee. The Arkansas Creative Curriculum Project Specialist presented an overview to the committee.

4. Summarize recommendations. At the conclusion of the review, the committee summarized its recommendation for each curriculum.

General Comments

A curriculum that is purchased from a publisher tends to be more teacher-guided and have fewer opportunities for children to follow their interests. These curricula generally describe each day's activities and materials, often in detail. The curriculum guides also provide resources for assessment and family partnerships. The teacher can use a published curriculum more effectively when it is viewed as a framework to be modified to match the needs and interests of the children. Professional development is helpful, but is not essential; the curriculum guides provide information on how to implement the curriculum. Examples of published curricula include: Curiosity Corner, Frog Street Press, Splash into Pre-K, High Reach Learning, Opening the World of Learning, and the InvestiGator Club.

A curriculum approach, on the other hand, requires specific training for the teacher. Resources are available to guide the teacher on the philosophy and structure of the curriculum. However, the daily activities are planned by the teacher. Some curriculum approaches also provide resource materials that include learning goals, activities and suggestions for learning centers, but

the teacher determines the topic of study, collects resources, and creates the daily and weekly activity plans. Professional development is essential to effective implementation of these curriculum approaches. Examples of curriculum approaches include Adventures in Learning, Core Knowledge, the Creative Curriculum for Preschool, HighScope, Montessori, PreschoolFirst, the Project Approach, and Reggio Emilia Inspired.

Recommendations

The list below indicates the committee's recommendation for each curriculum. The accompanying summary chart provides additional information.

Curriculum	Recommend for use in ABC and BB Programs	Do not recommend for use in ABC and BB Programs
Adventures in Learning	X	
The Letter People		X
Core Knowledge	X	
Creative Curriculum Preschool	X	
Curiosity Corner	X	
DLM Early Childhood Express		X
Splash Into PreK (HMH)	X	
High Reach Learning	X	
HighScope Preschool	X	
Montessori	X	
Opening the World of Learning	X	
PreschoolFirst	X	
Project Approach	X	
Reggio Emilia Inspired	X	
The InvestiGator Club	X	

Curriculum Review Committee

August 2011-September 2012

Curriculum	Publisher	Strengths of this Curriculum	Is this curriculum right for you? Considerations before you decide	Committee Comments	Estimated Minimum Cost for one group	Training
Adventures in Learning	Arkansas DHS DCCECE http://www.arkansas.gov/childcare	Themes relate to child's environment; balance of developmental areas; suggests open-ended questions and gives examples; built on Arkansas Early Childhood benchmarks	Requires teacher-made materials; available only via Internet	Strongly recommend training for new teachers	Cost of printing pages as needed	Available from ASU Childhood Services
The Letter People	Abrams Learning Trends http://www.abramslearningtrends.com/	See attached document			$1,930.00 for Introductory Program	Available from publisher
Core Knowledge	Core Knowledge Foundation http://www.coreknowledge.org	Extensive "Getting Started" section guides teachers in planning the curriculum and the environment; includes suggestions for use with younger and older children; includes Core Knowledge kindergarten goals for reference	Teachers customize the curriculum to a particular group of children. However, this requires knowledge, skill, and time to create the overall curriculum plan and daily/weekly plans.	The 2009 edition contains a useful guide for planning curriculum.	$179 without assessment kit $339 with assessment kit	Available from publisher
Creative Curriculum Preschool	Teaching Strategies, Inc. http://www.teachingstrategies.com	Many choices for teachers and children; offers strong assessment component; support for long-term studies, family partnerships, and community engagement.	Teacher needs good knowledge of child development and developmentally appropriate practice.	Training is essential for new teachers.	$189.99 for Foundation guides $2200-$2999 for complete kits	Available from publisher and from ASU Childhood Services
Curiosity Corner	Success for All http://www.successforall.org/	Strong language/literacy emphasis; related to child's daily experiences; family connections; active learning and choices	All learning strands are included, but the focus is on language and literacy.	Scripted circle time helpful for less experienced teacher; daily suggestions for teacher interaction in each learning center	$3,500.00	Available from publisher

Curriculum	Publisher	Strengths of this Curriculum	Is this curriculum right for you? Considerations before you decide	Committee Comments	Estimated Minimum Cost for one group	Training
DLM Early Childhood Express ©2011	McGraw Hill https://www.mheonline.com/program/view/1/7/2180/DLM2011/	See attached document			$3,816 (Eng./Sp.) $2,872 (one language)	Available from publisher
Splash Into PreK	Houghton Mifflin Harcourt http://www.hmheducation.com/splashintoprek/	Detailed instructions for teachers; guidelines/strategies for diverse learners; active learning through concrete experiences; small groups daily for math and literacy; daily family connection suggestions	Some opportunities for exploration and inquiry, but frequent focus on "right" answer	Modify suggested schedule to meet Arkansas quality standards	Varies by components purchased. $515.25 - $2494.00	Available from publisher
High Reach Learning	Carson-Dellosa http://www.highreach.com/highreach_cms/default.aspx	Addresses all domains of development; strong parent component; includes assessment tool; flexible—themes can be used in any order and adapted to children's needs/interests; teacher's getting started guide includes theory, child development, learning environment, curriculum planning; assessment.	New teachers may need training to effectively use the components in planning.	Recommend *Reaching & Relating: A Guide for Early Learning Programs* for teachers using any curriculum.	20 topics @ $39.99 per topic Family Connection set for each topic, @ $9.99	Available from publisher
HighScope Preschool	HighScope Educational Research Foundation http://www.highscope.org/	Active learning experiences; Plan-Do-Review provides structure and consistent routine; wide range of resources and support for teachers; daily small group time supports learning and development; based on extensive longitudinal research	HighScope offers a structure and resources, but teachers create daily/weekly plans. Requires regular planning time for teachers.	Teachers should have knowledge of child development and learning goals.	$189.95 for set of nine teacher resource books	Available from publisher and from ASU Childhood Services
Montessori	NA	Hands-on, individualized activities; accommodates wide range of developmental levels	Requires extensive specialized training and purchase of materials.	Additional materials/activities needed to meet Arkansas quality standards	Varies by quantity of materials.	Available from Montessori associations and schools

Curriculum	Publisher	Strengths of this Curriculum	Is this curriculum right for you? Considerations before you decide	Committee Comments	Estimated Minimum Cost for one group	Training
Opening the World of Learning	Pearson Education http://www.pearsonschool.com/index.cfm?locator=PSZpNy	English and Spanish; differentiation suggestions for ESL, literacy, and math; includes assessment component	Emphasis on language/literacy.	Supplemental social-emotional, creative/aesthetic and physical activities needed.	$3,100.00 (English/Spanish) $2,900.00 (one language only)	Available from publisher
PreschoolFirst	The Source for Learning, Inc. www.sourceforlearning.org	Hands-on activities in all domains organized into 16 themes for birth through 66 months; select activities by AR benchmark, theme, child, or activity type; teacher account allows selection of activities and creation of lesson plan online; parent component; ties to IEPs; robust assessment component	Teachers must have basic computer skills. Curriculum site is easy to navigate if teacher feels comfortable with technology.	Developmentally appropriate activity choices for teachers at all levels of professional development.	Varies by number of children; starts at $220 per year for 20 children.	Available from publisher.
The Project Approach	NA	Framework guides planning and implementation of projects; based on children's interests and questions; children apply skills from all domains during long-term investigations	Requires regular teacher planning time. Teacher should enjoy learning with children and have knowledge of child development and learning goals.	Can be used as the primary curriculum or to supplement another curriculum	$25 for teacher resource book, *Young Investigators*, by Lilian Katz and Judy Helm	Available from ASU Childhood Services
Reggio Emilia Inspired	NA	Philosophy that children are capable and competent; builds sense of community while also recognizing individuals; long-term studies follow children's interests and involve families and the community. Teachers and children engage in reflection and dialogue.	Teachers need experience in early childhood education, knowledge of child development. Requires daily planning time for teaching team.	Requires extensive training and individual professional development	Varies by number of resource books purchased	Offered through conferences, seminars, and study tours

Curriculum	Publisher	Strengths of this Curriculum	Is this curriculum right for you? Considerations before you decide	Committee Comments	Estimated Minimum Cost for one group	Training
InvestiGator Club	Robert Leslie Publishing http://www.investigatorclub.com/	Offers choices for planning group times and centers; suggestions for ELL, management, and assessment embedded in teacher's guide; Quick Minutes suggestions use daily routines for learning;	Suggested schedule will need to be adjusted to meet Arkansas quality standards; curriculum includes books, but teachers should supplement with classic children's books.	When planning, be sure to choose fewer teacher-directed activities.	$2,483.00	Available from publisher
Frog Street Press	Frog Street Press, Inc. http://www.frogstreet.com	Detailed instructions for teachers; guidelines/strategies for diverse learners; active learning through concrete experiences; family connections guide	Some opportunities for exploration and inquiry, but frequent focus on "right" answer	Expand topics to connect to children's interests; adapt activities to create a more appropriate balance between teacher-directed activity and child-initiated investigation and play.	$3,000 English $3,600 Bilingual	Available from publisher

ARKANSAS BETTER CHANCE-ARKANSAS BETTER CHANCE FOR SCHOOL SUCCESS
Compliance Audit Center Based Programs

Date & Time of Review	Name of Reviewer	# Classrooms	# Slots

Program	Site (if program has more than one)	ABC Coordinator/ Contact

MINIMUM STANDARDS/CLASSROOM PROGRAM			
	ITEM	COMPLIANCE	COMMENTS
9.2	Site has license in good standing?	Yes☐ No☐	
9.5	Each classroom passed ECERS/ ITERS/ FCCERS.	Yes☐ No☐	
9.6	Program operates 7 instructional hours/day	Yes☐ No☐	
9.6	Program operates 178 days per year.	Yes☐ No☐	

BETTER BEGINNINGS - CENTERS			
	ITEM	COMPLIANCE	COMMENTS
9.5	Has the ABC Coordinator attended "PAS/BAS Basics" training?	Yes☐ No☐	
9.5	Does the ABC Coordinator meet TAPP Foundation 3?	Yes☐ No☐ NA☐	
9.5	Does the ABC Family Home teacher meet TAPP Foundation 2?	Yes☐ No☐ NA☐	
9.5	Does the ABC Coordinator have 21 clock hours of training in program planning/management and/or leadership?	Yes☐ No☐	
9.5	Do all returning ABC staff meet TAPP Foundation 1 or higher?	Yes☐ No☐	
9.5	Has the ABC Coordinator/Family Home Teacher attended an ERS training?	Yes☐ No☐	
9.5	Has the ABC Coordinator completed a training on DAP physical activities for children?	Yes☐ No☐	
9.5	Does the program document the distribution of ARKids 1st information to uninsured children?	Yes☐ No☐	
9.5	Does the program share information on child development and health with families?	Yes☐ No☐	
9.5	Are medical and education care plans involving a child written and on file with documented implementation and with confidentiality maintained?	Yes☐ No☐	

STAFF CHILD RATIO			
	ITEM	COMPLIANCE	COMMENTS
10.1	Is the group size below the maximum capacity for the classroom?	Yes☐ No☐	
10.2	Is the staff/child ratio observed in all ABC Classrooms? Preschool 1:10 ratio Toddler 1:7 ratio Infant 1:4 ratio	Yes☐ No☐ NA☐	
12.3	Are appropriate staffing patterns adhered to for multi-classroom sites?	Yes☐ No☐ NA☐	

PROFESSIONAL DEVELOPMENT			
	ITEM	COMPLIANCE	COMMENTS
11.09	Did all returning ABC classroom staff obtain 30 hours of professional development in the previous year?	Yes☐ No☐	
11.11	Are all ABC staff attending mandatory trainings?	Yes☐ No☐	
9.5 11.12	Are all ABC staff registered on the TAPP Registry?	Yes☐ No☐	
11.13	Do all staff have an employee agreement in writing?	Yes☐ No☐	

STAFF QUALIFICATIONS			
	ITEM	COMPLIANCE	COMMENTS
11.1	Does Lead Teacher meet minimum qualifications?	Yes☐ No☐ SQP☐ NA☐	
11.2	Do other Classroom Teachers meet minimum qualifications?	Yes☐ No☐ SQP☐ NA☐	
11.3	Do paraprofessionals meet minimum qualifications?	Yes☐ No☐ SQP☐ NA☐	
11.5	Has ABC Coordinator attended NDO?	Yes☐ No☐ NA☐	
11.5	Does ABC Coordinator meet licensing requirements?	Yes☐ No☐ NA☐	
11.6	Does the Infant/Toddler teacher meet minimum requirements?	Yes☐ No☐ SQP☐ NA☐	
11.7	Has an SQP been approved and implemented for any staff not meeting minimum qualifications?	Yes☐ No☐ NA☐	
11.7	Have progress reports been submitted for any staff on an SQP?	Jan 31☐ July 31☐	

PROGRAM STANDARDS / SCREENINGS			
	ITEM	COMPLIANCE	COMMENTS
13.6	Is an approved curriculum used?	Yes☐ No☐	Curriculum: _____
13.17	Does program have a working email address which is checked daily?	Yes☐ No☐	
13.9	Does every child's file have a completed and dated application?	Yes☐ No☐	
4.3 4.4 13.9	Does every child's file have documentation of eligibility?	Yes☐ No☐	
4.6 13.9	Does every child's file have a copy of their birth certificate/record?	Yes☐ No☐	
13.9	Is documentation of dual eligibility in child's file, if applicable?	Yes☐ No☐ NA☐	
13.9	Are emergency information and parental authorizations in each child's file?	Yes☐ No☐	
13.9	Does every child's file have a current health screening?	Yes☐ No☐	
13.9	Does every child's file have current immunizations?	Yes☐ No☐	
13.9	Does every child's file have a completed developmental screening?	Yes☐ No☐	Screening: _____
13.9	Is there a collection of each child's work samples?	Yes☐ No☐	
13.9	Are there examples of teacher's observations on each child?	Yes☐ No☐	
13.9	Are there summaries of parent/teacher conferences for each child?	Yes☐ No☐	
15.5	Were developmental screenings completed within 45 days of enrollment?	Yes☐ No☐	
15.5	Were necessary referrals made within 7 days?	Yes☐ No☐	
15.8	Were all health screenings completed within 45 days of enrollment?	Yes☐ No☐	
15.9	Were all children's immunizations current or on a "catch up" schedule?	Yes☐ No☐	
13.14	Is there a transition plan for moving children to kindergarten?	Yes☐ No☐	
13.15	Does center provide free meals and snacks to ABC children?	Yes☐ No☐	
13.16	Do parents pay any fees or are required to provide supplies or food?	Yes☐ No☐	

ASSESSMENTS/REPORTING			
	ITEM	COMPLIANCE	COMMENTS
7.1	All family, child and staff data is current in COPA?	Yes☐ No☐	
15.2	Work Sampling data documentation system in	Yes☐ No☐	
15.10	Every classroom shall be equipped with a computer	Yes☐ No☐	

PARENT AND COMMUNITY INVOLVEMENT			
	ITEM	COMPLIANCE	COMMENTS
9.8	Does the parent handbook contain a clearly outlined attendance and tardy policy?	Yes☐ No☐	
9.8	Is a signed copy of parent handbook statement in child's file?	Yes☐ No☐	
14.2	Does Parent Handbook include Behavior Policy?	Yes☐ No☐	
16.1	Does site have a plan for parental involvement that includes opportunities for parental input into program operation and design?	Yes☐ No☐	
16.2	Does site have an open door policy for parents that encourages visiting and participation?	Yes☐ No☐	
16.2	Are there opportunities for at least 2 parent/teacher conferences?	Yes☐ No☐	
16.3	Does program use a parent handbook?	Yes☐ No☐	
16.4	Does the program have a collaboration plan with community/school district/educational coops, etc?	Yes☐ No☐	

ADDITIONAL REGULATIONS CONCERNING THE USE OF ABC FUNDS			
	ITEM	COMPLIANCE	COMMENTS
23.04.4	Religious activities do not occur during the ABC day.	Yes☐ No☐	
23.04.5	Is there documentation that program has informed parents and guardians in writing that no religious activity will be paid or subsidized by public funds or occur in any manner suggesting governmental endorsement of any religion or religious message?	Yes☐ No☐ NA☐	
23.04.6	Is there annual documentation on file in the DHS office certifying provider's compliance with Section 23?	Yes☐ No☐	

FAMILY HOMES			
	ITEM	COMPLIANCE	COMMENTS
21.2	Is the group size in the ABC family home 16 or less children or the maximum licensing capacity, whichever is less?	Yes☐ No☐	
21.4	Does the ABC family home teacher have a CDA?	Yes☐ No☐	
21.3	Does the ABC family home teacher have 4 year degree?	Yes☐ No☐ SQP☐	
21.3	If over 10 children, does the second staff person have a CDA?	Yes☐ No☐ SQP☐ NA☐	

COMPLIANCE PLAN

For each "NO" checked on the compliance list, the program reviewer must complete the table below. After completing the information, program reviewer and site contact must sign and the site director must receive a copy of the checklist and Compliance Plan. If you are requesting technical assistance, a copy of the checklist and Compliance Plan must be forwarded to ASU Childhood Services.

#	AREAS OF CONCERN	PLAN OF ACTION	COMPLIANCE DATE	COMPLIANCE MET

Please fax or mail all documentation of compliance by the deadline.

Failure to complete the Compliance Plan may result in immediate termination from the ABC Program, denial of future ABC funds, repayment of funds and exclusion from participation in any DHS program.

I certify that the above named program and site has been evaluated in person and is true to the best of my knowledge. I will conduct follow-up as necessary to ensure compliance and to take additional action and request technical assistance, if appropriate.

_____ _____
Program Reviewer Date

The items listed in this checklist have been reviewed with me. I agree to follow the Compliance Plan listed above and will comply with instructions given me by Division ABC staff or any authorized representative. I understand that this information will be used to evaluate applications for renewal funding and that adverse action could result if the program does not comply with this Compliance Plan. A copy of this checklist has been provided to me.

_____ _____
Site Contact/Authorized Official Date

CP page _____ of _____

COMPLIANCE PLAN

For each "NO" checked on the compliance list, the program reviewer must complete the table below. After completing the information, program reviewer and site contact must sign and the site director must receive a copy of the checklist and Compliance Plan. If you are requesting technical assistance, a copy of the checklist and Compliance Plan must be forwarded to ASU Childhood Services.

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_____ _____
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_____ _____
Site Contact/Authorized Official Date

CP page _____ of _____

COMPLIANCE PLAN

For each "NO" checked on the compliance list, the program reviewer must complete the table below. After completing the information, program reviewer and site contact must sign and the site director must receive a copy of the checklist and Compliance Plan. If you are requesting technical assistance, a copy of the checklist and Compliance Plan must be forwarded to ASU Childhood Services.

#	AREAS OF CONCERN	PLAN OF ACTION	COMPLIANCE DATE	COMPLIANCE MET

Please fax or mail all documentation of compliance by the deadline.

Failure to complete the Compliance Plan may result in immediate termination from the ABC Program, denial of future ABC funds, repayment of funds and exclusion from participation in any DHS program.

I certify that the above named program and site has been evaluated in person and is true to the best of my knowledge. I will conduct follow-up as necessary to ensure compliance and to take additional action and request technical assistance, if appropriate.

_____ _____

Program Reviewer Date

The items listed in this checklist have been reviewed with me. I agree to follow the Compliance Plan listed above and will comply with instructions given me by Division ABC staff or any authorized representative. I understand that this information will be used to evaluate applications for renewal funding and that adverse action could result if the program does not comply with this Compliance Plan. A copy of this checklist has been provided to me.

_____ _____

Site Contact/Authorized Official Date

CP page _____ of _____

Section C

Arkansas' Key Content Areas and Core Competencies for Early Care and Education Professionals

Key Content Areas and Core Competencies have been developed for Early Care and Education practitioners and for those who provide professional development. Key Content Areas are the range of knowledge that practitioners need to facilitate children's learning and development.

The eight Key Content Areas are:

- Child Growth and Development
- Positive Interaction and Guidance
- Supporting Learning and Development Through Curriculum Planning and Implementation
- Family and Community
- Child Observation and Assessment
- Health, Safety, and Nutrition
- Professional Development and Leadership
- Program Planning and Management

The Core Competencies are the range of observable skills that reflect practitioners' knowledge and understanding of the Key Content Areas. Core competencies are necessary to facilitate children's learning and development. Core Competencies are identified at three levels: foundation, intermediate, and advanced.

This document is presented in draft form and provides a guide for practitioners and those providing professional development. The document will remain in draft form until January 2011.

Arkansas Definition of School Readiness (revised March 2013)

School ready children have the social and academic knowledge, skills, and behaviors for school success and lifelong learning.
School readiness occurs when families, schools, and communities support and serve ALL children, so they are successful in school and in life.

Family members can help preschool children learn the following skills so that they are prepared to succeed in kindergarten.

KINDERGARTEN READINESS INDICATOR - REVISED IN 2013	PARENT-FRIENDLY SUGGESTION
Social and Emotional Development- Engaging in healthy relationships and interactions with others	
✓ Children show curiosity and are engaged in learning.	
✓ Children work and play well alone.	
✓ Children express care and concern for others.	
✓ Children cooperate with others.	
✓ Children follow simple rules and routines.	
✓ Children adapt to new environments with appropriate behaviors and emotions.	EX: if stove is too hot to touch at mom's kitchen, then also too hot to touch in grandma's kitchen; EX: separation
✓ Children identify how they feel w th words.	Functions as a member of a family or group
✓ Children identify how others feel with words.	
✓ Children understand characteristics of self and others.	
Language Development- Using language to talk with others and learn new things	
✓ Children use language to express their needs and ideas.	
✓ Children use a variety of different words in their daily speech.	
✓ Children listen attentively	EX: story, conversation, directions, nursery rhyme, poem
✓ Children speak in complete sentences	EX: speak in 5-6 word sentences
✓ Children ask questions, such as who, what, where, when, why and how.	
✓ Children communicate personal information.	their first and last name, their parent's name, their school name, their birthday, their address, their phone number
Phonological Awareness and Print Knowledge- Understanding that letters, syllables, and sounds, when written, convey a message	
✓ Children recognize print in everyday life.	Recognizes words or signs he or she sees often; EX: McDonalds, Sonic, Wal-Mart, Dollar General, stop signs, exit signs
✓ Children recognize their first name in print.	
✓ Children identify words that rhyme.	Recognizes words that rhyme such as cat/hat, boy/toy
✓ Children recognize basic characteristics of books.	EX - title, author, illustrator
✓ Children recognize how books are read.	EX - front to back, left to right, one page at a time, top to bottom
✓ Children identify the letters in their name.	
✓ Children name upper- and lower-case letters of the alphabet.	Recognizes at least 10 letters of the alphabet (upper and lower)
✓ Children recognize that letters of the alphabet have distinct sounds.	Matches a letter with a beginning or first sound; EX: matches the letter 'b' with a picture of a ball or banana
✓ Children experiment with writing tools and materials.	Uses pencils, crayons, and markers for drawing and writing; cuts with scissors
✓ Children use drawing, symbols or letters to express ideas.	Expresses ideas through pictures he or she draws; EX: a child draws a picture of 3 family members and says who each one is
✓ Children copy l nes, circles, crosses, and other symbols.	Draws a line, circle, X and +
✓ Children begin to write the letters of their name.	Begins to write some of the letters of his or her first name
✓ Children express themselves creatively.	EX: music, drawings, movement, expression, drama
✓ Children identify the bas'c colors.	Recognizes and names at least 5 colors
✓ Children match two objects that are the same.	Matches two pictures that are alike
✓ Children sort and classify objects by groups that go together.	Tell things that go together; EX: a spoon and fork for eating, a fish and boat in the water
✓ Children notice similarities and differences.	Looks at groups of objects and says which are the same shape, color or size
✓ Children engage in storytelling with acults and peers.	Participates in dramatic play themes that become involved and complex

✓ Children retell a simple story that has been read to them.	Assumes various roles in dramatic play situations EX: retells a simple story such as The Three Little Pigs after listening to it while looking at pictures in a book; EX: listens and responds to a story read to them, daily (bedtime story; poem; nursery rhyme)
✓ Children predict what might happen next.	EX: make a prediction of what will happen next in a story (what do you think will happen if/when)
Math and Science- The use of words and numbers to describe relationships and solving problems	
✓ Children draw conclusions from everyday experiences.	EX: choosing appropriate clothing for weather, cause/effect relationships
✓ Children recognize shapes by name.	Recognizes and names 5 shapes: circle, square, triangle, rectangle, oval
✓ Children count out loud in correct order.	Count from 1 - 10 in correct order
✓ Children recognize numbers in the everyday environment.	See the written numeral 3 and understand that this means 3 objects, such as 3 bears (count using one-to-one correspondence - count 1 apple and know 1; count 2 toy cars and know 2)
✓ Children count and tell how many are in a group of objects.	Counts at least 5 objects, such as 5 forks and 3 bananas
✓ Children understand simple concepts of measurement.	EX: TIME: day/night, before/after; QUANTITY: add to/take away; more/less
✓ Children don't give up easily when solving problems.	
✓ Children identify more than one way to solve a problem.	
Health and Physical Well-Being- Engaging in healthy lifestyle choices and activities that promote motor development	
✓ Children eat a nutritious diet.	
✓ Children get plenty of rest.	varies by child; pay attention to child's behavior patterns
✓ Children are physically active daily.	RECOMMEND minimum of 30 minutes per day.
✓ Children receives all required immunizations and medical exams (physical, dental and vision).	
✓ Children use self-help skills.	EX: fasteners; eating utensils; put away toys or clothes; covers mouth or nose when coughing, sneezing;
✓ Children hop, skip, run, jump, climbs and does other activities that develop large muscles and provide exercise (with supervision).	
✓ Children uses pencils, crayons, scissors, and paints and does other activities that develop small muscles.	

Section D

Organizational Capacity and Existing Infrastructure of Potential Subgrantees

County	MOU'S Received	TQRIS Level	Current ABC Provider	Average Early Childhood Rating Score Across Classrooms
Pulaski	In His Image Youth Development Center, Inc.	Entry	Yes	5.42
	Little Rock School District	Highest	Yes	6.29
	Quality Child Care	Entry	Yes	5.3
	Scholastic Academy	No Rating	Yes	6.02
	Touched by an Angel	Entry	Yes	6
	Bright Beginnings/North Little Rock	Entry	Yes	5.17
	Leap Forward Academy	Highest	Yes	5.6
	Little Scholars Academy of Maumelle	Entry	Yes	5.4
	North Little Rock School District	Highest	Yes	5.69
	Caraco, Inc., DBA Kareer Kids	Entry	Yes	5.31
	DREAM - Jody Abernathy	Entry	Yes	5.88
	Emmanuel Learning Center	Highest	Yes	5.7
	Kid to Kid Child Dev. Center, Inc.	Highest	Yes	6.07
	Lil Motivators Academy	Entry	Yes	5.09
	Lil Treasures Learning Academy	Highest	Yes	5.3
	London Bridges Child Care	No Rating	Yes	5.44
	My First School Jacksonville Inc.	Entry	Yes	5.61
	Pulaski Co. Special School District	Highest	Yes	5.93
Washington	Fayetteville School District	Highest	Yes	5.86
	Prism Education Center	Entry	Yes	*New teacher, no ERS
	Small Fry Preschool FHDC	Entry	Yes	5.27
	EOA of Washington County	Highest	Yes	5.53

	Laura Lantz dba Happy Days FHDC	Highest	Yes	5.22
	Little Kids Preschool Inc.	No Rating	Yes	5.55
	Springdale School District	Highest	Yes	5.98
Craighead	ASU Programs for Children and Families in the Delta	Highest	Yes	6.62
	Jonesboro School District	Highest	Yes	5.33
	Kids Place Learning Center - KidSpot	Entry	Yes	6.07
Lonoke	Cabot Public Schools	Highest	Yes	5.88
	Community Action Program of Central Arkansas	No Rating		
Miller	Texarkana Arkansas School District #7	Highest	Yes	5.07
Crittenden	Arkansas Early Learning	No Rating		
	Crowley's Ridge Education Cooperative	Highest	Yes	6.07
Jefferson	Academy of Learning, Inc.		Yes	5.47
	University of Arkansas at Pine Bluff	Highest	Yes	5.49
	Arkansas River Education Service Cooperative HIPPY	No Rating	Yes	*Only home visiting services currently
Union	Families and Children Together	Highest	Yes	6.07
	South AR Dev Center for Children/Fam	Highest	Yes	5.56
St Francis	Forrest City School District	Highest	Yes	5.17
	Save The Children, Head Start	No Rating		
	Save the Children, Head Start Western Arkansas	No Rating		
Searcy	Ozark Opportunity, Inc.	Highest	No	
	OUR Cooperative CB	Highest	Yes	5.98

	Searcy Co. School District	Highest	Yes	5.79
	Friendship Community Care	Highest	Yes	5.74

PRELIMINARY

MODEL SUBGRANTEE MEMORANDUM OF UNDERSTANDING

(A new Memorandum will be updated contingent upon receipt of funding)
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 In His Image Youth Development Center, Inc. (ABC Grantee-"Subgrantee"). The purpose of this agreement is to establish a framework of collaboration, aswell as articulate specific roles and responsibilities in support of the State in its implementation of an approved Preschool Development Grants—Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
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 in Exhibit I consistent with the Budget included in section VIII of the State Plan (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 Exhibit I of this agreement;
2) Make arrangements for High-Quality Preschool programs to be provided by Early Leaning 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--Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;
4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");

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; and
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.

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 theSubgrantee's Scope of Work, as identified in Exhibit I 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, as identified in Exhibit I, and in accordance with the Subgrantee's Budget, as identified in Exhibit II;
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--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 in Exhibit I;
2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants--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--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 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.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION

This Preliminary Memorandum of Understanding is contingent upon the Lead Agency being awarded the Preschool Development Grants —Expansion Grant and by signing this agreement will provide the option of a competitive application to be considered for funding. If the state receives funding and the subgrantee is selected for funding, the duration shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants--Expansion Grant project period. A final MOU will be forthcoming in January -March 2015.

V. SIGNATURES OF AUTHORIZED REPRESENTATIVE

Lead Agency:		Subgrantee:	
(b)(6)		(b)(4)	10-6-14
Signature	Date	Signature	Date
		Charlesetta Harville	Adm.
Print Name	Title	Print Name	Title

PRELIMINARY

MODEL SUBGRANTEE MEMORANDUM OF UNDERSTANDING

(A new Memorandum will be updated contingent upon receipt of funding)
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 Little Rock School District (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—Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
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 in Exhibit I consistent with the Budget included in section VIII of the State Plan (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 Exhibit I of this agreement;
2) Make arrangements for High-Quality Preschool programs to be provided by Early Leaning 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--Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;
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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;
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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; and
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.

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 Exhibit I 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, as identified in Exhibit I, and in accordance with the Subgrantee's Budget, as identified in Exhibit II;
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--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 in Exhibit I;
2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants–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--Expansion Grant, including when the State Plan requires modifications that affect the Subgrantee, or when the Subgrantee's Scope of Work requires modifications;
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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 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

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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.

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V. SIGNATURES OF AUTHORIZED REPRESENTATIVE

Lead Agency:		Subgrantee:	
(b)(6)		(b)(6)	10/6/14
Signature	Date	Signature	Date
		Dr. KAREN JAMES	DIRECTOR
Print Name	Title	Print Name	Title

PRELIMINARY

MODEL SUBGRANTEE MEMORANDUM OF UNDERSTANDING

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10) Minimize local administrative costs; and
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B. LEAD AGENCY RESPONSIBILITIES

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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 in Exhibit I;
2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants--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--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 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.

III. MODIFICATIONS
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION
This Preliminary Memorandum of Understanding is contingent upon the Lead Agency being awarded the Preschool Development Grants—Expansion Grant and by signing this agreement will provide the option of a competitive application to be considered for funding. If the state receives funding and the subgrantee is selected for funding, the duration shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants--Expansion Grant project period. A final MOU will be forthcoming in January –March 2015.

V. SIGNATURES OF AUTHORIZED REPRESENTATIVE

Lead Agency:		Subgrantee:	
(b)(6)		(b)(6)	10/6/14
Signature	Date	Signature	Date
		Eliza Beth D Flippo	10/6/14
Print Name	Title	Print Name	Title

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PRELIMINARY

MODEL SUBGRANTEE MEMORANDUM OF UNDERSTANDING

(A new Memorandum will be updated contingent upon receipt of funding)
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 Scholastic Academy (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—Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
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 in Exhibit I consistent with the Budget included in section VIII of the State Plan (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 Exhibit I of this agreement.
2) Make arrangements for High-Quality Preschool programs to be provided by Early Leaning 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--Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;
4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");

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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; and
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.

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 Exhibit I 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, as identified in Exhibit I, and in accordance with the Subgrantee's Budget, as identified in Exhibit II;
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—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 in Exhibit I;
2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants—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--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 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.

III. MODIFICATIONS
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION
This Preliminary Memorandum of Understanding is contingent upon the Lead Agency being awarded the Preschool Development Grants—Expansion Grant and by signing this agreement will provide the option of a competitive application to be considered for funding. If the state receives funding and the subgrantee is selected for funding, the duration shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants--Expansion Grant project period. A final MOU will be forthcoming in January –March 2015.

V. SIGNATURES OF AUTHORIZED REPRESENTATIVE

Lead Agency:		Subgrantee:	
(b)(6)		(b)(6)	10.3.14
Signature	Date	Signature	Date
		Shauna Johns, Director	
Print Name	Title	Print Name	Title

Touched by an Angel Learning Center 501-568-4200

PRELIMINARY

MODEL SUBGRANTEE MEMORANDUM OF UNDERSTANDING

(A new Memorandum will be updated contingent upon receipt of funding)
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 Touched by an Angel (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—Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
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 in Exhibit I consistent with the Budget included in section VIII of the State Plan (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 Exhibit I of this agreement;
2) Make arrangements for High-Quality Preschool programs to be provided by Early Leaning 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--Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;
4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");

Touched by an Angel Inn Center 501-568-4200

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; and
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.

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 Exhibit I 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, as identified in Exhibit I, and in accordance with the Subgrantee's Budget, as identified in Exhibit II;
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--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 in Exhibit I;
2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants--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.

Touched by an Angel Ann Coates 501-568-4200

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--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 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.

III. MODIFICATIONS
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION
This Preliminary Memorandum of Understanding is contingent upon the Lead Agency being awarded the Preschool Development Grants– Expansion Grant and by signing this agreement will provide the option of a competitive application to be considered for funding. If the state receives funding and the subgrantee is selected for funding, the duration shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants--Expansion Grant project period. A final MOU will be forthcoming in January – March 2015.

V. SIGNATURES OF AUTHORIZED REPRESENTATIVE

Lead Agency:

(b)(6)

Signature

Date

Print Name

Title

Subgrantee:

(b)(6)

Signature

10-28-2014
Date

Katherine Dass Director
Print Name Title

PRELIMINARY

MODEL SUBGRANTEE MEMORANDUM OF UNDERSTANDING

(A new Memorandum will be updated contingent upon receipt of funding)
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 Bright Beginnings/North Little Rock (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--Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
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 in Exhibit I consistent with the Budget included in section VIII of the State Plan (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 Exhibit I of this agreement;
2) Make arrangements for High-Quality Preschool programs to be provided by Early Leaning 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--Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;
4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");

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; and
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.

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 Exhibit I 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, as identified in Exhibit I, and in accordance with the Subgrantee's Budget, as identified in Exhibit II;
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--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 in Exhibit I;
2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants--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--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 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.

III. MODIFICATIONS
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION
This Preliminary Memorandum of Understanding is contingent upon the Lead Agency being awarded the Preschool Development Grants—Expansion Grant and by signing this agreement will provide the option of a competitive application to be considered for funding. If the state receives funding and the subgrantee is selected for funding, the duration shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants--Expansion Grant project period. A final MOU will be forthcoming in January –March 2015.

V. SIGNATURES OF AUTHORIZED REPRESENTATIVE

Lead Agency:		Subgrantee:	
(b)(6)		(b)(6)	10/9/2014
Signature	Date	Signature	Date
		Revenue Hall ABC Coordinator/Director	
Print Name	Title	Print Name	Title

PRELIMINARY

MODEL SUBGRANTEE MEMORANDUM OF UNDERSTANDING

(A new Memorandum will be updated contingent upon receipt of funding)
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 Leap Forward Academy (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—Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
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 in Exhibit I consistent with the Budget included in section VIII of the State Plan (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 Exhibit I of this agreement;
2) Make arrangements for High-Quality Preschool programs to be provided by Early Leaning 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--Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;
4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");

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; and
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.

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 Exhibit I 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, as identified in Exhibit I, and in accordance with the Subgrantee's Budget, as identified in Exhibit II;
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--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 in Exhibit I;
2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants--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--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 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.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION

This Preliminary Memorandum of Understanding is contingent upon the Lead Agency being awarded the Preschool Development Grants—Expansion Grant and by signing this agreement will provide the option of a competitive application to be considered for funding. If the state receives funding and the subgrantee is selected for funding, the duration shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants--Expansion Grant project period. A final MOU will be forthcoming in January –March 2015.

V. SIGNATURES OF AUTHORIZED REPRESENTATIVE

Lead Agency:		Subgrantee:	
(b)(6)		(b)(6)	10-6-14
Signature	Date	Signature	Date
		LaMagda Medley	Director/Teacher
Print Name	Title	Print Name	Title

PRELIMINARY

MODEL SUBGRANTEE MEMORANDUM OF UNDERSTANDING

(A new Memorandum will be updated contingent upon receipt of funding)
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 Little Scholars Academy of Maumelle (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—Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
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 in Exhibit I consistent with the Budget included in section VIII of the State Plan (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 Exhibit I of this agreement;
2) Make arrangements for High-Quality Preschool programs to be provided by Early Leaning 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--Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;
4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");

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; and
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.

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 Exhibit I 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, as identified in Exhibit I, and in accordance with the Subgrantee's Budget, as identified in Exhibit II;
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--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 in Exhibit I;
2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants--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--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 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.

III. MODIFICATIONS
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION
This Preliminary Memorandum of Understanding is contingent upon the Lead Agency being awarded the Preschool Development Grants—Expansion Grant and by signing this agreement will provide the option of a competitive application to be considered for funding. If the state receives funding and the subgrantee is selected for funding, the duration shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants--Expansion Grant project period. A final MOU will be forthcoming in January –March 2015.

V. SIGNATURES OF AUTHORIZED REPRESENTATIVE

Lead Agency:

(b)(6)

Signature Date

Title

Subgrantee:

(b)(6)

Signature Date

Print Name Director
Title

PRELIMINARY

MODEL SUBGRANTEE MEMORANDUM OF UNDERSTANDING

(A new Memorandum will be updated contingent upon receipt of funding)
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 North Little Rock School District (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—Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
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 in Exhibit I consistent with the Budget included in section VIII of the State Plan (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 Exhibit I of this agreement;
2) Make arrangements for High-Quality Preschool programs to be provided by Early Leaning 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--Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;
4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");

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; and
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.

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 Exhibit I 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, as identified in Exhibit I, and in accordance with the Subgrantee's Budget, as identified in Exhibit II;
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--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 in Exhibit I;
2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants--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--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 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.

III. MODIFICATIONS
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION
This Preliminary Memorandum of Understanding is contingent upon the Lead Agency being awarded the Preschool Development Grants—Expansion Grant and by signing this agreement will provide the option of a competitive application to be considered for funding. If the state receives funding and the subgrantee is selected for funding, the duration shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants--Expansion Grant project period. A final MOU will be forthcoming in January - March 2015.

V. SIGNATURES OF AUTHORIZED REPRESENTATIVE

Lead Agency:

(b)(6)

Signature Date

Print Name Title

Subgrantee:

(b)(6)

(b)(6)

Signature 10/3/14 Date

Kelly Rodgers Superintendent

Print Name Title

PRELIMINARY

MODEL SUBGRANTEE MEMORANDUM OF UNDERSTANDING

(A new Memorandum will be updated contingent upon receipt of funding)
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 Caraco, Inc., DBA Kareer Kids (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—Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
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 in Exhibit I consistent with the Budget included in section VIII of the State Plan (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 Exhibit I of this agreement;
2) Make arrangements for High-Quality Preschool programs to be provided by Early Leaning 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--Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;
4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");

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; and
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.

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 Exhibit I 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, as identified in Exhibit I, and in accordance with the Subgrantee's Budget, as identified in Exhibit II;
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--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 in Exhibit I;
2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants--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--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 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.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION

This Preliminary Memorandum of Understanding is contingent upon the Lead Agency being awarded the Preschool Development Grants – Expansion Grant and by signing this agreement will provide the option of a competitive application to be considered for funding. If the state receives funding and the subgrantee is selected for funding, the duration shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants--Expansion Grant project period. A final MOU will be forthcoming in January –March 2015.

V. SIGNATURES OF AUTHORIZED REPRESENTATIVE

Lead Agency:

(b)(6)

Signature Date

Print Name Title

Subgrantee:

(b)(6)

Signature Date

Print Name Title

PRELIMINARY

MODEL SUBGRANTEE MEMORANDUM OF UNDERSTANDING

(A new Memorandum will be updated contingent upon receipt of funding)
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 DREAM – Jody Abernathy (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--Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
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 in Exhibit I consistent with the Budget included in section VIII of the State Plan (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 Exhibit I of this agreement;
2) Make arrangements for High-Quality Preschool programs to be provided by Early Leaning 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--Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;
4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");

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; and
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.

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 Exhibit I 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, as identified in Exhibit I, and in accordance with the Subgrantee's Budget, as identified in Exhibit II;
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--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 in Exhibit I;
2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants--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--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 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

III. MODIFICATIONS
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS

IV. DURATION
This Preliminary Memorandum of Understanding is contingent upon the Lead Agency being awarded the Preschool Development Grants—Expansion Grant and by signing this agreement will provide the option of a competitive application to be considered for funding. If the state receives funding and the subgrantee is selected for funding, the duration shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants– Expansion Grant project period. A final MOU will be forthcoming in January –March 2015

V. SIGNATURES OF AUTHORIZED REPRESENTATIVE

Lead Agency:			Subgrantee:		
(b)(6)			(b)(6)		10/6/2014
Signature	Date		Signature	Date	
			Jody Abernathy	Director	
Print Name	Title		Print Name	Title	

PRELIMINARY

MODEL SUBGRANTEE MEMORANDUM OF UNDERSTANDING

(A new Memorandum will be updated contingent upon receipt of funding)
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 Emmanuel Learning Center (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 -Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
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 in Exhibit I consistent with the Budget included in section VIII of the State Plan (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 Exhibit I of this agreement;
2) Make arrangements for High-Quality Preschool programs to be provided by Early Leaning 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--Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;
4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");

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; and
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.

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 Exhibit I 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, as identified in Exhibit I, and in accordance with the Subgrantee's Budget, as identified in Exhibit II;
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--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 in Exhibit I;
2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants--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--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 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.

III. MODIFICATIONS
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION
This Preliminary Memorandum of Understanding is contingent upon the Lead Agency being awarded the Preschool Development Grants—Expansion Grant and by signing this agreement will provide the option of a competitive application to be considered for funding. If the state receives funding and the subgrantee is selected for funding, the duration shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants--Expansion Grant project period. A final MOU will be forthcoming in January –March 2015.

V. SIGNATURES OF AUTHORIZED REPRESENTATIVE

Lead Agency:		Subgrantee:	
(b)(6)		(b)(6)	11-5-14
Signature	Date	Signature	Date
		Berlinda Helms, Director	
Print Name	Title	Print Name	Title

PRELIMINARY

MODEL SUBGRANTEE MEMORANDUM OF UNDERSTANDING

(A new Memorandum will be updated contingent upon receipt of funding)
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 Kid to Kid Child Dev. Center, Inc. (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--Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
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 in Exhibit I consistent with the Budget included in section VIII of the State Plan (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 Exhibit I of this agreement;
2) Make arrangements for High-Quality Preschool programs to be provided by Early Leaning 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--Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;
4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");

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; and
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.

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 Exhibit I 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, as identified in Exhibit I, and in accordance with the Subgrantee's Budget, as identified in Exhibit II;
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--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 in Exhibit I;
2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants--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--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 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.

III. MODIFICATIONS
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION
This Preliminary Memorandum of Understanding is contingent upon the Lead Agency being awarded the Preschool Development Grants—Expansion Grant and by signing this agreement will provide the option of a competitive application to be considered for funding. If the state receives funding and the subgrantee is selected for funding, the duration shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants--Expansion Grant project period. A final MOU will be forthcoming in January –March 2015.

V. SIGNATURES OF AUTHORIZED REPRESENTATIVE

Lead Agency:

(b)(6)

Signature Date

Print Name Title

Subgrantee:

(b)(6)

Signature Date

Print Name Title

PRELIMINARY

MODEL SUBGRANTEE MEMORANDUM OF UNDERSTANDING

(A new Memorandum will be updated contingent upon receipt of funding)
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 Lil Motivators Academy (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—Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
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 in Exhibit I consistent with the Budget included in section VIII of the State Plan (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 Exhibit I of this agreement;
2) Make arrangements for High-Quality Preschool programs to be provided by Early Leaning 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--Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;
4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");

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; and
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.

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 Exhibit I 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, as identified in Exhibit I, and in accordance with the Subgrantee's Budget, as identified in Exhibit II;
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--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 in Exhibit I;
2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants--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--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 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.

III. MODIFICATIONS
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION
This Preliminary Memorandum of Understanding is contingent upon the Lead Agency being awarded the Preschool Development Grants—Expansion Grant and by signing this agreement will provide the option of a competitive application to be considered for funding. If the state receives funding and the subgrantee is selected for funding, the duration shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants--Expansion Grant project period. A final MOU will be forthcoming in January –March 2015.

V. SIGNATURES OF AUTHORIZED REPRESENTATIVE

Lead Agency:

(b)(6)

Signature Date

Print Name Title

Subgrantee:

(b)(6) 10/3/2014

Signature Date

Cynthia Bolden SR Operations Manager

Print Name Title

PRELIMINARY

MODEL SUBGRANTEE MEMORANDUM OF UNDERSTANDING

(A new Memorandum will be updated contingent upon receipt of funding)
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 Lil Treasures Learning Academy (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--Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
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 in Exhibit I consistent with the Budget included in section VIII of the State Plan (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 Exhibit I of this agreement;
2) Make arrangements for High-Quality Preschool programs to be provided by Early Leaning 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--Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;
4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");

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; and
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.

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 Exhibit I 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, as identified in Exhibit I, and in accordance with the Subgrantee's Budget, as identified in Exhibit II;
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--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 in Exhibit I;
2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants--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--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 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.

III. MODIFICATIONS
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION
This Preliminary Memorandum of Understanding is contingent upon the Lead Agency being awarded the Preschool Development Grants --Expansion Grant and by signing this agreement will provide the option of a competitive application to be considered for funding. If the state receives funding and the subgrantee is selected for funding, the duration shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants -Expansion Grant project period. A final MOU will be forthcoming in January - March 2015.

V. SIGNATURES OF AUTHORIZED REPRESENTATIVE

Lead Agency:		Subgrantee:	
(b)(6)		(b)(6)	1/31/14
Signature	Date	Signature	Date
Print Name	Title	Print Name	Title

PRELIMINARY

MODEL SUBGRANTEE MEMORANDUM OF UNDERSTANDING

(A new Memorandum will be updated contingent upon receipt of funding)
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 London Bridges Child Care (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–Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
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 in Exhibit I consistent with the Budget included in section VIII of the State Plan (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 Exhibit I of this agreement;
2) Make arrangements for High-Quality Preschool programs to be provided by Early Leaning 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–-Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;
4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");

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; and
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.

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 Exhibit I 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, as identified in Exhibit I, and in accordance with the Subgrantee's Budget, as identified in Exhibit II;
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--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 in Exhibit I;
2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants--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--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 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.

III. MODIFICATIONS
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION
This Preliminary Memorandum of Understanding is contingent upon the Lead Agency being awarded the Preschool Development Grants—Expansion Grant and by signing this agreement will provide the option of a competitive application to be considered for funding. If the state receives funding and the subgrantee is selected for funding, the duration shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants--Expansion Grant project period. A final MOU will be forthcoming in January –March 2015.

V. SIGNATURES OF AUTHORIZED REPRESENTATIVE

Lead Agency:

(b)(6)

Signature Date

Print Name Title

Subgrantee:

(b)(6) 10/6/14

Signature Date

Johnnie Bridges - Director/Owner

Print Name Title

PRELIMINARY

MODEL SUBGRANTEE MEMORANDUM OF UNDERSTANDING

(A new Memorandum will be updated contingent upon receipt of funding)
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 My First School Jacksonville Inc (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—Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
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 in Exhibit I consistent with the Budget included in section VIII of the State Plan (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 Exhibit I of this agreement;
2) Make arrangements for High-Quality Preschool programs to be provided by Early Leaning 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—Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;
4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");

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; and
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.

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 Exhibit I 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, as identified in Exhibit I, and in accordance with the Subgrantee's Budget, as identified in Exhibit II;
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–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 in Exhibit I;
2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants–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--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 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.

III. MODIFICATIONS
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION
This Preliminary Memorandum of Understanding is contingent upon the Lead Agency being awarded the Preschool Development Grants—Expansion Grant and by signing this agreement will provide the option of a competitive application to be considered for funding. If the state receives funding and the subgrantee is selected for funding, the duration shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants--Expansion Grant project period. A final MOU will be forthcoming in January –March 2015.

V. SIGNATURES OF AUTHORIZED REPRESENTATIVE

Lead Agency:

(b)(6)

Signature Date

Print Name Title

Subgrantee:

(b)(6) 10/6/14

Signature Date

Robert Tallon President

Print Name Title

PRELIMINARY

MODEL SUBGRANTEE MEMORANDUM OF UNDERSTANDING

(A new Memorandum will be updated contingent upon receipt of funding)
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 Pulaski County Special School District (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--Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
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 in Exhibit I consistent with the Budget included in section VIII of the State Plan (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 Exhibit I of this agreement;
2) Make arrangements for High-Quality Preschool programs to be provided by Early Leaning 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--Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;
4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");

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; and
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.

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 Exhibit I 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, as identified in Exhibit I, and in accordance with the Subgrantee's Budget, as identified in Exhibit II;
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--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 in Exhibit I;
2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants--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--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 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.

III. MODIFICATIONS
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION
This Preliminary Memorandum of Understanding is contingent upon the Lead Agency being awarded the Preschool Development Grants—Expansion Grant and by signing this agreement will provide the option of a competitive application to be considered for funding. If the state receives funding and the subgrantee is selected for funding, the duration shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants--Expansion Grant project period. A final MOU will be forthcoming in January --March 2015.

V. SIGNATURES OF AUTHORIZED REPRESENTATIVE

Lead Agency:

(b)(6)

Signature Date

Print Name Title

Subgrantee: (b)(6)

(b)(6) 10-6-14

Signature Date

Jerry Guess, Superintendent

Print Name Title

PRELIMINARY

MODEL SUBGRANTEE MEMORANDUM OF UNDERSTANDING

(A new Memorandum will be updated contingent upon receipt of funding)
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 Fayetteville School District (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—Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
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 in Exhibit I consistent with the Budget included in section VIII of the State Plan (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 Exhibit I of this agreement;
2) Make arrangements for High-Quality Preschool programs to be provided by Early Leaning 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--Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;
4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");

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; and
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.

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 Exhibit I 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, as identified in Exhibit I, and in accordance with the Subgrantee's Budget, as identified in Exhibit II;
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--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 in Exhibit I;
2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants--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--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 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.

III. MODIFICATIONS
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION
This Preliminary Memorandum of Understanding is contingent upon the Lead Agency being awarded the Preschool Development Grants—Expansion Grant and by signing this agreement will provide the option of a competitive application to be considered for funding. If the state receives funding and the subgrantee is selected for funding, the duration shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants--Expansion Grant project period. A final MOU will be forthcoming in January –March 2015.

V. SIGNATURES OF AUTHORIZED REPRESENTATIVE

Lead Agency:

(b)(6)

Signature Date

Print Name Title

Subgrantee:

(b)(6) (b)(6) 10/6/14

Signature Date

Kathleen Hale, Pre-K Director

Print Name Title

PRELIMINARY

MODEL SUBGRANTEE MEMORANDUM OF UNDERSTANDING

(A new Memorandum will be updated contingent upon receipt of funding)
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 Prism Education Center (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—Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
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 in Exhibit I consistent with the Budget included in section VIII of the State Plan (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 Exhibit I of this agreement;
2) Make arrangements for High-Quality Preschool programs to be provided by Early Leaning 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--Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;
4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");

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; and
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.

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 Exhibit I 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, as identified in Exhibit I, and in accordance with the Subgrantee's Budget, as identified in Exhibit II;
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--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 in Exhibit I;
2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants--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--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 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.

III. MODIFICATIONS
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION
This Preliminary Memorandum of Understanding is contingent upon the Lead Agency being awarded the Preschool Development Grants—Expansion Grant and by signing this agreement will provide the option of a competitive application to be considered for funding. If the state receives funding and the subgrantee is selected for funding, the duration shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants--Expansion Grant project period. A final MOU will be forthcoming in January –March 2015.

V. SIGNATURES OF AUTHORIZED REPRESENTATIVE

Lead Agency:

(b)(6)

Signature Date

Print Name Title

Subgrantee:

(b)(6) 10/3/14

Signature Date

Rachel Wall ABC Coordinator

Print Name Title

PRELIMINARY

MODEL SUBGRANTEE MEMORANDUM OF UNDERSTANDING

(A new Memorandum will be updated contingent upon receipt of funding)
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 Small Fry Preschool FHDC (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—Expansion Grant.

- ASSURANCES

The Subgrantee hereby certifies and represents that it:

1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
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 in Exhibit I consistent with the Budget included in section VIII of the State Plan (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 Exhibit I of this agreement;
2) Make arrangements for High-Quality Preschool programs to be provided by Early Leaning 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—Expansion Grant Plan) and with the Subgrantee's

Budget included in Exhibit II of this agreement;

4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
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; and
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.

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 Exhibit I 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, as identified in Exhibit I, and in accordance with the Subgrantee's Budget, as identified in Exhibit II;
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--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 in Exhibit I;
2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants--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--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 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.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION

This Preliminary Memorandum of Understanding is contingent upon the Lead Agency being awarded the Preschool Development Grants—Expansion Grant and

by signing this agreement will provide the option of a competitive application to be considered for funding. If the state receives funding and the subgrantee is selected for funding, the duration shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants--Expansion Grant project period. A final MOU will be forthcoming in January –March 2015.

V. SIGNATURES OF AUTHORIZED REPRESENTATIVE

Lead Agency:		Subgrantee: Small Fry Family Childcare
(b)(6)		
Signature	Date	Signature (b)(6) Date 10/6/14
Print Name	Title	Print Name Frankie Edwards Title Owner/ Coord.

PRELIMINARY

MODEL SUBGRANTEE MEMORANDUM OF UNDERSTANDING

(A new Memorandum will be updated contingent upon receipt of funding)
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 EOA of Washington County (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—Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
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 in Exhibit I consistent with the Budget included in section VIII of the State Plan (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 Exhibit I of this agreement;
2) Make arrangements for High-Quality Preschool programs to be provided by Early Leaning 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--Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;
4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");

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; and
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.

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 Exhibit I 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, as identified in Exhibit I, and in accordance with the Subgrantee's Budget, as identified in Exhibit II;
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--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 in Exhibit I;
2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants--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--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 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.

III. MODIFICATIONS
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION
This Preliminary Memorandum of Understanding is contingent upon the Lead Agency being awarded the Preschool Development Grants – Expansion Grant and by signing this agreement will provide the option of a competitive application to be considered for funding. If the state receives funding and the subgrantee is selected for funding, the duration shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants--Expansion Grant project period. A final MOU will be forthcoming in January –March 2015.

V. SIGNATURES OF AUTHORIZED REPRESENTATIVE

Lead Agency:		Subgrantee:	
(b)(6)		(b)(6)	
Signature	Date	Signature	Date
Print Name	Title	Print Name	Title

PRELIMINARY

MODEL SUBGRANTEE MEMORANDUM OF UNDERSTANDING

(A new Memorandum will be updated contingent upon receipt of funding)
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 Laura Lantz dba Happy Days FHDC (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--Expansion Grant.

- ASSURANCES

The Subgrantee hereby certifies and represents that it:

1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
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 in Exhibit I consistent with the Budget included in section VIII of the State Plan (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 Exhibit I of this agreement;
2) Make arrangements for High-Quality Preschool programs to be provided by Early Leaning 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--Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;
4) Actively participate in all relevant meetings or other events that are organized

or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");

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; and
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.

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 Exhibit I 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, as identified in Exhibit I, and in accordance with the Subgrantee's Budget, as identified in Exhibit II;
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--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 in Exhibit I;
2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants--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--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 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.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION

This Preliminary Memorandum of Understanding is contingent upon the Lead Agency being awarded the Preschool Development Grants – Expansion Grant and by signing this agreement will provide the option of a competitive application to be considered for funding. If the state receives funding and the subgrantee is selected

for funding, the duration shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants--Expansion Grant project period. A final MOU will be forthcoming in January – March 2015.

V. SIGNATURES OF AUTHORIZED REPRESENTATIVE

Lead Agency:		Subgrantee:	
(b)(6)		(b)(6)	10-6-14
Signature	Date	Signature	Date
		Laura Lunt	Director
Print Name	Title	Print Name	Title

PRELIMINARY

MODEL SUBGRANTEE MEMORANDUM OF UNDERSTANDING

(A new Memorandum will be updated contingent upon receipt of funding)
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 Little Kids Preschool Inc. (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—Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
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 in Exhibit I consistent with the Budget included in section VIII of the State Plan (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 Exhibit I of this agreement;
2) Make arrangements for High-Quality Preschool programs to be provided by Early Leaning 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--Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;
4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");

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; and
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.

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 Exhibit I 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, as identified in Exhibit I, and in accordance with the Subgrantee's Budget, as identified in Exhibit II;
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--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 in Exhibit I;
2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants--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--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 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.

III. MODIFICATIONS
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION
This Preliminary Memorandum of Understanding is contingent upon the Lead Agency being awarded the Preschool Development Grants—Expansion Grant and by signing this agreement will provide the option of a competitive application to be considered for funding. If the state receives funding and the subgrantee is selected for funding, the duration shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants--Expansion Grant project period. A final MOU will be forthcoming in January –March 2015.

V. SIGNATURES OF AUTHORIZED REPRESENTATIVE

Lead Agency:

(b)(6)

Signature Date

Print Name Title

Subgrantee:

(b)(6) 10/5/14

Signature Date

Kashia D. Whittle ABG Coordinator

Print Name Title

PRELIMINARY

MODEL SUBGRANTEE MEMORANDUM OF UNDERSTANDING

(A new Memorandum will be updated contingent upon receipt of funding)
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 Springdale School District (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--Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
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 in Exhibit I consistent with the Budget included in section VIII of the State Plan (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 Exhibit I of this agreement;
2) Make arrangements for High-Quality Preschool programs to be provided by Early Leaning 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--Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;
4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");

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; and
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.

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 Exhibit I 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, as identified in Exhibit I, and in accordance with the Subgrantee's Budget, as identified in Exhibit II;
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--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 in Exhibit I;
2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants--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--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 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.

III. MODIFICATIONS
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION
This Preliminary Memorandum of Understanding is contingent upon the Lead Agency being awarded the Preschool Development Grants--Expansion Grant and by signing this agreement will provide the option of a competitive application to be considered for funding. If the state receives funding and the subgrantee is selected for funding, the duration shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants--Expansion Grant project period. A final MOU will be forthcoming in January - March 2015.

V. SIGNATURES OF AUTHORIZED REPRESENTATIVE

Lead Agency:

(b)(6)

Signature Date

Print Name Title

Subgrantee:

(b)(6)

Signature 10-6-14 Date

Kathy Morledge Asst. Supt.
Print Name Title

PRELIMINARY

MODEL SUBGRANTEE MEMORANDUM OF UNDERSTANDING

(A new Memorandum will be updated contingent upon receipt of funding)
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 ASU Programs for Children and Families in the Delta (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—Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
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 in Exhibit I consistent with the Budget included in section VIII of the State Plan (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 Exhibit I of this agreement;
2) Make arrangements for High-Quality Preschool programs to be provided by Early Leaning 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--Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;
4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");

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; and
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.

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 Exhibit I 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, as identified in Exhibit I, and in accordance with the Subgrantee's Budget, as identified in Exhibit II;
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--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 in Exhibit I;
2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants--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--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 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.

III. MODIFICATIONS
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION
This Preliminary Memorandum of Understanding is contingent upon the Lead Agency being awarded the Preschool Development Grants—Expansion Grant and by signing this agreement will provide the option of a competitive application to be considered for funding. If the state receives funding and the subgrantee is selected for funding, the duration shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants--Expansion Grant project period. A final MOU will be forthcoming in January –March 2015.

V. SIGNATURES OF AUTHORIZED REPRESENTATIVE

Lead Agency:

(b)(6)

Signature Date

Print Name Title

Subgrantee:

(b)(6)

Signature Date

Cyndi Eagles Program Coordinator

Print Name Title

PRELIMINARY

MODEL SUBGRANTEE MEMORANDUM OF UNDERSTANDING

(A new Memorandum will be updated contingent upon receipt of funding)
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 Jonesboro School District (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—Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
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 in Exhibit I consistent with the Budget included in section VIII of the State Plan (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 Exhibit I of this agreement;
2) Make arrangements for High-Quality Preschool programs to be provided by Early Leaning 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--Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;
4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");

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; and
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.

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 Exhibit I 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, as identified in Exhibit I, and in accordance with the Subgrantee's Budget, as identified in Exhibit II;
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--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 in Exhibit I;
2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants--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--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 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.

III. MODIFICATIONS
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION
This Preliminary Memorandum of Understanding is contingent upon the Lead Agency being awarded the Preschool Development Grants—Expansion Grant and by signing this agreement will provide the option of a competitive application to be considered for funding. If the state receives funding and the subgrantee is selected for funding, the duration shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants--Expansion Grant project period. A final MOU will be forthcoming in January –March 2015.

V. SIGNATURES OF AUTHORIZED REPRESENTATIVE

Lead Agency:		Subgrantee:	
(b)(6)		(b)(6)	10-3-14
Signature	Date	Signature	Date
		Kim Wilbanks	Supt.
Print Name	Title	Print Name	Title

PRELIMINARY

MODEL SUBGRANTEE MEMORANDUM OF UNDERSTANDING

(A new Memorandum will be updated contingent upon receipt of funding)

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 Kids Place Learning Center (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--Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
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 in Exhibit I consistent with the Budget included in section VIII of the State Plan (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 Exhibit I of this agreement;
2) Make arrangements for High-Quality Preschool programs to be provided by Early Leaning 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--Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;
4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");

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; and
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.

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 Exhibit I 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, as identified in Exhibit I, and in accordance with the Subgrantee's Budget, as identified in Exhibit II;
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--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 in Exhibit I;
2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants--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--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 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.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION

This Preliminary Memorandum of Understanding is contingent upon the Lead Agency being awarded the Preschool Development Grants – Expansion Grant and by signing this agreement will provide the option of a competitive application to be considered for funding. If the state receives funding and the subgrantee is selected for funding, the duration shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants -Expansion Grant project period. A final MOU will be forthcoming in January –March 2015.

V. SIGNATURES OF AUTHORIZED REPRESENTATIVE

Lead Agency:		Subgrantee:	
(b)(6)		(b)(6)	
Signature	Date	Signature	Date
Print Name	Title	Print Name	Title

PRELIMINARY

MODEL SUBGRANTEE MEMORANDUM OF UNDERSTANDING

(A new Memorandum will be updated contingent upon receipt of funding)
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 Cabot Public Schools (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--Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
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 in Exhibit I consistent with the Budget included in section VIII of the State Plan (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 Exhibit I of this agreement;
2) Make arrangements for High-Quality Preschool programs to be provided by Early Leaning 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--Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;
4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");

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; and
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.

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 Exhibit I 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, as identified in Exhibit I, and in accordance with the Subgrantee's Budget, as identified in Exhibit II;
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--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 in Exhibit I;
2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants--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--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 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.

III. MODIFICATIONS
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION
This Preliminary Memorandum of Understanding is contingent upon the Lead Agency being awarded the Preschool Development Grants -Expansion Grant and by signing this agreement will provide the option of a competitive application to be considered for funding. If the state receives funding and the subgrantee is selected for funding, the duration shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants--Expansion Grant project period. A final MOU will be forthcoming in January March 2015.

V. SIGNATURES OF AUTHORIZED REPRESENTATIVE

Lead Agency:		Subgrantee:	
(b)(6)		(b)(6)	10/6/14
Signature	Date	Signature	Date
		Tony Thurman	Superintendent
Print Name	Title	Print Name	Title

PRELIMINARY

MODEL SUBGRANTEE MEMORANDUM OF UNDERSTANDING

(A new Memorandum will be updated contingent upon receipt of funding)
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 Texarkana Arkansas School District #7 (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—Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
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 in Exhibit I consistent with the Budget included in section VIII of the State Plan (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 Exhibit I 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--Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;
4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS"):

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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; and
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.

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 Exhibit I 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, as identified in Exhibit I, and in accordance with the Subgrantee's Budget, as identified in Exhibit II;
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--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 in Exhibit I;
2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants--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.

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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--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 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.

III. MODIFICATIONS
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION
This Preliminary Memorandum of Understanding is contingent upon the Lead Agency being awarded the Preschool Development Grants—Expansion Grant and by signing this agreement will provide the option of a competitive application to be considered for funding. If the state receives funding and the subgrantee is selected for funding, the duration shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants--Expansion Grant project period. A final MOU will be forthcoming in January –March 2015.

V. SIGNATURES OF AUTHORIZED REPRESENTATIVE

Lead Agency:		Subgrantee:	
(b)(6)		(b)(6)	(b)(6)
Signature	Date	Signature	Date
		Jacqueline White	Princip Direct Coordin
Print Name	Title	Print Name	Title

10-7-1

PRELIMINARY

MODEL SUBGRANTEE MEMORANDUM OF UNDERSTANDING

(A new Memorandum will be updated contingent upon receipt of funding)
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 Arkansas Early Learning, Inc. (AEL-"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—Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
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 in Exhibit I consistent with the Budget included in section VIII of the State Plan (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 Exhibit I of this agreement;
2) Make arrangements for High-Quality Preschool programs to be provided by Early Leaning 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--Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;
4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");

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; and
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.

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 Exhibit I 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, as identified in Exhibit I, and in accordance with the Subgrantee's Budget, as identified in Exhibit II;
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--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 in Exhibit I;
2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants--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--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 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.

III. MODIFICATIONS
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION
This Preliminary Memorandum of Understanding is contingent upon the Lead Agency being awarded the Preschool Development Grants—Expansion Grant and by signing this agreement will provide the option of a competitive application to be considered for funding. If the state receives funding and the subgrantee is selected for funding, the duration shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants--Expansion Grant project period. A final MOU will be forthcoming in January --March 2015.

V. SIGNATURES OF AUTHORIZED REPRESENTATIVE

Lead Agency:

(b)(6)

Signature Date

Print Name Title

Subgrantee:

(b)(6)

Signature Date

Michael Patterson CIO/Co-Director

Print Name Title

PRELIMINARY

MODEL SUBGRANTEE MEMORANDUM OF UNDERSTANDING

(A new Memorandum will be updated contingent upon receipt of funding)
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 Crowley's Ridge Education Cooperative (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--Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
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 in Exhibit I consistent with the Budget included in section VIII of the State Plan (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 Exhibit I of this agreement;
2) Make arrangements for High-Quality Preschool programs to be provided by Early Leaning 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--Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;
4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");

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; and
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.

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 Exhibit I 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, as identified in Exhibit I, and in accordance with the Subgrantee's Budget, as identified in Exhibit II;
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--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 in Exhibit I;
2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants--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--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 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.

III. MODIFICATIONS
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION
This Preliminary Memorandum of Understanding is contingent upon the Lead Agency being awarded the Preschool Development Grants -Expansion Grant and by signing this agreement will provide the option of a competitive application to be considered for funding. If the state receives funding and the subgrantee is selected for funding, the duration shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants--Expansion Grant project period. A final MOU will be forthcoming in January - March 2015.

V. SIGNATURES OF AUTHORIZED REPRESENTATIVE

Lead Agency:		Subgrantee:	
(b)(6)		(b)(6)	10/7/14
Signature	Date	Signature	Date
		John Manning	CRESC Director
Print Name	Title	Print Name	Title

PRELIMINARY

MODEL SUBGRANTEE MEMORANDUM OF UNDERSTANDING

(A new Memorandum will be updated contingent upon receipt of funding)
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 Academy of Learning, Inc. (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—Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
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 in Exhibit I consistent with the Budget included in section VIII of the State Plan (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 Exhibit I of this agreement;
2) Make arrangements for High-Quality Preschool programs to be provided by Early Leaning 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--Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;
4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");

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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; and
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.

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 Exhibit I 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, as identified in Exhibit I, and in accordance with the Subgrantee's Budget, as identified in Exhibit II;
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--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 in Exhibit I;
2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants--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--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 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.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION

This Preliminary Memorandum of Understanding is contingent upon the Lead Agency being awarded the Preschool Development Grants—Expansion Grant and by signing this agreement will provide the option of a competitive application to be considered for funding. If the state receives funding and the subgrantee is selected for funding, the duration shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants--Expansion Grant project period. A final MOU will be forthcoming in January –March 2015.

V. SIGNATURES OF AUTHORIZED REPRESENTATIVE

Lead Agency:

(b)(6)

Signature Date

Print Name Title

Subgrantee:

(b)(6)

(b)(6)

10/6/14

Signature Date

Pamela A. Neal - Director

Print Name Title

10/06/2014 01:44 FAX 870 534 1313 002

PRELIMINARY

MODEL SUBGRANTEE MEMORANDUM OF UNDERSTANDING

(A new Memorandum will be updated contingent upon receipt of funding)
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 University of Arkansas at Pine Bluff (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—Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
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 in Exhibit I consistent with the Budget included in section VIII of the State Plan (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 Exhibit I of this agreement;
2) Make arrangements for High-Quality Preschool programs to be provided by Early Leaning 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--Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;
4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");

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; and
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.

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 Exhibit I 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, as identified in Exhibit I, and in accordance with the Subgrantee's Budget, as identified in Exhibit II;
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--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 in Exhibit I;
2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants--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--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 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.

III. MODIFICATIONS
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION
This Preliminary Memorandum of Understanding is contingent upon the Lead Agency being awarded the Preschool Development Grants—Expansion Grant and by signing this agreement will provide the option of a competitive application to be considered for funding. If the state receives funding and the subgrantee is selected for funding, the duration shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants--Expansion Grant project period. A final MOU will be forthcoming in January –March 2015.

V. SIGNATURES OF AUTHORIZED REPRESENTATIVE

Lead Agency:		Subgrantee:	
(b)(6)		(b)(6)	10-6-14
Signature	Date	Signature	Date
		Lawrence B. Alexander, Chancellor	
Print Name	Title	Print Name	Title

PRELIMINARY

MODEL SUBGRANTEE MEMORANDUM OF UNDERSTANDING

(A new Memorandum will be updated contingent upon receipt of funding)
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 Arkansas River Education Service Cooperative HIPPY (ABC Grantee-"Subgrantee"). The purpose of this agreement is to establish a framework of collaboration, aswell as articulate specific roles and responsibilities in support of the State in its implementation of an approved Preschool Development Grants--Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
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 in Exhibit I consistent with the Budget included in section VIII of the State Plan (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 Exhibit I of this agreement;
2) Make arrangements for High-Quality Preschool programs to be provided by Early Leaning 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--Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;
4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");

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; and
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.

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 theSubgrantee's Scope of Work, as identified in Exhibit I 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, as identified in Exhibit I, and in accordance with the Subgrantee's Budget, as identified in Exhibit II;
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--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 in Exhibit I;
2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants--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--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 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.

III. MODIFICATIONS
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION
This Preliminary Memorandum of Understanding is contingent upon the Lead Agency being awarded the Preschool Development Grants- - Expansion Grant and by signing this agreement will provide the option of a competitive application to be considered for funding. If the state receives funding and the subgrantee is selected for funding, the duration shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants--Expansion Grant project period. A final MOU will be forthcoming in January –March 2015.

V. SIGNATURES OF AUTHORIZED REPRESENTATIVE

Lead Agency:		Subgrantee:	
(b)(6)		(b)(6)	
Signature	Date	Signature	Date
		Barbara J. Warren, Director	
Print Name	Title	Print Name	Title

PRELIMINARY

MODEL SUBGRANTEE MEMORANDUM OF UNDERSTANDING

(A new Memorandum will be updated contingent upon receipt of funding)
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 Families and Children Together (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—Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
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 in Exhibit I consistent with the Budget included in section VIII of the State Plan (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 Exhibit I of this agreement;
2) Make arrangements for High-Quality Preschool programs to be provided by Early Leaning 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--Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;

4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
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; and
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.

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 Exhibit I 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, as identified in Exhibit I, and in accordance with the Subgrantee's Budget, as identified in Exhibit II;
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--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 in Exhibit I;
2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants--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--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 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.

III. MODIFICATIONS
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION
This Preliminary Memorandum of Understanding is contingent upon the Lead Agency being awarded the Preschool Development Grants – Expansion Grant and by signing this agreement will provide the option of a competitive application to be considered for funding. If the state receives funding and the subgrantee is selected for funding, the duration shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants--Expansion Grant project period. A final MOU will be forthcoming in January –March 2015.

V. SIGNATURES OF AUTHORIZED REPRESENTATIVE

Lead Agency:

(b)(6)

Signature Date

Subgrantee:

(b)(6)

Signature 10 6 14
Date

		Trena White	Executive Director
Print Name	Title	Print Name	Title

PRELIMINARY

MODEL SUBGRANTEE MEMORANDUM OF UNDERSTANDING

(A new Memorandum will be updated contingent upon receipt of funding)
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 South AR Dev Center for Children/Fam (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--Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
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 in Exhibit I consistent with the Budget included in section VIII of the State Plan (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 Exhibit I of this agreement;
2) Make arrangements for High-Quality Preschool programs to be provided by Early Leaning 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--Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;
4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");

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; and
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.

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 Exhibit I 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, as identified in Exhibit I, and in accordance with the Subgrantee's Budget, as identified in Exhibit II;
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--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 in Exhibit I;
2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants--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--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 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.

III. MODIFICATIONS
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION
This Preliminary Memorandum of Understanding is contingent upon the Lead Agency being awarded the Preschool Development Grants Expansion Grant and by signing this agreement will provide the option of a competitive application to be considered for funding. If the state receives funding and the subgrantee is selected for funding, the duration shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants--Expansion Grant project period. A final MOU will be forthcoming in January –March 2015.

V. SIGNATURES OF AUTHORIZED REPRESENTATIVE

Lead Agency:

(b)(6)

Signature Date

Print Name Title

Subgrantee:

(b)(6)

Signature 10/6/14 Date

Gregory Tracy Acting Director

Print Name Title

PRELIMINARY

MODEL SUBGRANTEE MEMORANDUM OF UNDERSTANDING

(A new Memorandum will be updated contingent upon receipt of funding)
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 Forrest City School District (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—Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
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 in Exhibit I consistent with the Budget included in section VIII of the State Plan (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 Exhibit I of this agreement;
2) Make arrangements for High-Quality Preschool programs to be provided by Early Leaning 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--Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;
4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");

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proprietary products and [illegible] 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; and
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.

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 Exhibit I 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, as identified in Exhibit I, and in accordance with the Subgrantee's Budget, as identified in Exhibit II;
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--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 in Exhibit I;
2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants--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--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 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.

III. MODIFICATIONS
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION
This Preliminary Memorandum of Understanding is contingent upon the Lead Agency being awarded the Preschool Development Grants—Expansion Grant and by signing this agreement will provide the option of a competitive application to be considered for funding. If the state receives funding and the subgrantee is selected for funding, the duration shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants--Expansion Grant project period. A final MOU will be forthcoming in January –March 2015.

V. SIGNATURES OF AUTHORIZED REPRESENTATIVE

Lead Agency:

(b)(6)

(b)(6)

Signature

10-6
Date

Vivian Ryan Director
Print Name / Title

Subgrantee:

(b)(6)

Signature

10-6-14
Date

Vivian Ryan
Print Name

10-6-14

PRELIMINARY

MODEL SUBGRANTEE MEMORANDUM OF UNDERSTANDING

(A new Memorandum will be updated contingent upon receipt of funding)

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 _Save the Children Head Start_ (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—Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
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 in Exhibit I consistent with the Budget included in section VIII of the State Plan (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 Exhibit I of this agreement;
2) Make arrangements for High-Quality Preschool programs to be provided by Early Leaning 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—Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;
4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
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; and
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.

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 Exhibit I 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, as identified in Exhibit I, and in accordance with the Subgrantee's Budget, as identified in Exhibit II;
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--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 in Exhibit I;
2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants--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--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 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.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION

This Preliminary Memorandum of Understanding is contingent upon the Lead Agency being awarded the Preschool Development Grants--Expansion Grant and by signing this agreement will provide the option of a competitive application to be considered for funding. If the state receives funding and the subgrantee is selected for funding, the duration shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants--Expansion Grant project period. A final MOU will be forthcoming in January –March 2015.

V. SIGNATURES OF AUTHORIZED REPRESENTATIVE

Lead Agency:

(b)(6)

Signature _____ Date _____

Subgrantee:

(b)(6)

Signature _____ Date 10.6.14

Judith Jerald Exec Director, Head Start/STC

Print Name Title

PRELIMINARY

MODEL SUBGRANTEE MEMORANDUM OF UNDERSTANDING

(A new Memorandum will be updated contingent upon receipt of funding)
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 Save the Children Head Start Western Arkansas (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—Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
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 in Exhibit I consistent with the Budget included in section VIII of the State Plan (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 Exhibit I of this agreement;
2) Make arrangements for High-Quality Preschool programs to be provided by Early Leaning 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--Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;
4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
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; and
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.

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 Exhibit I 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, as identified in Exhibit I, and in accordance with the Subgrantee's Budget, as identified in Exhibit II;
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--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 in Exhibit I;
2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants--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--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 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.

III. MODIFICATIONS
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION
This Preliminary Memorandum of Understanding is contingent upon the Lead Agency being awarded the Preschool Development Grants - Expansion Grant and by signing this agreement will provide the option of a competitive application to be considered for funding. If the state receives funding and the subgrantee is selected for funding, the duration shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants--Expansion Grant project period. A final MOU will be forthcoming in January - March 2015.

V. SIGNATURES OF AUTHORIZED REPRESENTATIVE

Lead Agency:

(b)(6)

Signature Date

Subgrantee:

(b)(6)

Signature

October 8, 2014
Date

Judith Jerald, Executive Director, Head Start/STC
Print Name Title

PRELIMINARY

MODEL SUBGRANTEE MEMORANDUM OF UNDERSTANDING

(A new Memorandum will be updated contingent upon receipt of funding)
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 Ozark Opportunities, Inc. (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—Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
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 in Exhibit I consistent with the Budget included in section VIII of the State Plan (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 Exhibit I of this agreement;
2) Make arrangements for High-Quality Preschool programs to be provided by Early Leaning 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--Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;
4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");

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; and
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.

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 Exhibit I 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, as identified in Exhibit I, and in accordance with the Subgrantee's Budget, as identified in Exhibit II;
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--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 in Exhibit I;
2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants--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--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 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.

III. MODIFICATIONS
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION
This Preliminary Memorandum of Understanding is contingent upon the Lead Agency being awarded the Preschool Development Grants--Expansion Grant and by signing this agreement will provide the option of a competitive application to be considered for funding. If the state receives funding and the subgrantee is selected for funding, the duration shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants--Expansion Grant project period. A final MOU will be forthcoming in January –March 2015.

V. SIGNATURES OF AUTHORIZED REPRESENTATIVE

Lead Agency:		Subgrantee:	
(b)(6)		(b)(6)	
Signature	Date	Signature	Date
Print Name	Title	Print Name	Title

PRELIMINARY

MODEL SUBGRANTEE MEMORANDUM OF UNDERSTANDING

(A new Memorandum will be updated contingent upon receipt of funding)
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 OUR Cooperative CB (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 –Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
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 in Exhibit I consistent with the Budget included in section VIII of the State Plan (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 Exhibit I of this agreement;
2) Make arrangements for High-Quality Preschool programs to be provided by Early Leaning 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--Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;
4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");

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; and
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.

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 Exhibit I 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, as identified in Exhibit I, and in accordance with the Subgrantee's Budget, as identified in Exhibit II;
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--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 in Exhibit I;
2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants--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--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 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.

III. MODIFICATIONS
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION
This Preliminary Memorandum of Understanding is contingent upon the Lead Agency being awarded the Preschool Development Grants – Expansion Grant and by signing this agreement will provide the option of a competitive application to be considered for funding. If the state receives funding and the subgrantee is selected for funding, the duration shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants--Expansion Grant project period. A final MOU will be forthcoming in January - March 2015.

V. SIGNATURES OF AUTHORIZED REPRESENTATIVE

Lead Agency:

(b)(6)

Signature Date

Print Name Title

Subgrantee:

(b)(6)

Signature Date

Print Name Title

PRELIMINARY

MODEL SUBGRANTEE MEMORANDUM OF UNDERSTANDING

(A new Memorandum will be updated contingent upon receipt of funding)
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 Searcy Co. School District (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—Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
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 in Exhibit I consistent with the Budget included in section VIII of the State Plan (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 Exhibit I of this agreement;
2) Make arrangements for High-Quality Preschool programs to be provided by Early Leaning 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--Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;
4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");

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; and
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.

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 Exhibit I 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, as identified in Exhibit I, and in accordance with the Subgrantee's Budget, as identified in Exhibit II;
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—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 in Exhibit I;
2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants—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–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 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.

III. MODIFICATIONS
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION
This Preliminary Memorandum of Understanding is contingent upon the Lead Agency being awarded the Preschool Development Grants—Expansion Grant and by signing this agreement will provide the option of a competitive application to be considered for funding. If the state receives funding and the subgrantee is selected for funding, the duration shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants–Expansion Grant project period. A final MOU will be forthcoming in January –March 2015.

V. SIGNATURES OF AUTHORIZED REPRESENTATIVE

Lead Agency:

(b)(6)

Signature Date

Print Name Title

Subgrantee:

(b)(6)

Signature 10-6-14 Date

Alan Yarbrough Superintendent

Print Name Title

PRELIMINARY

MODEL SUBGRANTEE MEMORANDUM OF UNDERSTANDING

(A new Memorandum will be updated contingent upon receipt of funding)
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 Friendship Community Care (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—Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
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 in Exhibit I consistent with the Budget included in section VIII of the State Plan (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 Exhibit I of this agreement;
2) Make arrangements for High-Quality Preschool programs to be provided by Early Leaning 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--Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;
4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");

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; and
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.

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 Exhibit I 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, as identified in Exhibit I, and in accordance with the Subgrantee's Budget, as identified in Exhibit II;
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--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 in Exhibit I;
2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants--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--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 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.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION

This Preliminary Memorandum of Understanding is contingent upon the Lead Agency being awarded the Preschool Development Grants—Expansion Grant and by signing this agreement will provide the option of a competitive application to be considered for funding. If the state receives funding and the subgrantee is selected for funding, the duration shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants--Expansion Grant project period. A final MOU will be forthcoming in January - March 2015.

V. SIGNATURES OF AUTHORIZED REPRESENTATIVE

Lead Agency:		Subgrantee:	
(b)(6)		(b)(6)	
Signature	Date	Signature	Date
Print Name	Title	Print Name	Title

PRELIMINARY

MODEL SUBGRANTEE MEMORANDUM OF UNDERSTANDING

(A new Memorandum will be updated contingent upon receipt of funding)
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 ___The Communtiy Action Program for Central Arkansas_ (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—Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
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 in Exhibit I consistent with the Budget included in section VIII of the State Plan (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 Exhibit I of this agreement;
2) Make arrangements for High-Quality Preschool programs to be provided by Early Leaning 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 -Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;
4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");

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; and
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.

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 Exhibit I 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, as identified in Exhibit I, and in accordance with the Subgrantee's Budget, as identified in Exhibit II;
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--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 in Exhibit I;
2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants--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--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 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.

III. MODIFICATIONS
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION
This Preliminary Memorandum of Understanding is contingent upon the Lead Agency being awarded the Preschool Development Grants Expansion Grant and by signing this agreement will provide the option of a competitive application to be considered for funding. If the state receives funding and the subgrantee is selected for funding, the duration shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants--Expansion Grant project period. A final MOU will be forthcoming in January March 2015.

V. SIGNATURES OF AUTHORIZED REPRESENTATIVE

Lead Agency:		Subgrantee:	
		(b)(6) 10.8.14	
Signature	Date	Signature	Date
		Jennifer Welker Executive Directo	
Print Name	Title	Print Name	Title

Section G

Budget/Budget Justification/Cost Analysis - Section C

Year 1 (2015) Year 2 (2016) Year 3 (2017) Year 4 (2018)

C(1)(f) WORKFORCE DEVELOPMENT SUPPORTS

Additional Contractor Staff Needed Across Workforce Projects

(b)(4)

Salaries

Project Coordinator, 25% FTE (4 years)
4 Coach Specialists x 3% FTE (4 years)

Fringe Benefits

Project Coordinator, 25% FTE (4 years)
4 Coach Specialists x 3% FTE (4 years)

Goal 1: Revising the WKCF

WKCF Revision Committee Meetings

Meals: Lunch for, 1 consultant and 18 committee members x, $18/me
Committee member materials
Mileage: 15 participants x 100 miles x $.42 mile x 8 meetings
Committee Practitioner Reimbursements, $50/participant x 2 practiti
National Consultant/Facilitator

Goal 2: Training on WKCF

Introduce revised competencies

Design and formatting of final competencies
Print revised competencies; 1,000 copies x $3/copy
Meals: Lunch for, 50 participants x, $18/participant, x, 3 sessions

Development of revised competencies training for face to face and onli

Pilot Two (2) Revised Competency Workshop

One (1), face to face workshop x, $800/workshop
One (1), online workshop x, $800/workshop

Train the Trainer Workshop

Meeting Space x $200/day
Mileage for Train the trainer, 10 trainers x, 150 miles x $.42/mile
Meals: 1 trainer and 10 trainees x, $18/trainer

Present Revised Competency Sessions at 10 different in-state conference

Ten (10), conferences x $350/conference
Training materials, 10 conferences x 300 copies x $.08/copy
Mileage: 10 conferences x 200 miles x $.42/mile
Per Diem; 10 conferences x $125/day

Deliver Revised Competency Workshop

Twenty (20), face to face workshops x $800/workshop
Forty (40), online workshops x $800/workshop

Travel

Mileage; 20 workshops x, 150 miles x $.42/mile

Goal 3: Expanding Powerful Interactions Training

Powerful Interactions Phone Consultations

Consultant fee for updates to trainings

Delivery of Powerful Interactions with author

Meals: Lunch for, 150 participants x $18/participant
Meeting Room; 1 day x $200/day
Presenter Fee
Presenter travel

Train the Trainer Workshop

Mileage for Train the trainer, 5 trainers x , 150 miles x $.42/mile
Meals; 1 facilitator and 5 participants x $18/person x 2 days
Presenter Fee $3,000/day x 2 days
Presenter travel
Trainer Per Diem
Meeting Room; 2 days x $200/day
Trainer materials, 5 trainers x $100/trainer

Delivery of 2 day Powerful Interactions Seminars for RBPD providers/s

(b)(4)

Seven (7) two-day seminars x $2,000/seminar
Meeting Room for 7 trainings x 2 days
Training materials, 300 participants x 8 copies x $.08/copy
300 Powerful Interactions books x $32/book
Mileage: 7 trainings x 150 miles x $.42/mile
Per Diem: 7 trainings x 2 days x $125/day
Meals: Lunch for 35 participants x $18/participant x 7 2-day trainin

Online support for Communities of Practice for RBPD providers
Facilitate 8/year communities of practice x $3,000/community of pr

Annual Powerful Interactions Summit
Meals: Lunch for 200 participants x $18/participant x 3 years
Meeting Room x 3 years
Training materials, 200 participants x 8 copies x $.08/copy x 3 years
Presenter fee x 3 years
Presenter travel x 3 years

Powerful Interactions Workshops (10/year)
Ten (10) face to face workshops x $800/workshop
Meeting Room: 10 workshops x $200/room
Training materials, 400 Powerful Interactions books x $32/book
Training materials, 400 participants x 8 copies x $.08/copy
Mileage: 10 trainings x 150 miles x $.42/mile
Per Diem: 10 days x $125/day

Directors as Coaches two-day Seminar x 2 seminars/year
Two (2) two-day seminars x $2,000/seminar
Meeting Space for 4 days x $200/day
Lodging for Participants and Staff: 13 rooms , 2 nights x $88/night
Mileage for 2 staff: 2 staff x 150 round-trip miles x $.42/mile x 2 se
Meals for 15 participants plus 2 trainers (1 meal/day): 17 people x 4
Training materials, 30 Coaching with Powerful Interactions books x
Training materials, 15 participants x 8 copies x $.08/copy x 2 semin
Facilitate communities of practice x 2 cohorts x $2,000/cohort

ECERS Assessments
40 classrooms x 1 pre and 1 post assessment
Mileage: 80 assessments x 100 miles x $.42/mile

C(1)(f) TOTAL BUDGET

C(2)(a) MONITORING AND CONTINUOUS IMPROVEMENT PROJECTS

Year 1 (2015) Year 2 (2016) Year 3 (2017) Year 4 (2018)

(b)(4)

State-Level Staff for Monitoring and Continuous Improvement
Salaries
State level Data Analyst (4 years)
State-level ABC Program Specialist (4 years)

Fringe Benefits
State-level Data Analyst (4 years)
State level ABC Program Specialist (4 years)

Travel
State-level Data Analyst (4 years)
Mileage @ $0.42 x 1200 miles/year
Two Overnight stays @ $89/year
Per Diem for two days @ $43/year
Out-of-State Travel/year

State-level ABC Program Specialist (4 years)
Mileage @ $0.42 x 3000 miles/year
Four Overnight stays @ $89/year
Per Diem for four days @ $43/year
Out-of-State Travel/year

Equipment
Computer equipment for State level Data Analyst
Computer equipment for ABC Program Specialist

Supplies
Supplies for State-level Data Analyst
Supplies for ABC Program Specialist

Other
Cell phone service for State-level Data Analyst (4 years)

(b)(4)

Cell phone service for ABC Program Specialist (4 years)
Printing costs for materials for data presentations/conferences
Facility costs for data presentations/conferences (4 years)

Goal 1: New Quality Monitoring Assessment Pilot

Assessor Reliability Training
Initial Reliability Training - 25 assessors
Annual recertification @ $1,100 per assessor (3 years)

Development of New Assessment Tool training

New Assessment Tool Train the Trainer for Teacher Workshop

New Assessment Tool Workshops for Teachers
New Teacher Assessment Tool Workshops
(Year 1)
Refresher Assessment Tool Workshops
(Year 2-4)
Workshop Travel
New teacher workshops x 150 round trip miles x $.42/mile
Teacher refresher workshops x150 RT miles x $.42/mi (3 yea

New Assessment Tool Materials
Assessment tools materials

Technical Assistance
Technical Assistance Travel
TA visits x 150 miles round trip miles x $.42/mile (4 yrs)
Technical Assistance Visits/Sessions (4 years)

Goal 2: Parent Satisfaction Monitoring Tool
Family Advisory Group Meetings
Meals: Lunch for 15 committee members x $18/member x 3 meeting
Committee member materials
Mileage: 15 participants x 100 miles x $.42 mile x 3 meetings
Committee Practitioner Reimbursements - $50/participant x 2 practit

Pilot or Purchase new tool
Purchase tool or develop and pilot new tool
Translate tool into Spanish

Build Customized portal to COPA database

Webinar to support use of the tool
Webinar development
10 webinars (spring 2016 - 2018)

TOTAL BUDGET for C(2)(a)

TOTAL BUDGET for C(1)(f) and C(2)(a)

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C.§§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
(b)(6)	Director
APPLICANT ORGANIZATION	DATE SUBMITTED
DHS - Division of Child Care / Early Childhood Education	10/14/14

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Budget Narrative File(s)

*** Mandatory Budget Narrative Filename:** Arkansas_PDG_Budget_Narrative_101514.pdf

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BUDGET NARRATIVE

G. Budget and Sustainability

Overview of Total Project Funding

The state of Arkansas is requesting an investment of **$59,972,000** of Preschool Development Grant—Expansion Grant funds over the next four years to improve access to High-Quality Preschool Programs (HQPPs) in 10 High-Need Communities and engage in state-level infrastructure improvements that will improve the quality of programs statewide. We have identified an additional total of (b)(4) in other resources that will further bolster expansion/improvement efforts and state-level infrastructure reforms. These matching funds include:

State funding. As discussed in Section B, there has been bipartisan support for an amendment to increase ABC funding during the 2015 legislative session. DCCECE and the Arkansas early childhood advocacy community are confident that a (b)(4) increase in annual ABC funding will be secured. Given that 49% of the state's ABC-eligible 4-year-olds live in the High-Need Communities identified in this grant (11,531 children of 23,157 total 4-year-olds living below 200% of poverty), it is anticipated that (b)(6) of this new funding would be allocated to slots in the communities identified in this grant beginning in FY15. In addition, (b)(4) has been identified in current state funding that will be used to supplement grant funding for state-level infrastructure projects over the course of the grant.

Philanthropic funding. The Endeavor Foundation has committed (b)(4) in annual funding for *improving* existing ABC slots in High-Need Communities. In addition, the State has received a (b)(6) grant from the W.K. Kellogg Foundation for state-level improvement initiatives (i.e., ELDS redevelopment, family engagement initiatives, KEA).

Local funding. Currently, ABC programs require a (b) percent local match from programs. The state-funded portion ((b) percent) covers the core components of the program (i.e., salaries and fringe for staff providing direct services to ABC children, professional development, child assessment, developmental screening, meaningful parent and community engagement activities, proven curricula and learning processes, transportation, and administration). The required (b) percent local match may include funding or appropriate in-kind services. Local programs that apply for HQPP funding will need to specify how they will meet the match in the RFP process

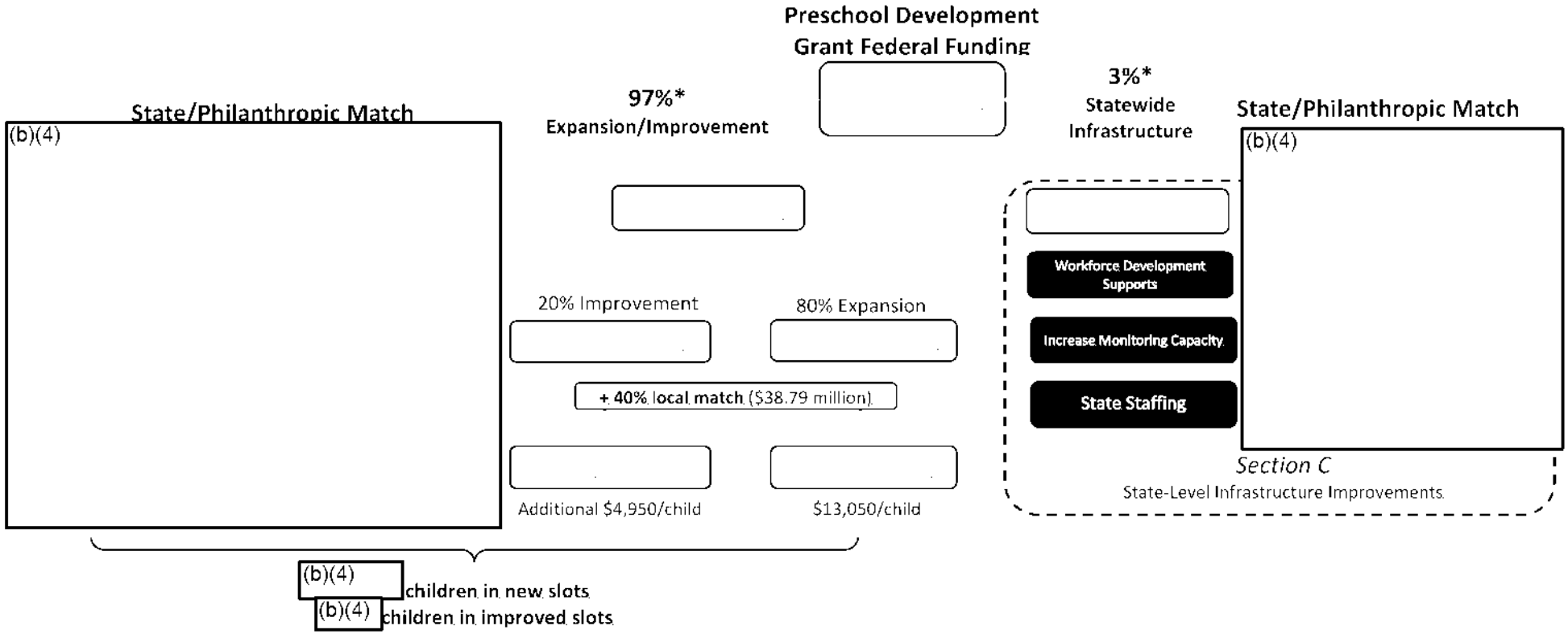
described in Section D and will be a part of the MOU described in Section E. In order to calculate expected local match funding, the following formula was used:

([**Total Federal PDG Funds for HQPP + Endeavor Funding for HQPP]/**(b)(4) **= Local Match**

This total over the four years of the grant is (b)(4).

Over the course of the four-year grant, (b)(4) will be available for improving/expansion slots, translating to (b)(4) Eligible Children served in expansion slots and (b)(4) Eligible Children served in improvement slots. The remaining $1,696,404 in Federal funding and (b)(4) in matching funds will be spent on state-level infrastructure improvements. Figure G.1 provides an overview of how Federal grant funding and matching funds will be allocated among state-level improvement projects and subgrants, and how the subgrants are allocated for improvement versus expansion slots. It should be noted that overall, 97 percent of Federal funds (rather than 95) will be allocated to HQPP given the high need in the targeted areas, the strong existing capacity of the state and communities to administer these programs, and the substantial amount of matching funds from philanthropic and state sources that will be spent on state-level infrastructure projects, allowing more funding to go directly to Subgrantees administering HQPPs.

Figure G.1. Allocation of costs for HQPP Expansion/Improvement and State Infrastructure Enhancements Over 4 Years



*Percent of funds after $25,000 allocated for technical assistance.

G(1) Expansion and Improvement of High-Quality Preschool Programs

Per-Child Cost Allocation Model

The budget is designed around a new per-child cost allocation that increases the per-child funding for the program from (b)(4) per child to (b)(4) in the selected sites. As can be seen in Figure 1 above, this translates to the full (b)(4) per child for expansion slots and (b)(4) per child for improvement slots (the difference between the new per-child allotment, (b)(4) and the State's current per-child allocation, (b)(4) . Table G.1 below provides the breakdown of how the State arrived at the new allocation. The costs are determined at the classroom level and then divided by 20 (to reflect ABC class size) to derive the per-child cost.

Table G.1 Annual Per-Child Cost Allocation Model for Current ABC versus HQPP

Core Program Components	Current ABC Model	HQPP ABC Model
Well-Qualified and Compensated Staff	---	---
*Classroom Teacher Compensation**	(b)(4)	
*Assistant Teacher Compensation**		
*Family Service Manager Compensation**		
Curriculum and Equipment		
Community and Parent Involvement		
Transportation		
Professional Development		
Screenings		
Technology/Data-Driven Decision-Making Support		
Administrative Costs		
Local Match at (b) % (covers facilities, addt'l services)		
Total Cost Per Classroom (20 children)		
Cost Per Child		

*Includes salary and fringe

Each program component and the improvements that are expected to be made based on the reforms described in this proposal are described briefly below.

Well-qualified and compensated staff. Classroom teacher compensation will increase from (b)(4) to (b)(4) and assistant teacher compensation will increase from (b)(4) to (b)(4) These compensation rates were calculated using the mean salary of current bachelor's level teachers and current associate's level teaching assistants in ABC programs across the state to ensure that Subgrantee's had adequate funding for these level positions. These salaries are comparable to bachelor's-level teachers in K–12 settings. In addition, Family Service Manager

positions will be added to ABC HQPPs. The State used administration data from the state's Head Start programs to determine the mean salary of Family Service Managers in the state. The caseload for a Family Service Manager will be (b) families so the classroom costs are calculated at (b) of the FSM's salary.

Curriculum and equipment. An additional (b) per year will be allocated per classroom to account for increased costs in classroom materials since the original funding allocation formula was created and to ensure that all programs have the resources they need to support developmentally appropriate curricula, culturally and linguistically responsive instruction, and evidence-based curricula and learning, as is consistent with the definition of a HQPP..

Community and parent involvement. An increase of (b)(4) per classroom was added for local programs to expand existing parent involvement practices to support a model more consistent with a "family engagement" approach (as discussed in Section C(1)(i)), including those that reflect the proposed *Arkansas Family Engagement Framework.* In addition, as discussed in Section F, the HQPP will partner with other local early learning programs to engage in joint outreach and recruitment efforts. These efforts might include advertising in print and social media regarding enrollment opportunities in local community-based care and HQPP programs or facilitating regional "Early Childhood Round-Up" events that are college-fair style opportunities for parents to learn about multiple ECE settings in their community and engage in enrollment.. Subgrantees will also work with local School Readiness Teams to build off previous transition planning efforts to ensure there are common transition forms and processes across all classrooms, settings, and age/grade levels to meet the unique needs of the families they serve. Subgrantees will determine how to best use these funds to meet community needs. Subgrantees will also participate in a technical assistance webinar to support their use of the toolkit developed by the state to support culturally and linguistically responsive outreach and communication efforts.

Transportation. An increase of (b) per classroom was added to account for rising costs of transportation since the original funding allocation was created.

Professional development. In order to ensure that programs are able to support their staff with high-quality professional development opportunities, the new cost model includes an additional (b)(4) per classroom. This will ensure that any teachers that do not meet the new HQPP ABC qualification requirements (bachelor's degree for lead teachers, associate's degree for assistant teachers) are able to obtain their degrees. In addition, Subgrantees will be required to

have a plan to implement cross-sector/cross grade professional development opportunities (including staff in HQPP, community-based child care, Head Start, and early elementary settings), as discussed in Section F. Trainings will be determined by local need and may take a variety of forms. Some communities may expand access to existing trainings to include other early learning providers; some may choose to offer joint communities of practice for preschool (ABC, Head Start, child care) and kindergarten teachers. Subgrantees will also be required to participate in the *Welcome the Children* program, a professional development program that assists early childhood professionals to better understand diversity, appreciate cultural differences and similarities, learn strategies to support dual language learners, and promote inclusion of children with disabilities.

Screenings. An additional (b)(4) per classroom was added to the cost model. While the state conducts a number of screenings for children in the ABC program, dental screenings are not currently required. The state will require ABC programs to conduct dental screenings which are paid for by the higher per-child allocation to Subgrantees.

Technology/data-driven decision-making support. The budget was increased (b)(4) per classroom for technology and data-driven decision-making support. The increase will primarily support training and technical assistance efforts to help teachers and administrators in birth–3rd grade settings access and utilize data across the birth–3rd continuum to review and discuss child- and school/program-based data (e.g., classroom observations; student attendance); identify patterns of achievement across sub-groups of children; identify target areas for improvement in school/program effectiveness; reallocate resources to address timely and critical needs; inform and engage families; and inform both public and political constituencies. These efforts will specifically support educators and administrators in accessing assessment data, such as the State's "QuickLooks" system that allows any interested party the opportunity to look at aggregated results of the KEA by year and program for different categories of children. Teachers will also receive more specific training and technical assistance around using assessment data to guide instructional decisions.

Administrative costs. Administrative costs were increased commensurate with overall program costs. Administrative costs calculated in the model will support projects carried out at the Subgrantee level, such as the mapping projects described in Sections F(1) and (2) in which Subgrantees are required to gather data about where children birth–5 are currently being served within the identified High-Need Communities and map "feeder patterns" identifying early care

and education programs (e.g., family and center-based child care, Early Head Start) that feed into the selected HQPP sites as well as elementary schools into which HQPP sites feed. These resources will also be used for Subgrantees to develop high-quality implementation plans at the beginning of the Project as specified in Section E(1).

Local match. The local match increased from (b)(4) per child ((b)(percent of the current (b)(4) per child rate) to (b)(4) ((b percent of the new proposed cost of (b)(4)).

Allocation of Expansion and Improvement Slots

The new overall per-child cost allocation of (b)(4) represents the cost per child for an expansion slot. The cost for an improvement slot was calculated by subtracting the current cost per child in an ABC classroom ((b)(4)) from this figure. Thus, (b)(4) represents the amount per child it would take to move an existing ABC slot to the level of quality specified in the definition of a HQPP. As is depicted in the diagram in Figure G.1 the Federal funding will be split to fund (b) percent expansion slots (with local match funding, this will fund (b)(4 children) and (b percent improvement slots (with local match funding, this will fund (b)(4) children). The (b)(4) anticipated in annual State ABC funding will also be allocated using an (b)(4) split. However, all of the funding from the Endeavor Foundation ((b)(4) annually) will be spent on improvement slots. Collectively, the (b)(4) in State and Endeavor funding, plus the local match, will fund (b)(4) children in expansion slots and (b)(4) children in improvement slots. Overall, the grant will expand access to high-quality early care and education for (b)(4) children.

G(2) Coordination of Federal, State, Local, and Private Funds

The budget narrative and tables provide a number of examples of how funding from multiple sources that support early learning and development can be combined to support activities and services that help expand HQPPs in Arkansas. The state early childhood governance structure, which places almost all of the major Federal and state early childhood programs under DCCECE, makes this coordination exceptionally easy. As a result of this structure, for example, the State uses CCDBG funding to expand high-quality programs and mandates that ABC programs participate in the state TQRIS and the CACFP program. These mandates allow ABC programs to leverage these two funding streams to access quality enhancements and nutritious meals funded CCDBG and the Federal CACFP program, respectively.

Equally important, the projects proposed here coordinate and leverage funding from philanthropic, federal, state, and local sources to expand HQPPs specifically in the ten sites that

are the focus of this proposal. Federal grant funding, state ABC funding, funding from the Endeavor Foundation, and matching funds from the local programs provide a powerful combination of funds with which to expand HQPPs to thousands of children in the most underserved parts of the State.

In accordance with the Preschool Development Grant—Expansion Grant stipulations, Arkansas will use the majority of requested Federal funding (97 percent of the funds not set aside for technical assistance) to increase access to HQPP for Eligible Children through providing subgrants to local agencies in High-Needs Communities. The remaining requested Federal funding (3 percent; $1,696,404) will be coordinated and integrated with other sources of funding to engage in state-level infrastructure improvements that will strengthen the foundation of the State's ECE system for HQPP and other early learning programs throughout Arkansas. The following sections provide a detailed explanation of the Budget Table submitted as part of this application. The descriptions of Budget Categories 1–8 below outline how the State will use Federal funds to support two of the State's Priority Improvement Projects described in Section C—Workforce Development Supports (C(1)(f)) and Monitoring and Continuous Improvement (C(2)(a)), including the hiring of two new state-level staff positions. The description of Budget Category 14 includes a brief description of how the State will use other funding sources to fund three additional Priority Improvement Projects—Revision of the state's ELDS (C(1)(a)), strengthening statewide family engagement practices (C(1)(i)), and piloting and adopting a new KEA (C(3)).

1) Personnel: $285,637.00

The following two positions will provide state-level support for all ABC programs. The responsibilities of these positions are mainly tied to the monitoring and continuous improvement processes tied to Project C(2)(a).

ABC Data Analyst

The Data Analyst will be housed within the DCCECE. This position will be responsible for ABC data collection, management, and report production. This includes compiling and analysing data to determine trends. This individual will write various monthly, quarterly, and annual reports, explaining findings of research, and prepare and present summaries and analyses of data, describing methodology and results. The Data Analyst will make recommendations regarding program improvements in ABC based on data. This position requires someone with the knowledge of methods and techniques of compilation of research and statistical data; knowledge of the principles and practices of statistical research; ability to plan and execute research projects, developing specific goals and plans. In addition, the position requires someone with a bachelor's degree in mathematics or related field. This is a full time position and will be paid in line with the state pay plan. Salary will increase at a rate of 1% per year. This is a grade C119. Base level pay is $37,743.

ABC Program Specialist

This position will be housed within DCCECE. This position will monitor new ABC programs to determine compliance, and training or resource needs of HQPP programs. The Program Specialist will conduct needs assessment to determine training activities or to determine areas requiring additional resources and new program implementation. This individual will provide guidance and support to programs through research, supervision, and liaison activities. The Program Specialist will draft policies and procedures for program implementation; interpret policies and procedures to facilitate service delivery and program performance; monitor progress of program objectives that affect the quality and level of services provided and the program's success; provide technical assistance to providers; and make referrals for external professional development and technical assistance as needed. This position is a full time position and will be paid in line with the state pay plan. Salary will increase at a rate of 1% per year. This is a grade C116. The base pay is $32,604.

Personnel calculations are made assuming the new positions will be filled by January 1, 2015; therefor personnel cost is calculated for 12 months during Grant Year 1 and each year thereafter.

Personnel Salaries

	Year 1	Year 2	Year 3	Year 4	Total
Data Analyst	$37,743.00	$38,120.43	$38,501.63	$38,886.65	**$153,252**
ABC Program Specialist	$32,604.00	$32,930.04	$33,259.34	$33,591.93	**$132,385**
TOTAL					**$285,637**

2) Fringe Benefits: $104,172

Data Analyst

Fringe Benefits at 35.44% = $13,379 calculated as follows:

Social Security 6.2%
Medicare 1.45%
Retirement, Workers Compensation and Unemployment 14.76%
Health Insurance 13.05%

Fringe will increase in line with the salary increase each year

Program Specialist

Fringe Benefits at 37.50% = $12,227, calculated as follows:

Social Security 6.2%
Medicare 1.45%
Retirement, Workers Compensation and Unemployment 14.76%
Health Insurance 15.09%

Fringe will increase in line with the salary increase each year

Fringe Benefits

	Year 1	Year 2	Year 3	Year 4	Total
Data Analyst	$13,764.87	$13,902.52	$14,041.55	$14,181.96	**$55,890.90**
ABC Program Specialist	$11,890.68	$12,009.59	$12,129.68	$12,250.98	**$48,280.92**
TOTAL					**$104,172**

3) Travel: $26,224

Travel reimbursement rates in Arkansas are $.42/mile when a State-owned vehicle is not available for employee use. Per diem rates for lodging and meals are in accordance with US GSA rates for the area. Rates for meals is $43/day (Breakfast $7; Lunch $11; Dinner $23); Standard lodging rates are $89/night. Estimated travel will remain constant unless the state per diem rate changes

Data Analyst

The Data Analyst will travel to conduct research, make presentations, and to do quality assessment of programs. This is important to ensure quality improvements and to maintain quality ratings, and to conduct trainings if necessary. The data analyst will travel approximately 1,200 miles a year. In addition, the data analyst will be required to attend at least one out-of-state training.

Expense	Rate	Total
1,200 miles	Mileage @ $0.42	$ 504.00
Two Overnight stays	$89/night	$ 178.00
Per Diem for two days	$43/day	$ 86.00
Out-of-State Travel		$ 2,000.00
Annual Total Travel for Data Analyst		**$ 2,768.00**

Program Specialist

The Program Specialist will require extensive travel. This person will conduct trainings, provide technical assistance and monitor ABC programs. This person will be required to travel approximately 250 average miles a month to various sites in the state for monitoring, training, and technical assistance. Overnight stays will be required on at least four trips per year at a rate of S89 per night plus per diem for meals. The program specialist will be required to attend one out of state training to remain current in the early childhood field.

Expense	Rate	Cost
3,000 miles	Mileage @ S0.42	$ 1,260.00
Four Overnight stays	$89/night	$ 356.00
Per Diem for four days	$43 /day	$ 172.00
Out-of-State Travel		$ 2,000.00
Annual Total Travel for Program Specialist		**$ 3,788.00**

Travel Totals

	Year 1	Year 2	Year 3	Year 4	Total
Data Analyst	$2,768	$2,768	S2,768	S2,768	**$11,072**
ABC Program Specialist	$3,788	$3,788	S3,788	S3,788	**$15,152**
TOTAL					**$26,224**

4) Equipment: $3,600

The state of Arkansas defines equipment as fixed or movable tangible assets to be used for operations. We will purchase two laptop computers and two monitors for the Data Analyst and the Program Specialist at $1,800 each. The laptop computers will serve dual purposes as their desk top computers and for presentations or use during travel. Equipment is a onetime expense in year one of the grant. Equipment less than $2,500 is inventoried for insurance coverage purposes and as reasonable for internal control.

5) Supplies: $2,800

Supplies may include, but are not limited to office supplies and instructional materials to support program staff. Our estimated cost is $1,000 in the first year and $600 each subsequent year in total for the two new staff positions. Estimates were made based on the sum of commonly identified consumable office products.

Supplies Totals

	Year 1	Year 2	Year 3	Year 4	Total
Data Analyst	$500	$300	$300	$300	**$1,400**
ABC Program Specialist	$500	$300	$300	$300	**$1,400**
TOTAL					**$2,800**

6) Contractual: $1,696,404

The following Priority Improvement Projects will be funded using Federal Preschool Development Grant—Expansion Grant funding: **Workforce Development Supports** (C(1)(f) and **Monitoring and Continuous Improvement** (C(2)(a)). Specific line-item budgets can be found in Appendix G.1. The following tables provide high-level overviews of each Project and its sub-goals.

WORKFORCE DEVELOPMENT SUPPORTS Section C(1)(f)		**$551,476**
Goal 1: Revision of Workforce Knowledge and Competency Framework (WKCF)		**$38,644**
WKCF Revision Committee meetings; Contract with consultant to facilitate process		
Grant Year	Budget	
Year 1	$33,813.50	
Year 2	$ 4,830.50	
Year 3	$0	
Year 4	$0	
Goal 2: Train on Revised WKCF		**$71,200**
Introduce revised competencies; develop face-to-face and online trainings; pilot trainings; conduct train-the-trainer; deliver trainings at conferences and workshop formats		
Grant Year	Budget	
Year 1	$0	
Year 2	$19,025	
Year 3	$27,545	
Year 4	$24,630	
Goal 3: Expand Powerful Interactions Training		**$441,631.60**
Updating existing trainings; developing/delivering train-the-trainer workshop; delivery of trainings for teachers, directors, relationship-based professional development providers; facilitation of online communities of practice; and annual Powerful Interactions Summit; evaluation		
Grant Year	Budget	
Year 1	$69,599.50	
Year 2	$122,890.70	
Year 3	$122,890.70	
Year 4	$126,250.70	

MONITORING AND CONTINUOUS IMPROVEMENT Section C(2)(a)		$685,216
Goal 1: Pilot new classroom quality monitoring assessment		**$642,216**
Purchase new classroom quality assessment system; assessor reliability training; develop/deliver new assessment training for teachers; conduct train-the-trainer workshop; administer new assessments and follow-up technical assistance visits		
Grant Year	Budget	
Year 1	$268,784	
Year 2	$124,484	
Year 3	$124,484	
Year 4	$124,484	
Goal 2: Implement new parent satisfaction monitoring tool		**$43,000**
Family Advisory Group Meetings to determine new assessment; pilot or purchase new tool; build customized portal to COPA database; develop/implement webinar to support use of tool		
Grant Year	Budget	
Year 1	$39,500	
Year 2	$1,400	
Year 3	$1,050	
Year 4	$1,050	

7) Training Stipends: $0

8) Other: $37,280

This amount includes the cost for cell phone service at $55 per month or $660 annually for the Data Analyst and ABC Program Specialist. Also included is printing costs for informational handouts and training materials estimated at $3,000 annually. Informational handouts and training materials are needed for the trainings that will be hosted by the division and for presentations of research data by the Data Analyst. An additional $5000 is included to cover facility costs for trainings and conferences.

Other Costs

	Year 1	Year 2	Year 3	Year 4	Total
Cell phone for State-level Data Analyst	$660	$660	$660	$660	**$2,640**
Cell phone for ABC Program Specialist	$660	$660	$660	$660	**$2,640**
Materials for data presentations/conferences	$3,000	$3,000	$3,000	$3,000	**$12,000**
Facility costs for data presentations/conferences	$5,000	$5,000	$5,000	$5,000	**$20,000**
TOTAL					**$37,280**

9) Total Direct Costs: $1,696,404

The sum of expenditures across all budget categories in lines 1–8 totals $1,696,404. This sum is equivalent to the Federal grant funding requested for the implementation of statewide infrastructure improvement projects outlined in Section C.

	Year 1	Year 2	Year 3	Year 4	TOTAL
Total Direct Costs (categories 1–8)	$528,155	$386,069	$390,378	$391,802	**$1,696,404**

10) Indirect Costs: $0

DCCECE does not have a federally approved indirect cost rate. The Division utilize a cost allocation plan instead.

11) Funds to be distributed to Subgrantees: $58,175,596

As outlined in detail in Section G(1), the State will distribute funds to Subgrantees for expansion and improvement of HQPP slots in the amounts of $14,439,845 in Year 1; $14,581,931 in Year 2; $14,577,622 in Year 3; and $14,576,198 in Year 4. The differences in these figures year-to-year reflect variations in the total direct costs listed in Category 9. For example, from Year 1 to Year 2, there will be a significant *increase* in the amount allocated to Subgrantees for expansion/improvement ($142,086). This is predominantly due to much of the state-level infrastructure projects requiring larger budgets for development purposes in the first year of the grant. Re-allocating this funding to Subgrantees will result in an increased number of children that will be served by the grant. Minor fluctuations in Years 3 and 4 (slight decreases in funding for Subgrantees in the amount of $4,309 in Year 3 and $1,424 in Year 4) are largely due to COLA increases for the new staff positions and slight fluctuations in state-level infrastructure budgets from year-to-year. It is not anticipated that these small fluctuations will impact the number of classrooms served in HQPPs.

Subgrantees will submit detailed budgets regarding how these funds will be spent. As part of the administration and oversight of the grant, Arkansas will monitor and track all Subgrantee expenditures to ensure that funds are spent in accordance with the State plan.

12) Funds set aside for participation in grantee technical assistance: $100,000

Arkansas has allocated $25,000 per year for participation in Preschool Development Grant technical assistance activities facilitated by ED or HHS.

13) Total Funds Requested

Overall, the State is requesting $59,972,000 in Federal Preschool Development Grant—Expansion Grant funds, with an annual budget of nearly $15 million per year in order to support HQPP expansion/improvement efforts, state infrastructure improvements, and fund the State's participation in Federal technical assistance activities.

Federal PDG Funds Requested

	Year 1	Year 2	Year 3	Year 4	TOTAL
Total Funds Requested	$14,993,000	$14,993,000	$14,993,000	$14,993,000	**$59,972,000**

14) Other Funds Allocated to the State's plan

The State has identified an additional total of (b)(4) in other resources that will further bolster expansion/improvement efforts and state-level infrastructure reforms. These matching funds are described in greater detail in the Overview at the beginning of this section. The following table provides a breakdown of all matching funds:

	Year 1	Year 2	Year 3	Year 4	TOTAL
State Funding					**$28,820,604**
Increased ABC allocation (expected FY15 and beyond)	(b)(4)				
Existing ABC/ADE funds					
Philanthropic Funding					
Endeavor Foundation					
W.K. Kellogg Foundation					
Local Funding					
40% Match Requirement					
TOTAL					

The additional ABC funding allocation (i.e., (b)(4) per year), the Endeavor funding, and the local match will all be used for expansion/improvement of HQPP, for a total of (b)(4) in matching funds.

The remaining funding from the Kellogg Foundation and existing state funding (e.g., ABC, ADE) in the amount of (b)(4) will be invested in additional state-level infrastructure improvement reforms that the State has identified as Priority Improvement Projects, including Early Learning and Development Standards redevelopment and implementation (C(1)(a)), statewide family engagement initiatives (C(1)(i)), and the selection and piloting of a new Kindergarten Entry Assessment (C(3)). The following tables provide high-level overviews of each Project and the allocation of financial resources.

EARLY LEARNING AND DEVELOPMENT STANDARDS REVISION AND IMPLEMENTATION Section C(1)(a)	(b)(4)
Redevelop ELDS through state-level committee, expert review panel, and robust public input process; publish and create support resources; develop and implement trainings (including train-the-trainer); create alignment documents	
Grant Year	Budget
Year 1	(b)(4)
Year 2	
Year 3	
Year 4	
Funded by: Grant from Kellogg Foundation; existing ABC funding	

STATEWIDE FAMILY ENGAGEMENT INITIATIVE Section C(1)(i)	(b)(4)
Convene Family Engagement Advisory Group; hire State Parent Coordinator; develop *Arkansas Family Engagement Framework*; develop/deliver training on Framework; assess change in family engagement practices	
Grant Year	Budget
Year 1	(b)(4)
Year 2	
Year 3	
Year 4	
Funded by: Grant from Kellogg Foundation; existing ABC funding	

SELECTION AND PILOTING OF NEW KEA Section C(3)	(b)(4)
Rigorous selection process for new KEA instrument; comprehensive trainings and resources to support implementation; link KEA portal to SLDS; pilot KEA and supports in HQPP communities; adapt as necessary	
Grant Year	Budget
Year 1	(b)(4)
Year 2	
Year 3	
Year 4	
Funded by: Grant from Kellogg Foundation; existing ADE funding	

15) Total Budget

The total budget for this project is as follows:

	Year 1	Year 2	Year 3	Year 4	TOTAL
Total Grant Funds Requested	$14,993,000	$14,993,000	$14,993,000	$14,993,000	$59,972,000
Funds from other sources to support State's plan	(b)(4)				
Total Statewide Budget					

G(3) High-Quality Preschool Program Sustainability Plan

The State has an Ambitious and Achievable Plan for sustainability that is described in great detail in Section D(5). Briefly, this plan involves documenting the success of the High-Quality Preschool Programs funded by the grant, identifying all sources of traditional and non-traditional sustainability funding, and engaging the stakeholder community to educate funders on the positive impact of the grant and the implications of losing the federally funded slots. The location of the High-Need Communities across the state will give high visibility to the impact of the grant funding. These efforts will be led by a Sustainability Task Force and the Arkansas' early childhood advocacy community, in collaboration with DCCECE.

U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Division of Child Care and Early Childhood Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*	0.00	0.00	0.00	0.00		0.00
11. Training Stipends						
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00		0.00

Indirect Cost Information** ***(To Be Completed by Your Business Office):

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☐ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: _____ To: _____ (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☐ Other (please specify): _____

The Indirect Cost Rate is _____ %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is _____ %.

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
Division of Child Care and Early Childhood Education		

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs	0.00	0.00	0.00	0.00		0.00
11. Training Stipends						
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00		0.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Mrs.	Tonya		Williams	

Address:

Street1: 700 Main Street
Street2:
City: Little Rock
County:
State: AR: Arkansas
Zip Code: 72201-1437
Country: USA: UNITED STATES

Phone Number (give area code): 501 320 8953
Fax Number (give area code): 501 682 4897

Email Address: Tonya.L.Williams@DHS.Arkansas.Gov

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #:

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

Tracking Number:GRANT11762369 Funding Opportunity Number:ED-GRANTS-081814-002 Received Date:2014-10-15T14:58:20-04:00