U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

Preschool Development Grants - Development

CFDA # 84.419A

PR/Award # \$419A150009

Gramts.gov.Tracking#; GRANT11761772

OMB No. 1810-0717, Expiration Date: 02/28/2015

Closing Date: Oct 15, 2014

Table of Contents

Form	Page
1. Application for Federal Assistance SF-424	e3
. 2. Assurances Non-Construction Programs (SF 424B)	e6
3. Disclosure Of Lobbying Activities (SF-LLL)	e8
.4. ED GEPA427. Form	e9
Attachment - 1 (1236-GEPA)	e10
.5. Grants.gov Lobbying Form	e11
6. ED Abstract Narrative Form	e12
Attachment - 1 (1235-Final Abstract Document)	e13
.7. Project Narrative Form	e15
Attachment - 1 (1244-AZPDGDRAFT)	e16
8. Other Narrative Form	e103
Attachment - 1 (1237-Accountabilty, Transparency and Reporting Assurances)	e104
Attachment - 2 (1238-Appendix with Table of Contents)	e105
Attachment - 3 (1239-Application Assurances and Certifications)	e220
Attachment - 4 (1240-FY2014 Indirect Rate Agreement - Extension)	e221
Attachment - 5 (1241-Indirect Cost Form)	e225
Attachment - 6 (1242-Letters of Support)	e226
Attachment - 7 (1243-Tables)	e256
9. Budget Narrative Form	e257
. Attachment - 1 (1234-Budget Narrative)	e258
10. Form ED_524_Budget_1_2-V1.2.pdf	e269
11. Form ED_SF424_Supplement_1_2-V1.2.pdf	e271

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 of for example, e.1, e.2, e.3, etc.).

Non Responsive

OMB Number: 4040-0004 Expiration Date: 8/31/2016

Application 1	for Federal Assista	ance SI	-424					
1. Type of Sub	mission:	1.2. Typ	e of Application:	*. If Revis	on, select appropriate letter(s)):		
Preapplica	Preapplication New							
Application	n		ontinuation	, Other, (Specify):			
	Corrected Application	R	evision					
3. Date Receive	ed;	4. Appl	icant Identifier:					
10/15/2014		09000	014					
5a. Federal Entit	ty. Identifier:			5b. F	deral Award Identifier:			
09000014								
State Use Only	r:							
6. Date Received	d by State:		7. State Application	Identifie	:			
8. APPLICANT	INFORMATION:							
* a. Legal Name:	: Arizona Departm	ment of	Education					
* b. Employer/Ta	axpayer Identification Nu	mber (Ell	N/TIN):	- c. O	ganizational DUNS:			
86-6004791				8047	460970000			
d. Address:				<u> </u>				
* Street1:	1535. W., Jeffe	535. W., Jefferson St., Bin #15						7
Street2:								i
*. City:	Phoenix							
County/Parish:								
'State:		AZ: Arizona						
Province:								
*, Country:	USA: UNITED STATES							
*.Zip / Postal Co	de: 85007-3209							
e. Organization	nal Unit:							
Department Nan				Divini	on Name:			
I	of Education			I	y Childhood Educati	CO.		
						C11		
f. Name and co	intact information of p	erson to	be contacted on m	atters. ir	volving this application:			
Prefix:	Miss		* First Name	e: 🗔	y.			
Middle Name:								
*.Last Name:	Corriveau							
Suffix:								
Title: Deputy.	Associate Superi	ntende	nt					
Organizational A	Affiliation:							
g								
* Telephone Nur	mber: 602-542-8706	÷			Fax Number:			
*Email: amy.c	corriveau@azed.go	V]

PR/Award # S419A150009

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-081814-001
*.Title:
Office of Elementary and Secondary Education (OESE): Preschool Development Grants: Development Grants: Development
13. Competition Identification Number:
84 419A2015 1
Title:
14. Areas Affected by Project (Cities, Counties, States, etc.):
Add Attachment
* 15. Descriptive Title of Applicant's Project:
Arizona???s Application for the Preschool Development Grant: This application outlines a proposal
for capitalizing on the grant opportunity to build and develop high-quality preschool programs.
Attach supporting documents as specified in agency instructions.
Add Attachments

Application for Federal Assistance SF-424
16. Congressional Districts Of:
* a. Applicant A2=7 .* b. Program/Project 2, 3, 7
Attach an additional list of Program/Project Congressional Districts if needed.
Add. Attachment
17. Proposed Project:
*.a. Start Date: 01/01/2015 *.b. End, Date: 12/31/2019
18. Estimated Funding (\$):
* a. Federal 80,000,000.00
* 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 10/09/2014.
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
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: Mr. *First Name: Elliot
Middle, Name:
*Last Name: Hibbs
Suffix:
*Title: Deputy Superintendent of Public Instruction
* Telephone Number: 602,364,2347 Fax Number:
*Email: Elliott.Hipps@azeq.gov
* Signature of Authorized Representative: Todd Mason * Date Signed: 10/15/2014

OMB, Number: 4040-0007, Expiration, Date: 06/30/2014

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:

- 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.
- 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.
- 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.
- 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.

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- 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).
- 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.
- 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."
- 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
Todd Mason	Deputy Superintendent of Public Instruction
APPLICANT ORGANIZATION	DATE SUBMITTED
Arizona Department, of Education	10/15/2014

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

DISCLOSURE OF LOBBYING ACTIVITIES

Approved by OMB 0348-0046

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

a. contract a. bid/offer/application a. initial filing	
b. grant b. initial award b. material change	
c. cooperative agreement c. post-award	
d. loan	
e, loan guarantee f., loan insurance	
4 Name and Address of Reporting Entity:	
Prime SubAwardee	
*Name Avizoda, Department of, Education	
1535 W. Jefferson St., Bin 15	
1. City Phoenix State RS: arizona Zip 55007	
Congressional District, if known:	
6. * Federal Department/Agency: 7. * Federal Program Name/Description:	
U.S., Department of Education Freechold 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 Node, Applicable Middle Name	
*Last Name Suffix Suffix	
*Sireei 1 Street 2	
None Applicable ^ City, State Zip	
Kone Applicable	
b. Individual Performing Services (including address if different from No., 10a)	
Profix	
*Last Name	
*Street 1 Norm Applicable Street 2	
*City Kone Applicable 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 wherefiance 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 a 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 \$10,000, and not more than \$100,000 for each such failure.	eported to
* Signature: Tools, Massey	
*Name: Prefix	
*Last Name Elibirs Suffix	
Title: Lopary Superintendent Telephone No.: Date: [10/15/2014	
PR/Δward # \$/119Δ150009 Authorized for Local Reproduction Standard Form- LLL (Rev. 7-97)	ı

OMB Number: 1894-0005. Expiration Date: 03/31/2017

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.

GRPA.pdf	Delete Attachment	View Attachment

Section 427 of GEPA

As part of this specific grant, ADE will be ensuring that children with disabilities have equal access to the services provided as written in the grant narrative. Specifically, this grant has a strong component of inclusion as it directly speaks to IDEA regulations such as LRE and also addresses quality inclusionary practices for all children. To ensure children with varying abilities have access to quality early childhood education programming, this grant directly address the use of a multi-tiered system of supports (MTSS). This grant narrative also outlines the use of Inclusion Specialists to aid early childhood instructional staff in creating universally designed environments and implementing appropriate adaptations and accommodations so all children can access the common curriculum and assessment. The grant narrative sketches out the ways that sub-grantees are expected to ensure meaningful participation for children eligible for this opportunity, including a requirement that no less than 2 children of 20 children being served by early learning providers are children on Individualized Education Programs (IEPs). This requirement is in an effort to increase the percentage of eligible children being served in inclusionary settings. Additionally, this grant will impact adults who may need additional supports in accessing higher education credits. ADE will work with the selected Institutes of Higher Education to require that accessibility standards are maintained through student support services.

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 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 subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
Arizona, Department, of, Education	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Mr. * First Name: ₹11101	Middle Name:
* Last Name: Ribbs	Suffix:
* Title: Deputy. Superintendent. of Public Instruction	
* SIGNATURE: Tood Mason	*.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.

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Arizona-Preschool Development Grant Office of the Arizona Governor, Janice K. Brewer

The Preschool Development Grant outlines Arizona's ambitious but achievable plan to make high-quality preschool programs more available and accessible in 15 High Needs Communities (HNC) as well as to support preschool infrastructure-building and quality enhancements. Arizona proposes to use 65% of the funding to increase preschool access and quality for qualifying 4-year olds in targeted HNCs with a proposed project outcome of up to an additional 133 new classrooms and an increase of preschool slots by 3,478 by end of the grant cycle. Using a strengths-based, comprehensive Early Childhood Quality Improvement Process (ECQUIP) community collaboration will be established within each HNC to support sub-grantees with unique, specific issues: increasing access to high-quality and appropriate preschool programs, kindergarten transitions, literacy instruction and supports, English Language Learners, and providing Least Restrictive Environment placements for children with disabilities.

Arizona proposes maximizing early childhood education (ECE) infrastructure with 35% of the funding. Arizona will increase access to Arizona's tiered quality rating improvement system (TQRIS), Quality First (QF), in the HNCs by devoting 9.8 million dollars over the next four years. QF is the rating system by which the sub-grantees will be measured as they move towards higher levels of quality, and is also part of the mechanism that will be used to identify and support specific activities and professional development needs. QF also provides additional comprehensive supports to the HNCs in the form of Mental Health Consultation, Child Care Health Consultation, and Inclusion Coaching. Arizona also proposes to advance the collaborative, statewide ECE Professional Development System and improve the qualifications. and effectiveness of the early learning workforce by investing 12.7 million dollars in this. strategy over the next four years. This grant will support robust professional development from ADE as well as financially ensures access to higher level college credits that supports movement toward credentialing. Some of these dollars are also committed to improving capacity within Institutes of Higher Education to offer robust programs for Arizona's ECE and Early Childhood Special Education degrees. The last infrastructure building component is to establish data linkages between preschool and ADE. Arizona will invest 2.2 million dollars over the next four years in Information technology (IT) to align preschool data with ADE's K-12 State Longitudinal Data System (SLDS). This will enable reporting and analysis by the HNCs that can help identify achievement gaps, pinpoint initiatives that best promote positive outcomes, and provide data for longitudinal analysis.

Arizona has widespread support for the Preschool Development Grant application, and has

ARIZONA-Preschool Development Grant Application

secured many letters attesting to this fact. The broad group of stakeholders includes state agencies such as Arizona's Department of Health Services, Department of Economic Services, and First Things First. Support also came from the statewide collaborative Read on Arizona, a partner in grade level reading initiatives. Arizona's State Advisory Council is the Early Childhood Development & Health Board which was also supportive of the effort. Arizona's philanthropic community is generous and supportive of ECE efforts. Both the Virginia G. Piper Charitable Trust and the Helios Education Foundation tendered letters of support. The Arizona Head Start Association as well as local grantees also imparted letters of support. Child Advocacy allies, such as Children's Action Alliance and Expect More Arizona also submitted letters of support. In addition, the Arizona Association for the Education of Young Children also supplied a letter. Lastly, in each of the 15 HNCs, ECE partners came together to sign a single collective letter of support. Each of these submissions is as different as the communities they represent. Examples of these partners included local FTF Regional Council representatives, private child care, child care homes, faith based programs, school districts and Head Starts.

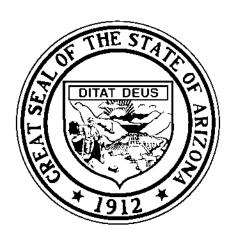
Project Narrative File(s)

* Mandatory. Project Narrative. File. File	ename: AZPDGDRAFT.pdf	
	Delete Mandatory Project Narrative File	View Mandatory Project Narrative File
To add more Project Narrative File attac	chments, please use the attachment buttons	s below.
Add Optional Project Narrative File		

Preschool Development Grant Application for Initial Funding FY14 CFDA Number: 84.419A

Arizona

October 14, 2014.



ARIZONA APPLICATION FOR FUNDING UNDER PRESCHOOL DEVELOPMENT GRANTS—DEVELOPMENT GRANTS CFDA Number: 84.419A

Table of Contents

- A. Executive Summary.
- B. Commitment to High-Quality Preschool Programs
- C. Ensuring Quality in Preschool Programs
- D. Expanding High-Quality Preschool Programs in Each High-Need Community
- E. Collaborating with Each Sub-grantee and Ensuring Strong Partnerships
- F. Alignment within a Birth through Third Grade Continuum
- G. Budget and Sustainability.
- H. Conclusion
- I. Competitive Priority 1: Contributing Matching Funds
- J. Competitive Priority 2: Supporting a Continuum of Early Learning and Development
- K. Competitive Priority 3: Creating New High-Quality State Preschool Program Slots
- L. Works Cited

A. Executive Summary

A1. The State's Progress to Date

Arizona is committed to helping communities within our state build and develop high-quality preschool programs that enable children from vulnerable communities to enter kindergarten prepared to succeed in school and in life. Arizona's plan, as detailed below, outlines how the state will further develop its current system (can we be specific about what the statewide system is?) in order to improve access to early childhood education in communities where children do not have equitable opportunities. This grant application details how the Arizona Department of Education (ADE) will partner with First Things First (FTF), a sister agency, to improve the quality and scope of early learning in Arizona. This plan explains and describes how the grant will be used to significantly improve the state's infrastructure in its Early. Childhood Education (ECE) system by developing a highly-skilled early childhood workforce and increasing the ability of preschool programs in the highest need areas to access the state's Tiered Quality Rating Improvement System (TQRIS). Arizona's plan is ambitious but achievable as much of the groundwork for significant improvements in kindergarten readiness has already been laid. Funding from this grant will enable Arizona to continue improving its ECE system.

There are approximately 98,000 four-year-old children in Arizona who face multiple barriers to school readiness, including: poverty, difficulty speaking and understanding English, and lack of exposure to books and other literacy resources. Data collected by the *Census Bureau's American Community Survey (ACS)*, sheds light on the current state of Arizona's ECE system emphasizing the need for strategic increases in preschool openings across Arizona. Data shows that:

- 45% of children from birth to kindergarten entry are of Hispanic/Latino origin
- 45% of young children in Arizona are English learners
- 24% of children from birth to kindergarten-entry live with single mothers.
- More than 281,000 children are from low-income families (52% of the total number of children under age six in the state with an income of up to 200% of the Federal poverty rate).
- 40%... of Arizona fourth graders performed below the National Assessment of Educational Progress (NAEP) Basic level in reading in 2013

- In the 2010-2011 school year, according to the ADE's English Language Learner (ELL) Annual Report, Arizona ranked 15th in the nation with 7% of students in grades K-12 reported as limited English proficient (LEP) or ELL.
- With a total number of 76,832, ELLs accounted for approximately 7% of all K-12 students in Arizona during FY 2013. In FY 2013, 55% of ELLs were enrolled in grades Kindergarten through grade two.

Based on the variance of these factors there is inequity in how Arizona children are able to access the support they need to be successful in school. Although stakeholders have a unified mission that all children will leave third grade reading at or above grade level, at this time. Arizona does not have a secure funding source by which to offer targeted preschool.

A2. Provide High-Quality Preschool Programs in one or more High-Need Communities (HNCs).

The Preschool Development Grant (the grant) would allow Arizona to make high-quality preschool programs available in identified HNCs and support preschool program infrastructure-building and quality enhancements. This grant targets fifteen HNCs in five Arizona counties. Details about the selection of each HNC can be found in Section D. This grant will allow Arizona to serve twice as many qualifying four-year-olds, providing high-quality ECE experiences that create a strong foundation for learning. The targeted 15 HNCs will strategically support ELL and other children with vulnerabilities through an enhanced quality investment, with a focus on access to high-quality literacy experiences and access to the comprehensive *Arizona Early Learning Standards* (AzELS), as detailed in Section C. The HNC will collaborate and coordinate local efforts in order to develop preschool through grade three continuums, as detailed in Section F.

A3. Increase the number and percentage of Eligible Children served in High-Quality. Preschool Programs.

Arizona's ambitious but achievable plan is to increase access to high-quality early. learning opportunities in 15 HNCs in Arizona. It was important that ADE select Local Education Agencies (LEAs) with a C or better since our ambitious plan is to make immediate improvements in the level of quality students are receiving. LEAs that scored lower than a C may not be as ready to make the changes necessary to improve quality right away. This diverse group of communities includes urban and rural communities, clustered into five of Arizona's

fifteen counties. HNCs were identified using the following data points: high rates of Free and Reduced Lunch, more than 25% of the students served identified as being ELL, the HNC is predicted to be serving less than 50% of their capacity based on K-3 enrollment formula, and the LEAs must have earned a C or better (on a scale from A-F) on the statewide school report system. It is anticipated that within the identified HNCs, Arizona will be able to develop up to an additional 133 new classrooms and increase preschool slots by 3,478 by the end of the four-year grant cycle. In year one, we intend to serve 2,174 children in new slots. In years two, three, and four we will add an additional 435 children each year. This will result in an increase in the percentage of eligible children being served from 3% to 6%.

A4. Characteristics of High-Quality Preschool Programs

The Arizona regulatory system for early childhood programs addresses basic health and safety standards, but does not include standards for high-quality practices that achieve results in preparing children for school and life success. In Arizona's ambitious but achievable plan for ensuring high-quality preschool programming, the *Program Guidelines for High-quality Early Education: Birth through Kindergarten* (PGHQ, found in Appendix A) is used to identify and outline the elements of high-quality, while the TQRIS system, Quality First (QF), is used to measure where programs are in implementing the essential standards and indicators of quality.

Building upon basic health and safety requirements, the PGHQ document a set of practices that programs utilize as they strive for excellence in early care and education throughout Arizona. The PGHQ delineate quality and provide a set of indicators that concretely describe what a program will look like when providing comprehensive experiences that nurture the whole child and encourages them to engage with responsive, nurturing adults who promote children's optimal development when they are not with their families. These standards meet the definition of a "High-Quality Preschool Program," indicated in the grant application guidelines, and are linked to Arizona's PGHQ plan detailed in Section C.

Key program structures that are evaluated by QF include: safe, enriching environments; positive interactions between children and adults that enhance instructional practices; highly qualified early childhood educators; small class sizes; and a comprehensive curriculum that incorporates ongoing, developmentally appropriate child assessment and is aligned with the AzELS and PGHQ.

To ensure implementation of these high-quality indicators, as well as the indicators of high-quality that go beyond this list, ADE, and QF will work collaboratively to provide support to early learning providers in the HNCs in key ways that include: on-site coaching, technical assistance, and targeted professional development—as detailed in Section C. Additionally, subgrantees will be required to participate in the *Early Childhood Quality Improvement Practices* (ECQUIP) process, as detailed in Section C, to ensure community collaboration is taking place. This is also the way that the sub-grantees will link to the LEA in their HNC. Through a program's participation in the ECQUIP process, the QF process will be augmented, resulting in the achievement of higher quality.

A5. Set expectations for school-readiness.

Arizona has seen a growing momentum among stakeholders to look at what it will take to get our children ready for school and set for life. A statewide vision to address these needs was established through collaborative work convened by FTF. The final product was a set of readiness indicators that provide Arizona with a comprehensive, composite measure to determine if children are ready for success as they prepare to enter kindergarten. Strategies funded by multiple state agencies work collectively at local and state levels to embed the school indicators into Arizona's ECE system. For example, FTF Regional Partnership Councils (RPC) determine priorities and strategies to be funded in order to support the school readiness indicators. The statewide goals for school readiness indicators can be found in Appendix J.

To address the state's first goal of children being able to demonstrate school readiness at kindergarten entry through a comprehensive look at all the developmental domains, key stakeholders at ADE, FTF, and Head Start State Collaboration Office (HSSCO) asked West Ed to form a series of focus groups and connect to experts in order to help Arizona further define school readiness. Through an extensive, collaborative process Arizona determined its common definition of school readiness is:

Arizona's young children will demonstrate school readiness through the Essential Domains of Language and Literacy development, Cognition and General Knowledge (including early mathematics and early scientific development), Approaches to Learning (curiosity, initiative, persistence, creativity, problem-solving, and confidence), Physical Well-Being and Motor Development and Self-Regulation of attention and emotion. Intentional development of

skills and knowledge in these domains establishes a critical foundation for children to engage in and benefit from opportunities to learn.

Arizona then went a step further and created what ultimately became the Arizona School Readiness Framework (ASRF), detailed in Appendix F, which is a contextual document meant to encourage collaboration between service providers and the numerous parts of the early childhood system. It also illuminates the necessity of a kindergarten system, including a kindergarten entry assessment (KEA). The framework reflects the purpose of identifying readiness, and builds on the state's efforts to establish a system in which all children have access to quality experiences leading to school success. There are four specific goals of the ASRF:

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

The ASRF combines four essential components to provide the supports needed to ensure children's school readiness and meet the goals identified above. The components are as follows: a common definition of school readiness; the use of effective instruction, standards, curriculum, and assessment; family engagement partnerships; and quality transitions into kindergarten for all children. Arizona is just beginning to educate a statewide audience of the final ASRF. Key collaborative partners in state agencies, philanthropy, and advocacy are beginning to determine how this information works to establish a common understanding and pathway to kindergarten through policy and procedural advancements. HNC sub-grantees will be digesting this information at the local level and determining how it may inform and improve local relationships and practices. These relationships are important as they will be important to increasing access to high-quality programming in the Arizona Department of Education and other partners will continue to expand the depth and breadth of this work to further engage families in partnering for school success.

Although not all of Arizona's children attend early care and education programs, a high-quality early learning program recognizes and understands how children's goals for learning are framed within the context of learning standards and is able to align planning of activities, designing of environments to stimulate children's learning, and reaches across content and domains of school readiness. There is inequity in how children in Arizona are able to access

these experiences in the HNCs. Arizona recognizes that school readiness efforts must address the whole child including development in the following domains: social-emotional, language and literacy, mathematics, science, social studies, physical development and health, and fine arts. This is the basis for Arizona's continued work on a kindergarten developmental inventory.

The ADE and FTF have begun to plan for the implementation of a Kindergarten Entry. Assessment (KEA) pilot. Essential to the success of that pilot is assessment knowledge, quality collection of evidence, and use of information and data to drive instruction. Funded by The Virginia G. Piper Charitable Trust, ADE is moving forward to ensure robust professional development opportunities targeted to develop the skills and capacity of the kindergarten teachers who are currently implementing the Arizona College and Career Ready Standards (AZCCRS) and will eventually conduct the KEA. The professional development offerings concentrate on deepening expertise in teacher's content knowledge, extending each educator's portfolio of effective instructional practices, and effectively using ongoing formative assessment data to inform instruction that is responsive to the learning needs of each young student. It is critically important that educators across the continuum, from early learning environments to the kindergarten classrooms, establish common understandings regarding the value, application, and utilization of ongoing assessment data to guide teaching and learning. The pilot will inform a menu of professional development modules in anticipation of a successful KEA implementation.

While Arizona is moving forward with this effort, an interagency group at the ADE is engaged with a group of colleagues from ten other states in creating a unique assessment tool that can be used at kindergarten entry and utilized in an on-going formative way throughout the school year. More information is available in Section F.

A6. Supported by a broad group of stakeholders

Arizona has received significant support for the grant application. This will support the early childhood infrastructure in specific, targeted ways as well as allow for increased access to high-quality in HNC. Arizona recognizes that although this opportunity is timely and appreciated there is still much work to be done to create the sustained system we envision. Advocacy work must continue through relationships, partnerships, and collaborations by a broad range of stakeholders. FTF includes representatives from across the state and from various political parties, as well as various state agencies administering ECE programs. FTF RPCs include more than 300 volunteer members engaged in leading local ECE initiatives, including: parents of

young children; representatives of 19 of Arizona's 22 tribes and nations; child care providers including Head Start, K-12 educators and administrators; health professionals; and members of the faith, business, and philanthropic communities. These RPCs have leveraged local support to enhance early care and education and have enlisted strong family involvement that reflects the diversity of their regions.

Additionally, as part of the process of identifying the HNCs and key collaborating partners for the grant, ADE has secured many letters of support from a broad group of stakeholders, including the Arizona Department of Health Services (AZDHS), the Arizona Department of Economic Security (AZDES), Head Start, and the HNCs themselves.

A7. Allocate funds between: Activities to build or enhance infrastructure using no more than 35% of funds and sub-grants using at least 65% of funds

Arizona proposes to utilize funds from the grant strategically and wisely to meet both the needs of the HNC and the requirements of the grant. Overall, Arizona is eligible for 80 million dollars over the grant period. In those four years, 35% of the dollars from the grant will be utilized to collaboratively build an infrastructure of supports to improve the quality of programs within each HNC. Improving the infrastructure is vital as we increase access to preschool services, since Arizona wants to significantly improve the quality of the programs families gain access to. This requires a serious investment in teachers and the effective instructional strategies they can implement. Arizona's ambition is to capitalize on the ECE framework already in place to efficiently execute this plan. The 35% statewide infrastructure investment will target three areas:

- 1. QF investment (Section C),
- 2. Improved professional development system (Sections C and F), and
- 3. Data Linkages (Section C).

These three areas of investment will work together and result in improvements to quality. First, QF is not only the measurement for quality; it includes a process for identifying improvements and provides individualized coaching support to increase implementation of high-quality guidelines. Secondly, the investment in instructional staff is critical to building their knowledge and skills to provide effective instruction for all children. Lastly, the data linkages will allow for evidenced-based decision-making at the state and local levels.

Arizona's ambitious but achievable plan will ensure that 65% of the grant's dollars have been allocated and utilized by sub-grantees towards increasing and sustaining the number of slots in the HNCs and improving the quality of the programs being offered. The budget details can be seen in Table B.

In year one, the Arizona plan will grant out (b)(4) dollars to sub-grantees and utilize ten million dollars in infrastructure building to support QF participation, enhance the professional development system, and begin working on the ECE part of the ADE State Longitudinal Data System (SLDS).

In year two, there will be a shift in funding to ensure additional funds are granted to increased numbers of sub-grantees who in year one worked to increase quality to higher standards and thus deemed of high-quality and eligible to be awarded funds. The funding to sub-grantees will increase to (b)(4) dollars. There will be a decrease in infrastructure costs of (b)(4) dollars, thus allowing for (b)(4) dollars of continued infrastructure supports for QF participation, the professional development system, and the ECE part of the ADE SLDS.

By year three, (b)(4) dollars will be used to again increase the number of sub-grantees. The capacity of the HNC to serve more children in new slots will be considered and additional HNCs may be identified if current communities reach their max capacity. The decrease in funding to infrastructure building will be balanced by the decline in the needs of support for the ECE part of the ADE SLDS and continued participation in QF.

By year four, (b)(4) dollars will be awarded to sub-grantees and additional HNCs may be considered as HNCs already participating may reach their max capacity for additional slots. (b)(4) dollars will be available for any QF supports that are still needed, as well as professional development and continued support for the ADE SLDS.

Table B. A	llocation of	f Fund	s							
	Year 1	I	Year 2	2	Year 3	3	Year 4	l	Cumulative \$	%
Allocation of Federal Preschool development grant Funds	S	% Funds	\$	% Funds	\$	% Funds	\$	% Funds		
1A; State- Level Infrastructure 1B; High-	(b)(4)									
Quality Preschool Programs										
1C: New Preschool Slots										
1D; Improved Preschool Slots										
Total Federal Funds	\$20,000,000	100%	\$20,000,000	100%.	\$20,000,000	100%.	\$20,000,000	100%	\$80,000,000	100%

The grant funding opportunity will provide Arizona with the opportunity to ensure these state preschool program slots are of high-quality in two key ways: (1) continuing to build strong preschool program infrastructure that would enable the delivery of high-quality preschool services to children and families; and (2) expanding high-quality preschool programs in targeted communities that would create strong foundations as children move from preschool into grades K-3. Arizona's ambitious but achievable plan will connect to the on-going ECE systems building efforts already taking place in the state. This grant opportunity will be utilized to address specific elements within the goal areas of Arizona's High-quality Plan (AHQP) for systems building, illustrated in Figure A. Arizona's plan to improve the quality of the early learning experiences for its preschool aged children and the necessity of building strong preschool through grade three continuums is much larger than this grant. Throughout Arizona, at both a state level and local level, investments are being made on behalf of young children. It is recognized in Arizona that a

strong foundation in early childhood, from birth through grade three, is the key to Arizona's future. Indeed, strong foundations are necessary if we expect generational change.

B. Commitment to High-Quality Preschool Programs

B1. Early Learning and Development Standards

Arizona has a comprehensive continuum of early learning and development standards that are intended for use with all young



children, including children with disabilities, in urban, rural, and tribal communities. The documents provide a detailed description of early learning outcomes for children from birth to school entry. They are developmentally, culturally, and linguistically appropriate and address all essential domains of development and school readiness, including the domains of language and literacy development, cognition (including early mathematics and early scientific development), approaches toward learning (including the utilization of the arts), physical well-being and motor development, and social and emotional development.

For the infants and toddlers age group, the *Arizona Infant and Toddler Developmental Guidelines* (ITDG) include five domains: Social Emotional, Approaches to Learning, Language Development and Communication, Cognitive Development, and Physical and Motor Development (See Appendix D). The AzELS are for children ages three to five years and include eight standards: Social Emotional; Approaches to Learning; Language and Literacy; Mathematics; Science; Social Studies; Physical Development, Health and Safety; and Fine Arts (See Appendix E). Alignment tables in these documents illustrate connections to the Head Start Framework and Arizona's College and Career Ready Standards for Kindergarten. An example of an alignment table is featured in Figure B. All of these documents are designed for universal use and are appropriate for use with English language learners and for children with disabilities or developmental delays.

Arizona has worked diligently on developing a robust continuum of early learning and development standards. The grant will give Arizona the opportunity to make these documents and provide access to professional development to support these documents the HNCs. This increased accessibility will help Arizona maximize the benefits of having such a comprehensive continuum of early learning and development standards.

STRAND 1: SELF								
AZ EARLY LEARNING HEAD START CHILD AZ KINDENAAS STANDARD OUTCOME STANDARD								
Self-Awareness	Self-Awareness	Self-Concept & Self-Efficacy	Health Education or Physical Education					
Shows confidence in increasing abilities. (SED)	a. Demonstrates self- confidence.	Shows confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks (SED)	Participates in new skills and movement activities. (VPA)					
Expresses feelings and emotions through facial expressions, sounds or gestures. (SED)	b. Makes personal preferences known to others.	Identifies personal characteristics, preferences, thoughts, and feelings. (SED)	Demonstrate healthy ways to express needs, wants, and feelings. (CEH)					

B2. State's financial investment

In 2010, Arizona suffered a great fiscal trauma that led to the loss of (b)(4) dollars from the State General Fund for early learning supports. In the form of the Early Childhood Block Grant (ECBG), LEAs could utilize those funds to offer either preschool programs or reduce class size in kindergarten through grade three. Since then, LEAs, statewide partners, and FTF RPCs have been working to identify ways to offer early learning programs through use of other federal dollars, tuition or Head Start partnerships. Table C details Arizona's financial investment over the last 4 years and, according to FTF's annual report for 2014, \(\bigcite{1}\)% of children in Arizona were able to attend a preschool program as a result of those efforts. However, Arizona recognizes children in the HNCs need more equitable access to high-quality early learning opportunities. This grant will infuse the capital necessary to make this a possibility for children in the HNC.

Table C. State's Financial Investment									
State Fiscal Year	1:State Funding	2: Local Funding	3: Philanthropic /Private Funding (if applicable)	4: Number of Four-Year Old Children	5: Number of Four-Year Olds at or below 200% FPL	6: Four-Year Olds Served in the State Preschool Program		7: Four-Year Olds at or below 200% FPL Served in the State Preschool Program	
						#	$% \mathcal{C}_{c}$	#	%
2014	(b)(4)								
2013									
2012									
2011									

In a state where 25% of high school students fail to graduate from high school in four years, 66% of children do not attend any preschool programs, and 23% of our 3rd graders do not pass the Arizona Instrument to Measure Standards (AIMS) reading assessment, it is essential that Arizona target its available resources to close the learning gap and provide strong foundations for vulnerable children in our high needs communities. Arizona does not have a universal model of preschool funding, but through the FTF tobacco tax, local FTF regional councils may choose to fund preschool scholarships based on the prioritized needs of their communities. In 2014, (b)(4) infants, toddlers, and preschoolers received scholarships to access child care and early learning programs. That same year, (b)(4) children had access to higher standards of quality because their early learning program participated in QF. Overall, FTF RPC's make significant investments in ECE and health throughout the state. These investments included: (b)(4)dollars invested in quality child care and preschool; (b)(4) dollars devoted to strengthening families; (b)(4) dollars supported strategies targeted toward preventative health; (b)(4) dollars allocated to workforce development and training efforts; and (b)(4) dollars earmarked for systems-coordination. This is a significant investment in the children in Arizona.

B3. Enacted and pending legislation, policies, and/or practices

Arizona's history of progress in ECE systems building in birth to age five over the last ten years demonstrates the commitment we have to ensure every child in Arizona is ready for school and set for life. Arizona's momentum in ECE within the brand of the birth to age five has led to:

A statewide, voter-protected governance structure and funding stream for ECE.

The 2006 voter-approved tax increase on tobacco products raises between (b)(4) and (b)(4) per year to support a statewide EC development system and expand early education, health, and family support services for young children, with an emphasis on children with high needs. The 2006 ballot initiative created the Arizona Early Childhood Development and Health Board (ECDH) or more commonly known as FTF, which also serves as Arizona's State Advisory Council. The legislative responsibilities of FTF are:

- Improve the quality of early childhood development and health programs,
- Increase access to quality early childhood development and health programs,
- Increase access to preventive health care and health screenings for children through age five,
- Offer parent and family support and education concerning early child development and literacy,
- Provide professional development and training for early childhood development and health providers, and
- Increase coordination of early childhood development and health programs and public information about the importance of early childhood development and health.

• Implementation of a TQRIS, QF. In just four years of implementation, more than \(\lambda \) of regulated ECE, including public, private, tribal, and faith-based settings, as well as family child care homes, have enrolled in QF. This achievement rivals that of TQRIS programs in other states that have been operating for a decade or more. Through this system, according to FTF's 2014 Annual Report, \(\lambda \) (b)(4) children throughout Arizona are

being served by providers dedicated to quality improvement. Children within the HNC's are less likely to have access to programs in QF or have access to preschool at all. Please see Table L for more information on specific HNC.

- Scholarships to increase credentials/degrees among the ECE workforce. In 2014, (b) ECE teachers received College Scholarships for Early Childhood Professionals (detailed in Section C1) for coursework toward a Child Development Credential (CDA) or Associate's degree, including many who serve in rural communities and on tribal lands. Grant dollars will allow more early childhood professionals from the HNCs to access higher education credits thereby obtaining Teacher Certification.
- State Board of Education. The State Board of Education is responsible for creating policy, guidance and direction for the ADE. The state board is responsible for approving standards, such as they did for the ITDG as well as the AzELS. The State Board of Education (State Board) also oversees the requirements for certification and endorsement, in addition to identifying any statewide assessments. In 2010, after a procurement process, the State Board approved Teaching Strategies Gold (TSG) as the statewide assessment for preschool. In addition, the State Board is directly responsible for implementing the Move on When Reading Legislation (MOWR) which addresses students who fall far below on the state accountability assessment. More information is provided in Section F.

B4. Quality of existing early learning programs

Over 800 ECE programs now participate in QF, and 23% of those programs have already met quality standards with a rating of three, four, or five stars. Of those programs still working to improve quality programming, data shows about 40% are very close to reaching at least a three star level within the next 12 to 24 months. Arizona's ambitious but achievable plan includes a program requirement that sub-grantees receiving funding through the grant enroll and participate in the QF system to increase their star level and quality. As programs progress up the rating scale to four and five star levels, they demonstrate their commitment to the components of a high-quality preschool program and compliance with the PGHQ. A snapshot of ELPS in the 15 targeted HNCs can be seen in Table D.

Table D. Snapshot of			
Existing Early Learning			
Providers in HNCs			
# of Licensed Providers	# of QF Participants	# of QF-eligible, but on waiting list	# of NAEYC accredited providers
320	225	32.	11

B5. Coordination of preschool programs and services

Although Arizona's governance model for early childhood education is shared among multiple state agencies, FTF takes the role of convener through their role as the State Advisory Committee (SAC). In 2008, then Governor Janet Napolitano designated FTF as the SAC, per the Head Start Act.

Through coordination and collaboration, the multiple agencies work to ensure that children are ready for school and set for life. FTF, as the SAC, has established a strong agenda for early childhood education. Figure A in the Executive Summary helps to illustrate the goals of early childhood education in Arizona.

The goals identified in Arizona's AHQP were created with input and in partnership with other early childhood programs offering preschool services. Varying levels and methodologies for engagement have allowed for a well-informed and coordinated system at the state level among federal and state ECE programs. Although the Elementary and Secondary Education Act (ESEA) SEA State Director was not directly involved in the creation of the AHQP, she was routinely updated on the progress and instructed staff to support these goals. Title I staff are provided professional development and technical support from ADE Early Childhood Program Specialist (ECPS). Title I programs at the local level may participate in QF. The state director for the Subtitle VII B of the McKinney-Vento Act, a member of the Head Start State Collaboration Office (HSSCO) Advisory Board and the Interagency Coordinating Council for Part C (ICC) of the Individuals with Disabilities Education Act (IDEA), is routinely engaged in coordinating services between LEAs with early intervention services and Head Starts. The Director of the Child Care and Development Block Grant Act (CCDBG) of 1990 is a member of the SAC and also supports the Arizona goals within AZDES and among his constituency. FTF, the Office of Child Healthcare Needs, Parts C, 619 and IDEA part B all work together to make sure that the

early learning continuum provides a coordinated system for families. Arizona is working together to support local level collaborative efforts to ensure that families can access high-quality early learning programs for their children in what is a seamless continuum of supports.

The first part of Arizona's ambitious but achievable plan proposes to utilize funds to enhance key parts of the statewide infrastructure. In Goal Area #2 of Arizona's AHQP, Arizona seeks to align and raise standards by investing in the statewide TQRIS. QF builds on state licensure requirements by raising standards to higher levels of quality. This investment will ensure sub-grantees from the identified HNC have the opportunity to participate in QF.

Participation in QF will ensure that the HNCs address AHQP Goal#3, provide information and resources to families. Significant efforts have been made to expand families' access to the information, services, and supports they need to help their young children achieve their fullest potential. To make the best choices, families need access to information that educates them about what their child is learning and doing, how to optimally support early childhood development and child health, and what resources or programs are available in their community. Families also need opportunities to connect with other families in their community. The continuum of high-quality services and support will be planned, developed, funded, and delivered in a family-centered, comprehensive, collaborative, culturally and linguistically responsive manner that best meets the needs and preferences of families, leverages available resources, and involves families in the program development and implementation. As a result of statewide systems building efforts, families who need or want assistance have the support they need to use language and play throughout their daily routines and interactions, read with their children daily and increase their competence and confidence about their ability to support their child's safety, health and well-being.

Participation in QF will address AHQP #4: Promote early learning development outcomes. The vision of QF is "All Arizona's young children are ready to succeed in school and in life". This statement establishes the expectation that Arizona has to ensure that our youngest citizens participate in a preschool or home-based early learning environment that meets the requisite quality requirements to ensure the vision and is the mechanism for measuring quality. QF is organized into five sections (See Appendix B). While the physical environment must be safe, healthy, and engaging, it is truly the instructional staff that most-directly impact outcomes for children. The grant will provide adequate funding for QF on-site coaching to the sub-grantees

to promote continued skill development in effective instructional strategies. Additionally, in partnership with QF, instructional staff will have access to continued professional development offered by the ADE on quality implementation of AzELS and the utilization of an assessment system that provides for evidence-based decision making as it relates to improving child outcomes (detailed in Section A4 of this document).

Participation in QF will address AHQP Goal #6: Use comprehensive assessment systems. Child assessment in an early education program is the process of observing, recording, and otherwise documenting the work children do and how they do it. To ensure that assessment is both reliable and valid, a variety of approaches to data collection that match children's ages, development, and background are used. This information is then used as a basis for a variety of educational decisions that affect the child, including designing the environment, planning activities to meet individual and groups of children's needs, monitoring children's development and learning, and communicating with families. Appropriate and on-going assessment methods are essential if programs are to provide curriculum and experiences that are age and developmentally appropriate, as well as culturally sensitive. Assessment should address all areas of learning, meet the needs of the individual students, and include a variety of methods and processes. In partnership with QF, instructional staff will have access to continued professional development offered by ADE on the use of the Arizona Early Childhood Assessment System. Manual. This document provides guidance in creating coordinated and comprehensive local assessment systems to fit the needs of individual programs, while emphasizing the use of valid and reliable tools that are appropriate for the populations being served.

B6. Role in promoting coordination of preschool programs with other sectors.

In Arizona's ambitious but achievable plan, the ECQUIP process, detailed in Section E4, will be utilized to help HNCs build a streamlined, organized system of support for early learning providers through facilitation of sustained, collaborative relationships among Early Head Start and Head Start programs, LEAs, private childcare providers, home visitors funded by the Maternal, Infant, Early Childhood, and Home Visitation Act, Part C providers, and other key stakeholders. To promote the coordination of preschool programs with other sectors of a HNC, the ADE Early Childhood Education Unit (ADE/ECE) will assign an ECPS to each HNC. The ECPS will work with the community and local programs to connect them to state and local services that will support the early learning and development of children within a program. The

ECPS will assist the community in collaboration efforts to meet the needs of the HNC and each local preschool program involved. The primary responsibilities of the ECPS include, but are not limited to:

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

The ECPS will work with the QF coach assigned to a program or a community to collaborate in conducting professional development and coordinating other supports to the local programs. Some of those supports may include: child care health consultation, mental health consultation, family support coordination, parent education, and early care and education inclusion coaching.

The ECPS will work with the early learning providers within the HNC to enroll in and fully implement the *Empower* program, detailed in Section C, through the AZDHS. Through the *Empower* program, preschools will implement ten standards around health, nutrition and physical movement.

The ECPS will work with the early learning providers within the HNC to connect with the local community collaborative, such as Read On Communities and with local school districts to support *MOWR* and local literacy plan goals—both detailed in Section F.

C. Ensuring Quality in Preschool Programs

C1. Use no more than 35% of funds for infrastructure and quality improvements

Arizona intends to utilize fully the opportunity for infrastructure-building through the grant. After analyzing the Needs Assessments of FTF and the Head Start State Collaboration Office, the need for specific elements of infrastructure-building became apparent. One part of Arizona's ambitious but achievable plan to provide high-quality preschool programs in our targeted HNCs is to invest (b)(4) over four years for full participation in QF as detailed in Table E.

Table El Quality												
First Investment	Vear 1		Year 2			∀ear 3			∨ear 4			
HNC Dip Codes	New Slott	New Classrooms	Yesr 1	New Classrooms	Improved Classrooms	Year2	New Classicoms	Improved Classrooms	Year 3	New Classicoms	Improved Classrooms	Year4
85015, 85017, 85019, 85031,	(b)(4)										
85301 85008	1											
85304, 85053,	1											
85051, 85029.												
85020, 85023, 85015												
85006, 85008,	1											
85016, 85018 85607, 85608,												
85626	1											
85336, 85349												
853C1, 853C2,	i											
85303												
85643 85621	l											
85337	1											
85648 85350												
85706												
85353	l											
TOTAL												

As a signature program of FTF, QF partners with child care and preschool providers to improve the quality of early learning across Arizona. QF funds individualized improvements as identified through a Quality Improvement Plan (QIP) that is generated based on assessment from environmental rating scales and a tool to measure the quality of classroom interactions. Quality improvements include, but are not limited to, instructional skill, nurturing and responsive learning environments, knowledge and implementation of Arizona's continuum of early learning development standards for curriculum-building, and the use of assessments to improve learning outcomes. QF is the measurement system by which the sub-grantees in HNCs will be measured as they move towards higher levels of quality. It is also part of the mechanism that will be used to identify and support specific activities and professional development needs to ensure quality improvements. Although goals for improvement are individualized based on the uniqueness of

each early learning program, there are common supports that participation in QF will provide for all sub-grantees in the HNCs.

The first level of support programs will benefit from is coaching from a QF coach, who is assigned to offer guidance and support through regular and ongoing visits, communication, and assistance. This partnership will establish a strong foundation for all quality improvement efforts, bring additional insights to the programs' practices, and support advancement in achieving quality goals. QF coaches schedule regular visits to programs that best meet the individual needs of the program. Visits ideally occur over four to six hours per month based on the identified needs of the program, reflected by the program's assessment results and overall star rating. As part of the quality improvement process, programs establish SMART (specific, measurable, attainable, realistic, and timely) goals with the assistance of a QF coach. Goals are determined through reflection on information gained from the program's assessment reports, observations, and additional feedback related to the program's efforts to build a preschool through third grade continuum. After a sub-grantee is selected for participation in the grant program, a QF coach will be assigned and will be expected to make first contact with the sub-grantee.

QF coaches will provide individualized on-site, targeted coaching, training and technical assistance to QF participants in the HNCs. The skills and knowledge of the coaches are paramount to the success of QF. Coaches must be able to engage in reflective, relationship-based supervision and be able to create, nurture, and maintain relationships with sub-grantees. Coaches must hold, at a minimum, a Bachelor's degree in ECE education or a related field and have significant field experience as a consultant or ECE educator. Coaches receive extensive orientation and training and must participate in ongoing professional development, including through the Arizona QF Academy.

The second level of support offered by QF to participants includes an initial program assessment to establish a baseline level of quality. This is a critical piece of Arizona's ambitious and achievable plan since improving quality is a significant part of Arizona's goal. A QF assessor will contact the sub-grantee to schedule an initial assessment within the first 4-6 weeks of the program's start. All assessment results are completed, approved, and available within 14-16 weeks of selection notification. Then, the assigned QF coach will meet with the key staff of the sub-grantee to review the assessment results and complete the *Enrollment Agreement*. paperwork to begin participation. QF assessors are trained professionals in the field of early

childhood and they receive extensive training on the assessment tools to ensure they are measuring program practices accurately. The assessment results will be shared with the program through the QF coach once the information is available for review. Assessment tools used to determine star ratings for sub-grantees include:

- Environment Rating Scale (ERS): The ERS provides a brief snapshot of the classroom environment, as well as the children's experiences. The scale is designed to assess the quality of preschool environments for children 2 ½ to 5 years of age.
- Classroom Assessment Scoring System (CLASS): Research demonstrates that positive
 teacher-child interactions in early care and education settings are a vital part of
 supporting children's learning and development. CLASS is used to measure the quality of
 teacher-child interactions.
- QF Points Scale: Administrative practices are an important part of high-quality early care and education programs. The QF Points Scale is a tool designed by FTF that measures the quality of a program's administrative practices based on the evidence the program provides. The QF Points Scale was also developed to measure three specific areas of quality that are important to Arizona's ECE system:
 - · Staff qualifications,
 - Administrative practices, which includes ratios and group sizes, as well as staff retention, and
 - Curriculum and child assessment, which includes the use of the AzELS,
 PGHQ in curriculum development, and a system for tracking the developmental progress of individual children.

All the elements of high-quality preschool programs, outlined in the grant definition of "high-quality preschool programs," will be measured through the QF assessment tools package.

Appendix C has an alignment between the PGHQ, QF, and the ECQUIP Process.

A third support benefit of QF participation is the opportunity for programs to receive additional services to meet their individual program needs or goals through various specialized assistance. Specialized assistance offered through QF provides access to comprehensive services and local support options, as well as a foundation for ongoing ECE collaboration in the HNC. Arizona's ambitious but achievable plan includes providing funding for specialized assistance in three key areas:

- Child Care Health Consultation (CCHC): Since 1987, CCHCs have been working side by side with ECE programs to support their efforts in providing a healthy and safe environment for children, families, and staff. In Arizona, a CCHC is a nurse or professional health educator who has completed specialized training based on the most currently established best practice standards. All programs enrolled in QF and thus, any sub-grantees, have access to a CCHC, either through phone consultation or on-site visits. CCHCs provide health and safety trainings, are familiar with State licensing requirements, and provide links to local resources to ECE providers in their communities. CCHCs will work collaboratively with sub-grantees to develop a customized plan for health and safety in the HNC. Examples of items to be included are: development of an oral health program (including how to incorporate tooth brushing with young children), education and training on nutrition through family style meals, and how to promote daily physical activity, both indoors and outdoors.
- Early Childhood Mental Health Consultation System (Smart Support): an evidence-based strategy used in Arizona to support the social and emotional development of all children in early learning settings helps providers respond appropriately to behavioral challenges children may present. Sub-grantees will have access to *Smart Support* consultants who will be available to work directly with teachers to develop strategies for working most effectively with children who may need more support with learning to regulate their own behavior.
- Early Care and Education Inclusion: available to address the need of general education staff that may need assistance in providing more inclusive least restrictive environment placements for children with special needs in early learning environments.

The second part of Arizona's ambitious but achievable plan to use funds for infrastructure building and quality improvements is to invest (b)(4) over four years in the capacity building of early learning providers through targeted, robust professional development (PD) that supports movement in academic credentialing (detailed in Table F). In October 2014, Teacher Education and Compensation Help (T.E.A.C.H) will celebrate its sixth anniversary in Arizona. Over the years, 1,865 scholars have participated in T.E.A.C.H. and 140 scholars received a CDA, 96 Associates Degree degrees were earned and one Bachelor's Degree was conferred. Building on this system, Arizona is expanding to the *College Scholarships for Early*

Childhood Professionals which will allow more flexibility in the funding model which will be the mechanism for the high level coursework credits available for instructional staff to attain their ECE teaching Certificates.

Table F. Professional Development Infrastructure-building				
Task	Year, 1	Year, 2	Year, 3	Year 4
Establish baseline in High Needs Community (HNC)	X			
Convene meetings with IHE in the HNC in collaboration with other relevant AZ stakeholders.	X.	X.		
College Scholarships for Early Childhood Professionals	X	Х	Х	X.
Connect local CTE Programs, CC's, and universities to develop a statewide marketing plan in conjunction with BUILD AZ using the agreed upon career pathway to recruit people into the workforce.	X	х	х	х
Help drive EC workforce members, including professional development instructors and their sponsoring agencies (agencies who offer PD in EC) to the Network's PD website and registry	х	х		
Estimated Costs:	\$5,515,529.00	\$2,636,774.00	\$3,462,774.00	\$1,937,974.00

Currently, Arizona has 1,041 early childhood teachers with a Provisional Early Childhood Education, Birth through Age 8 or Grade 3 teacher certificate. An additional 900 additional educators have the Standard Early Childhood Education, Birth through Age 8 or Grade 3 teacher certificate. The Reciprocal Provisional Early Childhood Education, Birth through Age 8 or Grade 3, has yielded another 180 professionals for the field. In total, the ECE community has 2,210 ECE professionals with the highest level of specialized knowledge, demonstrated through their teacher certifications. The ECE certifications are required for teaching Kindergarten and are recommended for professionals working in the first through third grade part of the continuum. The ADE issued 120 Provisional Early Childhood Special Education (ECSE), Birth to Age 5 certificates. These numbers are inadequate to support the development of the ECE system.

Arizona has chosen to include a focused investment in early childhood teaching to include ADE issued certificates and endorsements in both ECE and ECSE. Certificates are only issued upon completion of a Bachelor's degree program from an accredited institute where students participated in the requisite, supervised practicum and students teaching experiences in both a birth to age five setting as well as a K-3 setting. ADE-issued teaching certificates also require passing scores on the Arizona Educators Proficiency Assessment (AEPA) for Early.

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Childhood Education or Early Childhood Special Education. With funding from the preschool development plan, Arizona ambitiously plans to invest in *College Scholarships for Early Childhood Professionals*, an FTF funding strategy. The intent of this evidence-informed

professional development strategy is to provide access to higher education for the early childhood workforce working directly with, or on behalf of, young children birth through age five. The expected results of supporting continuing education and degree completion is elevating and professionalizing the field, recruiting and retaining a quality early childhood workforce, and supporting and increasing the quality of services provided to young children.

Additionally, ADE will continue partnering to expand on

Figure C. Arizona PD Strategic Plan

PD Priority 1: Workforce Knowledge and Competency (WKCF) Framework

- Develop, implement and align a comprehensive WKCF that delineates the basic knowledge, skills, and attitudes needed for EC educators.
- •Develop the AZ PD Provider and Technical Assistance Competencies.

PD Priority 2: Seamless Progression of Degrees and Credentials

- •Develop an EC Prior Learning Assessment (PLA). eligible for college credit
- Develop an Associates of Arts in Early Childhood Education Degree (AAECE) that will be implemented at all Arizona community colleges.

PD Priority 3: Workforce Registry and PD Website

Creating an EC PD website and a workforce registry

progress to date to implement a comprehensive and coordinated professional development system that ensures more ECE educators advance along an articulated career pathway that is aligned with the statewide Workforce Knowledge and Competency Framework (WKCF), Career Lattice, and Arizona professional development and Technical Assistance provider competencies (detailed in Figure C), and creates an increased number of early childhood professionals capable of obtaining the ECE Certificate or Endorsement.

There are currently seven State Board approved programs for ECE, with most offering coursework for ECSE. Arizona's ambitious but achievable plan includes providing technical assistance to institutes of higher education (IHE) who wish to re-evaluate the coursework for the ECE and ECSE certificates. In addition, the ADE will partner with IHEs to provide professional development academics for ECE/ECSE faculty on the components of a high-quality preschool program linking directly to Arizona's documents in the early learning continuum and child development spanning the ages of birth to 8. Through a procurement process, stipends in the

amount of (b)(4) will be offered to IHEs that partner with ADE to increase the quality of the placement options identified for practicum or student teaching.

The ADE has invested in a new Learning Management System (LMS) that provides the agency with the capacity to support online and on-ground professional learning and collaboration. The system is powered by Blackboard Learn and Blackboard Collaborate. The Blackboard system is web-based, and can also be accessed through mobile devices, such as phones or tablets. The LMS includes the ability to offer synchronous or asynchronous online courses. LMS collaboration tools include the ability to support audio and video conferencing, as well as live or recorded webinars. The system is designed to help manage and support on-ground professional learning, such as conferences or workshops. As an additional component, the Content Management System (CMS) serves as an online repository of resources accessible to ELPs 24 hours a day. To support Arizona's ambitious goal of providing more robust PD and increasing the opportunities early learning professionals have to receive this much-needed PD, the ADE ECE unit will be fully utilizing this online platform for providing at-a-distance PD opportunities to the HNCs. One PD opportunity that will be made available through the LMS in year two of the grant period to ELPs is a session on "Acquiring English Language in ECE Programs." This PD will be provided by an ADE ECPS in collaboration with a program specialist from the ADE Office of English Language Acquisition Services unit to help support ELPs build their capacity for appropriately and effectively preparing ELLs for kindergarten. A second PD opportunity that will be made available through the LMS in year two of the grant period to ELPS is a session on "Authentic Inclusion," presented by the ADE ECPS in collaboration with the Task Force on Inclusion to help ELPs build their capacity for appropriately and genuinely including children with special needs.

The third part of Arizona's ambitious but achievable plan to use funds for infrastructure building and quality improvements is to invest \$2.2 million from the grant in information technology (IT), to align preschool data with the ADE's State Longitudinal Data System (SLDS). Participation in the SLDS will enable reporting and analysis by the HNC that can help identify achievement gaps, pinpoint initiatives that best promote positive outcomes, and provide data for longitudinal analysis. Additionally, it will serve as a way to ensure procedures, protocols, and practices are streamlined and revised for efficiency and comprehensiveness. To meet this goal it will be necessary to develop a secure, interoperable data network, identify

necessary permissions to access, store, and disseminate data and related findings to stakeholders, and establish pathways for data sharing and exchange. The estimated costs for this ambitious endeavor can be seen in Table G.

Table G. Data Infrastructure				
Task	Year, 1,	Year, 2	Year, 3,	Year 4
Develop a secure, interoperable data network	X	X		
Identify necessary permissions to access, store, and disseminate data and related findings to stakeholders	X.	X.	X	X
Establish pathways for data sharing and exchange, ranging from full transfers to business intelligence views that pull in data sets from varying sources and allow for analytic views.		X	X.	X.
Implement unique identifiers for all preschool students, across programs		X	X.	
Design and deploy a common secure, web-based Portal and dashboard which end users can enter. Using a valid username and password		X	X.	
LMS/CMS online professional development and technical assistance access	Х	X	X.	X.
Estimated Costs:	\$518,400.	\$864,000	\$648,000	\$172,800

C2. Implement a system for monitoring

To ensure that each sub-grantee is providing high-quality preschool programs and is engaging in continuous efforts to improve, Arizona's ambitious plan is to leverage each program's participation in the grant with participation in QF since it has an embedded mechanism for measuring preschool quality that includes parent/family satisfaction measures and providing performance feedback to inform local continuous improvement efforts, as detailed in Section B5. Additionally, beyond participation in QF, ADE's protocol for measuring program quality will include the use of a rubric for high-quality (detailed in Appendix H) that will monitor any additional requirements not fully captured through QF and addresses each part of the "high-quality preschool programs" definition and its alignment with the PGHQ as follows (illustrated in Appendix C):

(a) High Staff Qualifications. The Arizona PGHQ requires that early education programs are supervised administered and implemented by high-quality early childhood (EC) personnel. Programs administered through ADE require an Early Childhood Teaching Certificate per Arizona Administrative Code R7-2-608, or an Early Childhood Special Education Teaching Certificate per Arizona Administrative Code R7-2-611. Alternatively, an Early Childhood Endorsement may be combined with an elementary or special education teaching certificate and

still meet the state requirement for highly qualified staff per Arizona Administrative Code R7-2-615. Sub-grantees will be required to identify highly qualified staff and ensure that those staff are adequately compensated and provide direct instruction to students served with this grant funding. This requirement extends beyond QF requirements and is an essential mandate meant to create a specialized workforce.

- (b) High-quality professional development for all staff. Through coordinated efforts with Arizona's Child Care Administration, Head Start Training/Technical Assistance Office, and FTF, ADE offers varied high-quality professional development through multiple opportunities. ADE offers a robust catalogue of professional development to support the knowledge and implementation of the AzELS, the PGHQ, College and Career Ready Standards for K-3, and others.
- Licensure Regulations establishes a 1:15 teacher to student ratio for 4-year old children, the PGHQ establishes a higher level of quality as a 1:10 teacher-to-child ratio for four-year-old children. The PGHQ also recognize that these ratios may be lowered based on the needs of children with disabilities in order to ensure appropriate, meaningful inclusionary practices are being implemented. In addition, the PGHQ establishes the group size maximum to be 20 children enrolled per group of four-year-olds. Arizona's ambitious but achievable plan is to provide adequate funding from the grant to ensure this program requirement is met in the HNCs. Past experience has indicated the need for close monitoring of this expectation. Thus, ADE will closely monitor ratios and group sizes of programs under this grant as it is truly reflective of what is needed to provide high-quality experiences for children.
- know varied opportunities to access high-quality early learning opportunities should be made available to families. As part of Arizona's mixed-delivery of services system model, EC programming options support both half-day and full-day options. Arizona's ambitious but achievable plan includes increasing the number of qualified programs in the targeted HNCs that will be able to improve their preschool slots by offering full day programming options. This will be done strategically since it may not be needed in some communities based on the populations they serve.

- (f) Inclusion of Children with Disabilities. Based on Arizona's October 1, 2013 Special Education Child Count, 7.27% of four-year-old children are served statewide through part B, section 619 of the IDEA. To ensure the percentage of eligible children with disabilities served is not less than this percent, in Arizona's ambitious but achievable plan, sub-grantees will serve no less than 8% of children with disabilities in improved least restrictive environment (LRE) options. Sub-grantees will be required, by year four, to serve no less than two children with identified special needs for every 20 children. For inclusion to be genuine, HNCs must focus on systems-building around improving outcomes for children with special needs, promote meaningful participation, and offer a continuum of comprehensive services. ADE will support sub-grantees with meeting this ambitious goal in three specific ways: by establishing a *Task Force on Inclusion*, access to support from a QF *Inclusion Specialist*, and technical assistance from an ADE ECPS.
 - Task Force on Inclusion: This task force will be comprised of EC personnel working in programs such as part of Part C of IDEA and Part B of IDEA, ECSE directors in LEAs, FTF members, teachers, caregivers, home visitors, families, and other vested parties to work collaboratively on the creation of procedures that lead to strong implementation of inclusionary practices in local education systems. Additionally, as FTF evaluates the QF System, the Task Force on Inclusion will help inform that work to ensure the TQRIS system evolves to be more sensitive to programs serving children with special needs.
 - *QF Inclusion Specialists*: As part of the QF System, participants can access *Inclusion Specialists*. These are child development and special education specialists who provide consultation to facilitate the inclusion of children with special needs by offering assessment and technical assistance. Supports include onsite consultation and training to promote early screening activities, identify children who need follow-up assessment, and make classroom modifications to meet the needs of children with special needs.
 - Technical Assistance: Sub-grantees will be able to access technical assistance from an
 ADE ECPS assigned by county. This technical assistance may include assistance needed
 with making modifications to the environment to enable meaningful participation for all
 students, assistance with instructional strategies or modalities to meet the learning needs
 of students, and/or professional development on how to make accommodations or

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

Additionally, inclusion of children with disabilities is a key principle of ADE and an established core value. ADE and key partners have a long established Inclusion Coalition whose purpose is to expand high-quality inclusive opportunities for *all* students and their families through collaborative partnerships, increased public awareness, advocacy, supportive policies, and coordination of technical assistance and education. The vision of the Inclusion Coalition is to transform education to be inclusive of *all* students with supports and services provided through collaborative relationships. ADE's Task Force on Inclusion will be used as a resource to inform the Inclusion Coalition on the specifics of EC inclusion. The Inclusion Coalition will have an *Inclusion Toolkit* available in January 2015 and the grant will allow Arizona to ensure early learning providers in HNCs receive the toolkit and receive support with appropriate implementation of its recommendations.

(g) Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned to the Arizona Early Learning Standards. According to Arizona's PGHQ, a high-quality early education program recognizes and understands how children's goals for learning are framed within the context of learning standards and aligns planning of activities and design of environment to stimulate children's learning across content areas (social-emotional, language and literacy, mathematics, science, social studies, physical development and health and fine arts). In highquality programs, teachers place as much emphasis on the process of learning as they do on the content and capitalize on children's natural curiosity to promote language, thinking, and problem-solving. Effective early learning programs provide a wide variety of planned experiences within an intentionally-designed environment that enable children to learn through interaction, exploration, manipulation, and self-discovery. Research clearly demonstrates that children learn more in programs where there is a well-planned and implemented curriculum. Therefore, it is essential for every early learning setting—school, center, family child-care, tribal, military, and faith-based programs—to have a high-quality curriculum based on standards and incorporates thoughtful planning and design.

Language, culture, and identity are integral parts of children's lives. High-quality early learning programs show acceptance of, and respect for, all children and families by integrating

their languages and cultures into the ongoing experiences of the program, and by finding ways to reach out to and communicate with everyone. One of Arizona's criteria for being a HNC was the percentage of ELLs being served in that community. Arizona's ambitious but achievable plan includes building capacity for early learning providers in those HNCs to effectively implement strategies for teaching young English learners. The AzELS support English language acquisition, and targeted professional development and technical assistance will be provided by the ADE ECPS and collaborating partners to ensure early learning providers know how to effectively provide English language experiences that promote developing language proficiency.

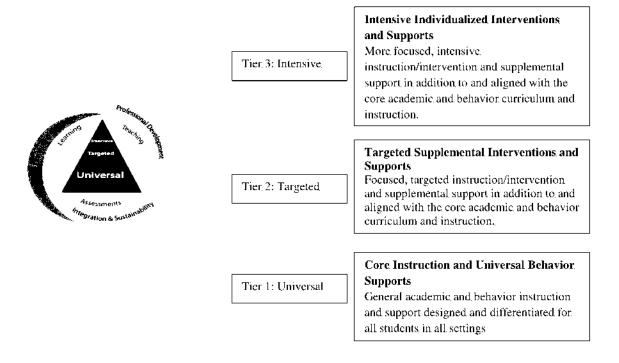
Programs will help children to understand similarities and differences, and to deal in a positive way with misconceptions based upon language, gender, culture, race, age, and ability. Linguistic and cultural needs are met by emphasizing strategies for integrating multi-cultural and anti-bias themes into all curricular areas.

(h) Individualized accommodations and supports so that all children can access and fully participate in the learning. To ensure individualized accommodations and supports are in place so that all children can access and fully participate in learning, each HNC will be expected to develop policies and procedures for the implementation of a Comprehensive Assessment System (CAS). ADE has an assessment manual, the Arizona Early Childhood Assessment Manual, which aligns with QF and Head Start guidelines, to serve as the framework for a coordinated, comprehensive assessment system that incorporates standards for using multiple valid and reliable assessments. A comprehensive assessment system includes assessments used with children for varying purposes and to support screening, evaluation, and a response to intervention methodology—all necessary in positively impacting outcomes for young children. In Arizona's ambitious but achievable plan, early learning providers in HNCs will have support from QF coaches and the ADE ECPS in choosing a screening tool(s), organizing necessary professional development to ensure quality implementation of the tool(s), and creating local processes for Child Find and referral.

Additionally, sub-grantees will be required to assess children's growth and development in alignment with the AzELS and the five essential domains of school readiness through a variety of integrated methods, including screenings, observational records, work samples, and documentation provided by families. Teaching Strategies Gold (Heroman, C., Burts, D. C., Berke, K. & Bickart, T. S., 2010) was approved as a valid and reliable assessment by Arizona's

State Board in 2010 for use in all preschool education programs, including early childhood special education, has been administered by ADE, and has been adopted by Arizona Head Start programs. Sub-grantees will be required to utilize Teaching Strategies Gold as their ongoing-progress monitoring tool. This aligns with Arizona's move to recognize the individuality of each learner through its focused implementation of the Arizona Multi-tier System of Supports (MTSS). ADE is moving forward with vision and leadership provided from multiple divisions within the department to begin supporting MTSS. MTSS is a coherent continuum of system-wide, data-based problem solving practices supporting a rapid response to the academic and behavioral needs for all students; gifted, general, remedial, and special education. This comprehensive system of supports includes assessments (universal screening, diagnostic, progress monitoring, formative, and outcome), research-based instruction, and interventions. This instruction/intervention is delivered across multiple tiers dependent on the individual student needs identified by student outcome data.

Three tiers describe the level and intensity of the instruction/interventions provided across the continuum:



Arizona's MTSS ongoing progress assessment is used to give the teacher information about each preschool child or a group of children. The teacher will know the strengths and needs of each child in the classroom and/or group. Children benefit because teachers use what they

learn from the assessment to adapt instruction. The teacher will use the assessment to monitor children's development and learning, guide lesson planning and decision making, identify children who might benefit from special services or additional assistance, and report to and communicate to others.

Data-based decisions are the collection, management, analysis, and utilization of relevant data to make informed decisions. When reflecting on a child and the evidence gathered, the teacher's focus should be on what the child can do, center on specific skills and strategies, look for details of the learning process, and clarify the kinds of environments that support different kinds of learners. The teacher will be better prepared to plan for the developmental needs of the child.

Information from the preschool ongoing progress assessment should be passed on to the child's kindergarten teacher through a kindergarten transition plan. The information will help the kindergarten teacher know right from the beginning how to begin addressing individual learning needs of the child. Preschool teachers hold vital information about students that will help kindergarten teachers know, understand, and meet the individual needs of the new kindergarten student. LEAs and preschool programs must be deliberate in building relationships to make the transition process from preschool to the K-3 system more meaningful and beneficial for children and their families. As part of Arizona's ambitious but achievable plan, early learning providers in each HNC will be provided with targeted professional development on Arizona's MTSS process and kindergarten transitions to build capacity for individualizing accommodations and supports so that *all* children can access and fully participate in learning.

(i) Instructional staff salaries are comparable to the salaries of local K-12 instructional staff. Programs supported by the grant will be staffed at a ratio of one adult for every ten children, and class size will be capped at 20 students. Although this staffing ratio does not mirror the staffing ratio typically seen in K-3 classrooms, this small class size will improve the staff's ability to provide high-quality learning experiences and allows for the individualization needed to impact outcomes for young learners. In order to ensure sustained outcomes for young learners, Arizona must match highly effective teachers with our neediest children. As Arizona works with IHEs to create a specialized workforce that has a Teaching Certificate through the ADE, it is expected that those professionals be paid a wage comparable to the Kindergarten teacher with the same certification requirements. Improved expertise and

compensatory pay in preschool classrooms will result in improved retention rates of highly effective teachers and continuity of care for young children enrolled in early care and education programs. Additionally, in ECE classrooms where instructional support staff plays such a critical role engaging students, it is necessary to improve their educational attainment level; thus requiring commensurate levels of pay. It is expected that the preschool instructional aids salary mirror that of a K-12 instructional support staff.

- (j) Program evaluation to ensure continuous improvement. Arizona recognizes that effective program evaluation is integral to the maintenance of high-quality. Thus, in addition to the evaluation early learning providers receive through participation in QF and monitoring from the ADE, sub-grantees will be required to implement a system for self-evaluation. Program self-assessment must be systematic, on-going, multi-faceted, useful, and designed and implemented by the program as a whole. The results from the assessment process should provide information that is used to determine program successes as well as areas that require improvement.

 Additionally, program goals determined by the assessment are clearly defined, communicated, and understood by all stakeholders including families. In Arizona's ambitious but achievable plan, programs will be expected to share information gathered through self-assessment with the rest of the HNC, through the ECQUIP process detailed in Section E4, in order for there to be a larger view of the community's needs, challenges, and accomplishments as well as community brainstorming around improvement strategies and problem-solving.
- (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. Comprehensive services expand access to information, services, and supports families need to help their young children achieve their fullest potential. To make the best choices, families need access to information that educates them about what their child is learning and doing, how to optimally support early childhood development and child health, and what resources or programs are available in their community. Families also need opportunities to connect with other families in their community. High-quality programs link families with supports in a comprehensive, collaborative, culturally, and linguistically responsive manner that best meets the needs and preferences of families. HNC sub-grantees will leverage available resources and involve families in the program development and implementation. The ADE ECPS for each HNC will support the collaboration effort to acquire services needed by facilitating

meetings between programs within the HNC, coordinating outreach to service providers, collaborating with the QF coach, and encouraging community participation in the ECQUIP process.

At the local level, ECE providers in the HNCs will collaborate and build on community services that are meeting families' needs. Sub-grantees and community partner agencies must see collaboration as a primary benefit to families and act as a bridge to unify families and children with additional support services. Comprehensive service needs and availability will vary depending on the uniqueness of the community. Components of a continuum of comprehensive services may include:

- Least Restrictive Environment: Programs will be required to serve no less than two children with identified special needs within a classroom of 20. This will require IEP (individualized education program) teams to work together with families to intentionally find the most-appropriate least restrictive environment placement for the child within the HNC. The grant will support programs with meeting this ambitious goal by providing support from a QF Inclusion Specialist when needed, along with technical assistance from an ADE ECPS. Supports from these specialists include those mentioned in Section C.
- Child Find: Early identification of children with special needs ensures that young children receive the services and supports necessary to maximize their opportunities for healthy development and learning. LEAs are required by the Arizona Revised Statute 300.111 Child Find to, "...identify, locate, and evaluate all children with disabilities within their geographic boundaries who are in need of special education and related services." Screening activities are a first step in the identification process. Therefore, it is imperative that a screening procedure be in place to ensure children are identified and receive the supports they need. Sub-grantees within the HNC must create local procedures to conduct routine, collaborative Child Find processes. All sub-grantees must understand how to connect with service providers operating under Parts B & C of the IDEA, as appropriate. In addition, local IDEA Part C and Part B providers must be working together to ensure that IDEA regulations are implemented with fidelity and in accordance with state and federal laws.

- Early learning providers should coordinate screening opportunities for all children within the HNC. This will certainly assist with Child Find efforts, but it will also identify children who may benefit from additional resource supports from programs such as home visitation or Early Head Start/Head Start. The ADE will intentionally be working with HNCs to create relationships between sub-grantees, Early Head Start/Head Start (which may also be a sub-grantee), Maternal, Infant and Early Childhood Home Visiting (MIECHV) coordinators, FTF staff and resources, and LEA leadership.
- All children participating in a grant-funded classroom will receive developmental, hearing, and vision screenings within the first 45 calendar days of the first day of attendance in the program. Follow-up referrals and activities that are initiated to secure appropriate services will be documented and tracked to ensure that families receive the information and/or services necessary. Community programs will work in partnership with the LEA to ensure coordinated and seamless efforts are maintained. Hearing and vision screenings performed on children must be conducted by those who have been trained to administer the screening instruments. This may require some coordination between the early learning providers in the HNC. If no such person is available at the community program site, the community program can collaborate with their LEA or their QF CCHC to conduct these screenings. Training in appropriate use of the child assessment is required for all staff not previously trained on the selected instrument(s).
- Family Engagement: The parent plays a central role as the most influential person in a child's life. Programs receiving funding under the grant must engage families in meaningful ways. Sub-grantees must intentionally help families be partners in their children's education. Sub-grantees must implement ways to continually identify family needs and garner their feedback. Sub-grantees will create procedures to coordinate resources and services for families and children. They will also connect with appropriate local businesses, family resource centers, agencies, and other local groups relating to health/mental health, domestic violence, substance abuse, adult literacy, financial asset building, food pantry, and other services. Family engagement activities shall include a

- focus on involving the family as key decision makers and assessors of the early learning program.
- Additional HNC Options: Early learning providers in the HNC will work in ongoing
 collaboration with local partners to assess additional comprehensive services needed for
 children and their families, and local support options. The HNC should have a
 relationship with the local RPCs to obtain greater resources, share knowledge, learn
 together, and build consensus. The following are examples of FTF Strategies that fund
 comprehensive serves. *Access is dependent on the unique needs of the HNC:
- Family Resource Centers. Two counties where HNCs have been identified have FTF Family Resource Centers which serve as a community hub for connecting families with children birth to age five to the information, resources, and services they need to support their child's optimal health and development. The expected results of access to a Family Resource Center are improved parenting skills and social supports for families; increased knowledge of child development; and support for school readiness.
- **Food Security:** The food security strategy works to provide food and other healthy living information to meet the nutritional needs of families that lack access to sufficient, safe and nutritious food. Information is also provided on age appropriate feeding schedules and food content standards for food boxes, food backpacks, or food vouchers. The expected result is access to sufficient, safe and nutritious food for children birth to age 5.
- Parent Kits: This strategy gives parents of every infant born in birthing hospitals in
 Arizona critical information about healthy parenting practices and how to support their
 baby's early learning. In the parenting kit, families receive 6 DVDs about good parenting
 practices, a resource guide, and a book to encourage early literacy.
- Parent Outreach and Awareness: This strategy works to increase families' awareness of positive parenting; child development including health, nutrition, early learning and language acquisition; and, knowledge of available services and supports to support their child's overall development. The expected result is an increase in knowledge and a change in specific behaviors addressed through the information and activities provided.
- **Reach Out and Read:** This strategy expands children's access to reading by promoting child literacy as a part of pediatric primary care. Training is provided to pediatric

- practices on how to engage parents and young children in early literacy activities; provides books to pediatricians or their staff to distribute to families with young children.
- Care Coordination/Medical Home: This strategy embeds a care coordinator into a clinical practice to assist at-risk families with young children to navigate the complex health care and social services systems. The expected result of effective care coordination is that children receive services they need (i.e. well child visits) and families receive efficient assistance to avoid duplication of services or demands on their time, and unnecessary stress. An important component of care coordination is its association with a medical clinic that is designated as a "medical home" for the child and their family.
- Oral Health: The intent of this strategy is to provide best practice approaches on enhancing the oral health status of children birth through age 5. The expected results are prevention of tooth decay and reduction in the prevalence of early childhood tooth decay. Tooth decay puts children at risk for pain and infections that can lead to lifelong complications of their health and well-being. The approaches for this strategy include: oral health screening for children and expectant mothers with referrals to oral health providers for follow up care as needed; fluoride varnishes for children; oral health education for families and other caregivers; and, outreach to families, other caregivers including early learning and care providers, and oral health and medical professionals.
- (I) Evidence-based health and safety standards. Ensuring that Arizona's youngest citizens grow up healthy is an important priority in Arizona. In 2012, the ADE and other key state agencies such as AZDHS, AZDES, and FTF signed an MOU recognizing that the *Empower* program would serve as our statewide established goals for child wellness. Nearly 90% of licensed child care providers in Arizona participate in Empower, an AZDHS program that partially subsidizes child care licensing fees for programs that actively encourage young children to make healthy choices about nutrition and physical activity. Arizona was recently recognized as one of only three states utilizing high impact obesity prevention regulations in child care. Early learning providers that participate in the Empower program pledge to adopt ten standards that encourage active play, practice sun safety, support healthy eating, promote good oral health habits, prevent exposure to second-and third-hand smoke, and provide staff with three hours of professional development on Empower topics. Early learning providers will be required to write a policy for each of the ten standards as a statement of intent or commitment to implement these

evidence-based health and safety standards. The benefits of being an Empower program include reduced licensing fees, a state-issued Empower facility designation, an Empower pack of ready-to-use resources, and an Empower Guidebook which provides information on each of the standards and sample policies for centers to use or to adapt.

C3. Measure the outcomes of participating children

Arizona will be able to gage implementation of the preschool development grant through key data sets; child outcome data, least restrictive environment data, and reclassification rates of ELL students. Successful improvements in these metrics will strengthen the case for increased financial provisions for preschool in the future.

Arizona will know it has successfully taken advantage of this funding opportunity through the information that students provide through the State Board approved assessment tool. Currently, Teaching Strategies Gold is widely implemented by preschool programs throughout the state in Head Starts, Title I classrooms, and those servicing children with disabilities. However, as we are in the fifth year of a five-year agreement with Teaching Strategies Gold, we have entered into the procurement process for determining what the tool will be moving forward. Any State Board approved tool will be the ongoing progress monitoring tool implemented by sub-grantees. At the sub-grantee level, the administrators will be able to ensure compliance and create processes to support the staff. Most importantly, it will allow for instructional staff to use the information routinely to address individual needs of children. At the State level, ADE will use this data to submit its Annual Performance Report (APR) to the Office of Special Education Programs (OSEP) through the Part B of IDEA State Performance Plan (SPP). ADE will look at trend level data and make statewide decisions on professional development and identify supports needed in the HNCs to meet our ambitious APR goals. Detailed in Table H is a chart of Arizona's targets for child outcomes. As part of the infrastructure development, this data will be tied to a student's unique identifier (SAIS Number) and become part of Arizona's State Longitudinal Data System...

40

Table H, APR Goals			
FFY, 2014	Positive Social- Emotional Skills	Acquiring and Using Knowledge and Skills	Taking Appropriate Action to Meet Needs
1. Of those children who entered or exited the program below age expectations, the percentage that substantially increased their rate of growth by the time they exited.	80%	79%	76.2%
2. Percentage of children who were functioning at a level comparable to same-aged peers by the time they exited.	63.3%	62%	67%
FFY 2015	Positive Social- Emotional Skills	Acquiring and Using Knowledge and Skills	Taking Appropriate Action to Meet Needs
1. Of those children who entered or exited the program below age expectations, the percentage that substantially increased their rate of growth by the time they exited.	80.5%.	79.5%	76.5%.
Percentage of children who were functioning at a level comparable to same-aged peers by the time they exited.	63.5%	62.5%	67.5%
FFY 2016	Positive Social- Emotional Skills	Acquiring and Using Knowledge and Skills	Taking Appropriate Action to Meet Needs
1. Of those children who entered or exited the program below age expectations, the percentage that substantially increased their rate of growth by the time they exited.	81%	80%	77%
2. Percentage of children who were functioning at a level comparable to same-aged peers by the time they exited.	64%	63%	68%
FFY. 2017.	Positive Social- Emotional Skills	Acquiring and Using Knowledge and Skills	Taking Appropriate Action to Meet Needs
1. Of those children who entered or exited the program below age expectations, the percentage that substantially increased their rate of growth by the time they exited.	81.5%	80.5%	77.5%
2. Percentage of children who were functioning at a level comparable to same-aged peers by the time they exited.	64.5%	63.5%	68.5%
FFY 2018	Positive Social- Emotional Skills	Acquiring and Using Knowledge and Skills	Taking Appropriate Action to Meet Needs
1. Of those children who entered or exited the program below age expectations, the percentage that substantially increased their rate of growth by the time they exited.	82%	81%	78 %
2. Percentage of children who were functioning at a level comparable to same-aged peers by the time they exited.	65%	64%	69%:

In Arizona, with limited preschool opportunities, teams formulating IEPS are often limited in the choices they make for LRE placements, as indicated in Table I. The grant will result in a reduction to the number of children being served in self-contained classrooms, indicated in the category "PD.". Conversely, the number of children attending regular EC Programs at least 10 hours per week receiving majority of special education and related services in a typical early childhood program which includes at least 50% nondisabled children, indicated

in the category "PA1" will increase as IEP teams are able to find appropriate and high-quality placements in their HNCs. Within each HNC this may include any sub-grantee. Arizona's ambitious but achievable plan includes a requirement that each HNC reduce the number of students being served in PD by 10% and increase the number of students being served in PA1 by 10%, as detailed in Table I.

Table L Preschool Service Options						
HNC Zip Code	Name.	Current PAL	Current PD.	Targe PA	t Target PD:	
85015, 85017, 85019, 85031, 85301	Alhambra Elementary, District	66	49.	+5.	-5.	
85008	Balsz Elementary District		36	+4	-4	
85006, 85008, 85016, 85018	Creighton Elementary, District	25	91.	+9.	-9.	
85607, 85608, 85626	Douglas Unified District	13				
85043	Fowler, Elementary, District	10	36.	+4	-4	
85336, 85349	Gadsden Elementary District	60				
85301, 85302, 85303.	Glendale Elementary District	46	108.	+1 l.	- l 1.	
85621	Nogales Unified District	22	23.	+3	-3	
85337	Paloma School District					
85648	Santa Cruz Valley Unified District	4	13.	+2.	-2	
85350	Somerton Elementary District		37	+4.	-4.	
85706	Sunnyside Unified District	177.	8	+l	-1	
85353	Union Elementary District	5	21	+3.	-3.	
85304, 85053, 85051, 85029, 85020, 85023, 85015.	Washington Elementary.	39	331.	+34.	-34.	
85643	Wilcox Unified District	6.				

Many young children in Arizona speak a language other than English during their birth to five years. At the time of enrollment in kindergarten, all students must be screened through a Home Language Survey administered through the LEA. If the child's enrollment form or the Home Language Survey indicates a language other than English is the student's primary language, the student must be assessed using the Arizona English Language Learner Assessment (AZELLA). These directives ensure compliance with Arizona Revised Statutes 15-751 through 15-756.11. In addition, it ensures Arizona meets with Federal Guidelines Section 3001 of the No Child Left Behind Act of 2001.

There are three program options for ELLs in the State of Arizona. Currently, 72.5% of ELLs are instructed in Structured English Immersion classrooms, 27% are served through

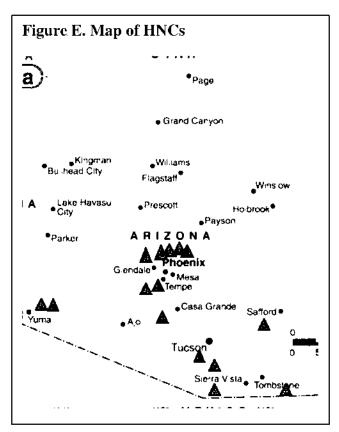
mainstream placement using an Individual Language Learner Plan (ILLP), .5% of students are being instructed in a bilingual classrooms. Reclassification (the rate at which students are exiting from the ELL program) of ELLs is-measured each year as they are assessed annually at the end of each school year. Students who score less than proficient are continuing ELLs. This AZELLA assessment will determine program services/placement for the next school year. Students who score proficient on this assessment will be reclassified as Fluent English Proficient (FEP). Reclassification rates for Arizona can be seen in Table J.

As sub-grantees are improving quality to their early learning programs within HNCs, a targeted area of focus is to enhanced and enriching literacy experiences that support English language acquisition. ADE will monitor the reclassification rates of students engaged in the preschool opportunities. It is anticipated that ELL in the HNC will reclassify at improved rates.

HNC, Zip, Code	Name.	Reclassification Rates.
85015, 85017, 85019, 85031, 85301.	Alhambra Elementary District	40%
35008,	Balsz, Elementary, District	32%.
35006, 85008, 85016, 85018	Creighton Elementary District	32%.
5607, 85608, 85626	Douglas, Unified, District.	26%
35043.	Fowler Elementary District	31%.
35336, 85349.	Gadsden Elementary District	32%
35301, 8530 2 , 85303.	Glendale, Elementary, District	22%.
35621.	Nogales Unified District	35%
5337.	Paloma School District	14%.
85648.	Santa Cruz Valley. Unified District	28%.
5350.	Somerton Elementary District	31%
5706.	Sunnyside Unified District	26%
5353	Union Elementary. District	26%.
5643.	Wilcox Unified District.	35%.
85304, 85053, 85051, 85029, 85020, 85023, 85015	Washington Elementary, District	28%

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

Arizona's ambitious but achievable plan is to increase access to high-quality early learning opportunities in 15 targeted HNC in Arizona, which can be seen in Figure E. HNCs. were identified with high rates of students receiving free and reduced lunch, more than 25% of the students served identified as being English language learners (ELLs), is predicted to be serving less than 50% of their capacity based on ADE's K-3 enrollment formula, and lastly the LEAs in that HNC must also have carned a C or better on the State's A-F school report system (detailed in Table K). It was important to ADE to select LEAs with a C or better grade since our ambitious plan is to make immediate improvements in the level of



quality students are receiving. LEAs that achieved lower than a C grade may not as be as ready to make changes necessary to improve quality right away. It is anticipated that within the identified HNCs Arizona will be able to develop up to an additional 133 new classrooms to provide high-quality programming to eligible children and increase preschool slots by 3,478 after four years of the grant.

Outreach was conducted by ADE ECPS already assigned to work in the county where the HNCs were identified. Initial outreach was conducted to the Head Start Directors and FTF Regional Council staff that also works in the designated areas. Together these teams coordinated times and spaces for community outreach meetings. Using Head Start information, QF participant lists, NAEYC accreditation, CCDBG recipients (including family child care homes) invitations were issued to attend an open community meeting to hear more about the opportunities possible under the grant. ADE staff outlined expectations of quality and the process moving forward should Arizona be awarded. Participants were asked to collaboratively issue a letter of support from the HNC to the state grant application.

District School Zip Codes	County	District Grade C or Above	Free Lunch Percent	ELL Percent	FTF Regional Council	Head Start Delegate	District Name
85015, 85017, 85019, 85031, 85301	Maricopa	С	92.	33.	Phoenix North, Phoenix South, Northwest Maricopa	City Of Phoenix; Southwest Human Development; Maricopa County. Head Start	Alhambra Elementary, District
85008.	Maricopa.	C	100.	35	Phoenix South	City Of Phoenix; Southwest Human Development; Maricopa County. Head Start	Balsz Elementary District
85006, 85008, 85016, 85018	Maricopa	С	91	44	Phoenix South	City Of Phoenix; Southwest Human Development; Maricopa County. Head Start	Creighton Elementary District
85607, 85608, 85626	Cochise	С	87	32	Cochise	Child Parent Centers, Inc. (CPC)	Douglas Unified District
85043.	Maricopa	В	89.	29.	Phoenix South	City Of Phoenix; Southwest Human Development; Maricopa County. Head Start.	Fowler Elementary District
85336, 85349	Yuma.	B.	100.	67	Yuma	Western Arizona Council of Governments (WACOG)	Gadsden Elementary District
85301, 85302, 85303.	Maricopa	C	94	29	Northwest Maricopa	City Of Phoenix; Southwest Human Development; Maricopa County. Head Start	Glendale Elementary Distric
85621.	Santa Cruz	A	100.	44	Santa Cruz	Child Parent Centers, Inc. (CPC)	Nogales Unified District
85337	Maricopa Santa	С	100	31.	Southwest Maricopa	City Of Phoenix; Southwest Human Development; Maricopa County. Head Start. Child Parent Centers, Inc.	Paloma School District Santa Cruz Valley
85648. 85350	Cruz Yuma	С	100	43	Santa Cruz	(CPC) Western Arizona Council of Governments (WACOG)	Unified District Somerton Elementary District

85706.	Pima	C	87.	29	Pima South.	Child Parent Centers, Inc. (CPC)	Sunnyside Unified District
85353.	Maricopa	С	100.	26	Southwest Maricopa	City Of Phoenix; Southwest Human Development; Maricopa County, Head Start	Union Elementary.
85304, 85053, 85051, 85029, 85020, 85023, 85015	Maricopa	С	83.	22.	Phoenix North	Washington, Elementary, School District	Washington Elementary, School District
85643.	Cochise	B.	70.	22	Cochise	Child Parent Centers, Inc. (CPC)	Willcox Unified District

The HNCs were identified by zip codes clustered around a district LEA to emphasize that ADE will utilize a mixed delivery system. All LEAs identified within the HNC have signed letters of support whereby even if they are not a chosen sub-grantee they will still partner with others for ECQUIP, K transition, and sharing of local literacy plans.

Two HNCs are located within Cochise County. Cochise is located in the southeastern corner of Arizona. It encompasses 2,617 square miles and is vastly rural in nature. According to the 2010 census data, there are approximately 10,125 children under the age of six in this county with 26% of the children under the age of six live in poverty. The unemployment rate in 2012 was 8.2%. In 2013, approximately 73% of third-graders passed the AIMS in Reading and 66% passed in Math.

The zip codes 85067, 85608, 85626 are located within Douglas, Arizona. Douglas is in the County of Cochise situated on the US./ Mexican border. This highly rural part of Arizona is located 118 miles southeast of Tucson. The Douglas School District serves this HNC with five elementary schools, two middle schools, and one high school. Like many communities in Cochise County, Douglas is very proud of its rich history in Arizona. Douglas School District No. 3 boasts that it was organized on April 21, 1891. There are four early child care centers and five home care providers within the HNC. Access to health services is a concern within community where 13.6% of Children Lack Health Insurance and 32% of children ages birth to 24 months do not receive regular immunizations.

The second HNC within Cochise County is within the zip code of 85643 located in Willcox, Arizona. Willcox is a desert rural town nestled in the southeastern corner of the state.

The community has a large migrant population working in tomato farms located near and around Willcox. The Willcox Unified School District serves this HNC with just one elementary, one middle, and one high school. The Willcox School District has one preschool classroom that serves children with disabilities. There is one additional private childcare, a Head Start and a Migrant Head Start located within this HNC. Like most families of young children in Cochise County, access to health care is a concern. The HNCs identified in Cochise County are in a highly rural part of the state with an identified need for increased access to preschool and improved quality.

There are 7 HNCs identified in Maricopa County. It is no surprise that this county would have a large number of HNC. According to the 2010 Census, the population was 3,817,117, making it the most populous county in the state and the fourth-most populous in the United States. The majority of Arizona's young learners reside within Maricopa County. There are 339,217 children under the age of six according to the 2010 Census Data. Approximately 24% of the children under the age of six live in poverty. The unemployment rate was 7.1% in 2012. In 2013, approximately 77% of the children passed the AIMS assessment in Reading and 70% passed in math.

The zip codes of 85015, 85017, 85019, 85031, and 85301 are located in the West-Central Phoenix HNC and encompass 13 square miles within the adjoining cities of Phoenix and Glendale. This community is served by the Alhambra Elementary School District. Although this district started a one-room brick building in 1888, today it boasts 15 schools, including a preschool center. Of the district students, 93% receive free or reduced price food services, and nearly 26% of the students are English language learners. There are empty classrooms available to house more preschoolers. City of Phoenix Head Start serves 479 preschoolers. Five preschool programs within these zip code areas are NAEYC accredited. One-hundred twenty preschoolers with special needs within district are transported to one site for preschool in self-contained classrooms.

The 85008 community is unique. Set in a highly urban area, it is the home of Arizona's only Educare Center. Within this HNC there is one 5 Star QE rated child care program, six 4 Star rated programs, and nine 3 Star rated programs. Two different Head Start grantees, Southwest Human Development and City of Phoenix Head Starts serve this zip code area. The Balsz School District is the LEA that services this community. This community is part of the Greater Phoenix.

Read On Community which is committed to implementing strategies that will increase the community's knowledge of the importance of reading skills. 40% of 3rd grade students in the Balsz School District did not pass AIMS reading assessment. In this same HNC 68% of the population is Hispanic, 18% White, 7% African American, and 3% are Native American. Of these households located in the HNC, 43% speak a language other than English at home, and 48% of children in this area ages 0-5 live in poverty.

Also within Maricopa County are the 85006, 85008, 85016, and 85018 zip codes which are served by the Creighton School District, Located in central Phoenix, Creighton Elementary approximately 2,518 children aged birth through five live in this HNC. There are 10 elementary. schools serving these zip codes. There are 91 children served in self-contained special education classes in these schools. Creighton Elementary School District serves 4 preschool children who meet the definition of homeless. Approximately 33% of children aged 3 and 4 were enrolled in some sort of preschool program. 35% of children within these zip codes live in poverty and while 25% of children under the age of 18 live in what is a deemed a food insecure household. According to the FTF Regional Needs and Assessment Report, 53% of the families surveyed in this area have reported going without at least one basic need during the past 12 months and 23% reported not having access to reliable transportation to travel to such places as the grocery store and to reliable childcare/school. Another complicating factor in this area is not having access to economic support due to federal poverty guidelines that cap out between 125-185% for programs such as food assistance, health care, and Head Start. Many families in this area are falling into the income eligibility gap and are not having access to such service. This leaves them still struggling to meet the needs of their family.

Zip code 85043 was identified as another HNC. The Fowler Elementary School District serves this community. In the community surrounding this HNC there is one 5 Star Quality First rated child care program, two 4 Star rated programs, and six 3 Star rated programs. City of Phoenix Head Start serves this area with 3 center based programs. The Fowler School District had 68% of its 3rd grade students passing reading and math AIMS assessment. In this HNC, 78% of the population is Hispanic, 9% White, 8% African American, and 13% are Native American. Twenty-six percent of the households are headed by a single mother, 13% by a single father, and 61% are married. Of these households, 58% speak a language other than English at home, 24% live in poverty, and 35% of children in this area ages 0-5 live in poverty.

The HNC zip codes of 85301, 85302, and 85303 are located in Glendale, an urban area located northwest of the City of Phoenix. Glendale Elementary School District serves as the primary LEA for this area. This district typically serves 6,279 students in K-3rd grades plus an additional 512 more were preschoolers. There are 126 preschools in the city of Glendale, 32% of the students are identified as ELL. Twenty-three percent of the children met the federal guidelines to receive migrant services with an additional 4% identified as experiencing homelessness. Catholic Charities Community Services provides Head Start services through 27 center-based programs. There are also 2 center-based full-day Early Head Start programs. There are 73 ECE certified teachers within these zip codes and no NAEYC accredited preschools. However, this community does benefit from one Family Resource Center.

Solution of this isolated community is 1,922. Paloma School District currently serves approximately 85 students and is a Title I district. The current unemployment rate is 6.6% in the HNC with most families employed in migrant farming. The largest Gila Bend racial/ethnic groups are Hispanic (70.4%) followed by White (24.8%) and American Indian (3.8%).22.8% of Gila Bend residents live in poverty.

The Union Elementary School District serving the HNC zip code area of 85353 is located just west of Phoenix in Tolleson, Arizona. Tolleson, with a 329.6% population growth (221% population growth in children aged 5 and under) from 2000 to 2010, is one of the fastest growing regions in Maricopa County. This rapid growth, according to the 2012 FTF Regional Needs and Assets report, has left the community unable to meet all of the demands and services of the growing population. This has resulted in very limited access to preschool and childcare in this area. According to FTF, the 2010 U.S. Census reports that 3,500 children under the age of 5 call Tolleson home. For the families in this area 15.8% have lived at the poverty level within the last 12 months and 36.2% had children in the household under the age of 6. Furthermore, in this area 28.5% of the population received some sort of public assistance according to ACS.

Another HNC was identified in the zip codes areas of 85302, 85304, 85305, 85015, 85017, 850202, 85021, 85023, 85029, 85051 and 85053. This HNC is located in the urban area of north central Phoenix and east Glendale areas of Arizona. Located in Maricopa County, this

community is served by Washington Elementary School District, the largest Elementary School District in the state. A diverse population of more than 25,300 students is served by 32 schools. In this community there are 852 preschoolers. Free full-day kindergarten is offered at 27 schools. One district preschool program is available, funded by FTF. In the district where all students are eligible for and receive a free breakfast as a matter of practice, more than 50 language groups are represented in their English language learners population. The district offers Special Education services to approximately 15% of the student population. Head Start is provided for 588.4 year olds...

The HNCs within Maricopa County are predominantly large and highly populated. They have extensive wait lists. Children in these areas have limited to access to high-quality and the services provided are typically only through IDEA which serves children with disabilities. The high poverty rates prevent families from accessing preschool.

One HNC was identified in Pima County. Pima is the second most-populated region of the state as it includes the City of Tucson and the HNC in zip code 85706. Pima County is home to two federally-recognized tribes and three tribal lands. The population of children under the age of six in the 2010 census was 74,796, up from 67,159 in 2000. 27% of the children in Pima County under the age of six are living in poverty. The unemployment rate was 7.3%. According to the AIMS data, 75% of third-graders passed the assessment in Reading and 67% in Math. The zip code 85706 is served by the Sunnyside School District. The student population is 81.6% Hispanic and another 5% is Native American. The number of licensed child care centers is 16 for this HNC. There are 25 licensed home providers in this HNC. The number of QF programs located within zip code 85706 is 35. Sunnyside School District has 400 children on the current wait list for preschool.

Two HNCs were identified in Santa Cruz County, Arizona's southernmost-county which borders Mexico. There are 4,435 children under the age of six with 37% of them living in poverty. The unemployment rate for this county has been steady for three years at about 17%. 74% of the students passed the AIMS assessment in Reading and 66% in Math. The percentage of births covered by AHCCCS or IHS is 69% in this region of the state. The HNC zip code area of 85621 is served by Nogales Unified School District. This is a rural community with a total population of 23,054. Within this HNC there are 38 licensed early care and early childhood education programs in Nogales serving approximately 462 children. The HNC in zip code 85648

is served by Santa Valley Cruz Unified School District in the town of Rio Rico. There are only 22 licensed centers available in the HNC serving 189 children birth to five. The total number of children accessing high-quality care is 156 for the entire Santa County (106 in Nogales and 50 in Rio Rico), indicated by QF participation.

Two HNCs were identified in Yuma County. Located in the south western part of the state, the zip code areas of 85336, 85349, and 85350 are located in two different cities, but only 6.4 miles separate the two. There are 18,048 children under the age of six in Yuma County with 28% of them living in poverty. Sixty-eight percent of third-graders in Yuma County passed the AIMS Reading Assessment and 65% in Math.

The population of children ages 0 to 5 has increased by 17% in this region of the state between 2000 and 2010. Of the 18,000 children in this community, 76% are Latino compared to 45% in the state. This is further evident in the ELL populations served by the Gadsden and Somerton Elementary School Districts with 65% and 44% of children identified as ELL. Beyond ethnic and racial demographics, it is important to recognize that 29% of the children aged 0 to 5 live at or below the poverty level in this HNC. This number exceeds both the Arizona and nationwide percentages of 27% and 22%. Furthermore, the unemployment rate for Yuma County is 29.8% while the HNC within 85350 is 67.1%. This number is significantly higher than the state average of just 8%. Only 19% of adults in this HNC have a High School Diploma or GED. These economic indicators are further compounded by the fact that 52% of children 0 to 5 are enrolled in the Supplemental Nutrition Assistance Program (SNAP) and 58% are enrolled in WIC for the southern areas of Yuma County. 100% of the children enrolled in both Gadsden and Somerton Elementary School districts qualify for the Free and Reduced lunch program.

Table L. Current Status of Quality First Participation in HNCs									
		Quality First Star Rating for Full Participation Programs							
Zip Codes	0	1.	2	3	4	5	Rating-Only	Total	
85015, 85017, 85019, 85031, 85301.		2.	32	6	1			41	
85008	2		5	3	2	1.		13	
85304, 85053, 85051, 85029, 85020, 85023, 85015	10		27.	12	2	2		53	
85006, 85008, 85016, 85018	9		11.	6	3.	1.		30.	
85607, 85608, 85626			1.					1.	
85043	1	1.	5.	1	1.			9.	

85336, 85349	2			3,	1.	2.	8.
85301, 85302, 85303	1	ı	13	3,	2.	6.	26.
85643							O,
85621	2		1.	1.			4.
85337				1.	1.		2.
85648	1		1.	1.			3.
85350	1			1.			2.
85706	6		16	5.	3.		30,
85353			1.	I.	1.		3
Total							225.

Important to the work of the HNCs is the current level of quality that is available to the families and children. A critical part of the work at both the state and local level is to match vulnerable children with the highest quality programs. Table L illustrates the scarcity of programs available in the HNCs. Each of the HNCs was identified utilizing the same logical method, but each represents diverse populations with unique needs. The grant will allow ADE to work collaboratively with QE and the HNCs to identify improvement goals and expansion opportunities in ways specified in the grant definition of improved slots (indicated in Table (D)(4)). As capacity is reached within the HNCs, ADE has identified future communities for targeted interventions.

	Table (D)(4)									
Subgrantee I	Breakdown	Year I	Year 2	Year 3	Year 4					
		Teacher Quai fications/ Compensation	▼ Teacher Qualifications/ Compensation	Teacher Qualifications: Compensation	Teacher Qualifications Compensation					
	7.4.4.6.7	☐ Full Day	✓ Full Day	☑ Full Oa .	▼ Full Day					
	Methods for Improving Slots (Select as many as apply)	Class Size Ratio	✓ Class Size Ratio	✓ Class Size/Ratio	✓ Class 5 ze/Ratio					
		Evidence-Based Professiona Development	Evidence-Sased Professiona Development	Evidence-Based Professional Development	Evidence -Based Professional Development					
		Comprehensive Services	✓ Comprehensive Services	✓ Comprehensive Services	✓ Comprehensive Services					
	Total Eligible Children Served									
	in Improved Preschool Slots	3	2174	2509	3043					
	of applicable									
	Total Estimated Cost	5 -	5 10,000,000.00	5 10,000,000.00	5 10,000,000.00					

E. Collaborating with Each Sub-grantee and Ensuring Strong Partnerships

Arizona's implementation of this grant opportunity is within a context of a larger statewide early childhood education systems building effort. Key areas of focus for Arizona that are addressed throughout this application include providing high-quality preschool programming with a focus on literacy, family centered programming options, and local partnership-building. Arizona has designed a grant plan that will increase the quality of existing programs as well as allow for the opportunity to build new placement options for vulnerable preschool students.

Primary responsibilities for the assurance of high-quality implementation are shared between the state and local level. The state-level responsibility is to ensure compliance and to provide support to local sub-grantees. These activities include convening and collaborating with state level partners to address sustainability of the Early Childhood System and most especially the continued growth of high-quality and preschool accessibility. ADE and FTF will create a scope of work and a formalized Intergovernmental Service Agreement (ISA) to ensure the subsequent development of the QF System and the professional development system work outlined throughout this grant application.

ADE will be responsible for creating a *Preschool Development Grant Guidance Manual* (PDGGM) as well as support documents and procedures necessary for local sub-grantees. ADE will also be responsible for the monitoring of the Grant sub-grantees for both compliance and validation of local on-going ECQUIP meetings. Monitoring of program sites is a proactive approach to ensuring the sub-grantees are following guidelines and providing high-quality and comprehensive educational programs that promote improved student achievement.

An ECQUIP formal monitoring schedule will be as follows:

Year 1	Year 2	Year 3	Year 4
All	New programs or New to QF or 2	2-3. star. programs, or, new.	New.
programs	star programs	programs.	programs

It will be pre-scheduled by the ADE Early Childhood Program Specialist (ECPS) with the subgrantee to be visited. The on-site monitoring of the preschool programs will include:

- Classroom visitations
- Interviews with program teachers and administrators
- Review of children's academic records such as portfolios/work samples and teacher anecdotal observation notes (On-going progress monitoring data).
- Review of program compliance information.
- Review of program documentation and requirements such as ECQUIP meeting results, documentation of family income, DHS licensure, accreditation information (if applicable), and collaboration documentation
- Review of the Child Find system
- Fiscal compliance.

The ECQUIP formal monitoring will conclude with the ADE ECPS meeting with the sub-grantee administrator(s) within the HNC or staff to discuss observations and to provide technical assistance if needed. ADE will be responsible for collecting and analyzing data to ensure program compliance and continued growth on state level goals.

FTF will ensure adequate capacity in QF and subsequent additional comprehensive service models to meet the needs of the increased projections. They will also ensure QF staffs are adequately trained and knowledgeable. FTF will also ensure QF and comprehensive service staff will work collaboratively with the HNCs at the local level. FTF will also be responsible for convening the professional development work group already undertaking significant work previously described.

Sub-grantees will be responsible for direct services to children and families and for implementing a high-quality service model that aligns with the AzELS and the PGHQ. Sub-grantees agree to participate in local ECQUIP meetings at a minimum of twice a year and attend any other additional collaborative work groups as outlined in the PDGGM. This manual outlines specific requirements of the grant and describes further activities and requirements as outlined in Arizona's ambitious and achievable plan.

Sub-grantees will submit a proposal of service to ADE. This will help ADE identify where new slots can be placed and where improvements can be made. Once a sub-grantee is chosen, they will be granted permission to submit a formal agreement through Arizona's Grant Management Enterprise System (GME). This process requires that a unique program identifier be created which will allow sub-grantees to upload data and information to Arizona's Student Accountability Information System (SAIS). All sub-grantee assurances, budgets, and narrative questions will be uploaded through the GME and reviewed by an ECPS.

Local sub-grantees will be required to participate in the state level assessment system for ECE. This requires programs to work with ADE to obtain unique identifiers (SAIS numbers) for participating students. Sub-grantees must agree to implementing or coordinating sensory and developmental screenings that includes a referral process for evaluation and identification of children with disabilities. Sub-grantees must also utilize the on-going progress monitoring cycle and collect data based on the AZ State Board approved tool. Data agreements may be necessary to ensure that valuable information be shared between preschool and kindergarten as an integral part of a kindergarten transition plan. Sub-grantee data will be available in aggregated form at

the state level to purposes of monitoring, professional development planning, and decision making.

Sub-grantees must fully participate in QF with the goal of increasing quality as evidenced by an increase in STAR level on the five STAR QF system. Appropriate improvements and establishment of expectations and guidelines will be completed for each sub grantee with the QF coach and ECPS.

With support from ADE, each HNC must work collaboratively to create and implement a kindergarten transition plan that supports young learners and their families. There are enormous discontinuities between preschool and kindergarten as they enter elementary school for the first time. As children enter elementary schools, there are substantial shifts in culture and expectations, including more formal academic demands, a more complex social environment, less family support and connection, and less time with teachers due to larger class size and more transitions during the school day (Pianta & Kraft-Sayre, p. 2). Evidence exists that illustrates both teachers and parents agree that discontinuities between preschool and kindergarten pose challenges for children, and that improved communication and supports are key to successful transitions. The HNC will establish child-specific coordination through inter-agency connections and relationships to create a strong transition process.

E2. How High-Quality Preschool Programs will be implemented

ADE/ECE will be the administrative home of the grant. In this endeavor, ADE/ECE will work with EC programs to identify high-quality preschool programs, intended capacity and key stakeholders within the identified HNCs. Initial recruitment/informational meetings will be conducted in the spring by ADE/ECE staff with all early childhood providers within a HNC (both LEAs and private community providers) who received a three star or higher on the QE rating system or have obtained accreditation from the National Association for the Education of Young Children (NAEYC). During these informational meetings attendees will receive an overview of the grant program, review specific requirements and review timelines, and be informed of the responsibilities of the ECPS. Programs that attend the informational meeting and are interested in participating will receive an application to submit to ADE.

ADE staff will submit all applications to FTF for verification on program's eligibility through QF Star Rating and/or NAEYC accreditation will be confirmed. ADE staff work will with QF

staff to determine appropriate slots and funding per program within the HNC based on capacity and scoring on a rubric.

All programs must meet the following criteria to participate in this funding opportunity:

- Each preschool site interested in participating must be licensed (prior to serving children) by AZDHS or a Tribal Licensing entity and be physically located in a zip code of a designated HNC. In addition, each site must also satisfy the following requirements:
 - o Currently have a star rating of a 3 or above in QF or
 - Hold NAEYC accreditation and be willing to participate in QF, in either full participation or rating-only.

*Only programs that have attained a minimum of a 3-Star Rating on the Quality Rating Scale within one year of participation will be eligible to participate in on-going grant opportunities.

- The grant will be awarded through a competitive process. Programs within the identified HNC who wish to be considered for participation must:
 - o attend a mandatory <u>Informational Meeting</u> prior to the fiscal year they are interested in participating;
 - o submit a proposal that outlines the number of children they *propose* to serve, as well as their service opportunities (full-day or part-day and number of months); and
 - o. be determined eligible and of sufficient quality to participate in the funding
- Funding allocations will be determined based on the information submitted in the proposal, the number of eligible programs in the HNC, and total funding available for the HNC. Allocations are based on the number of slots (full-time or part-time) and number of months of service for either a 9 or 10 month programming year. Total funding is limited to the formula cost per child (to be reviewed annually) and will be calculated as follows:

Length of Service Day.	Months of Program	Monthly per. Child Rate	Annual per Child Rate
Full. Day.	9/10 Months .	\$511/\$460	\$4.600
The monthly per child rate of \$511or \$460 per month will be used as a basis for prorating the formulas for full day programs that are 9, or 10 months in length.			
Part, Day.	9/10 Months	\$255/\$230	\$2,300
The monthly per child rate of \$255 or \$230 per month will be used as a basis for pro-rating the formulas for part day programs that are 9 or 10 months in length.			

E3. How the Sub-grantee will minimize local administrative costs.

The ADE Grants Management System will be setup to accept no more than 5% for administrative costs. As each grant is reviewed, a program specialist and an early childhood director will ensure that the administrative costs have been budgeted at 5% or lower. This program requirement will be in the *PDGGM* and will be monitored as part of the review of GME system and program monitoring visits. Professional development will be offered by the ADE/ECE financial specialist on blending and braiding funds and budgeting for quality. Technical assistance will also be offered on an as needed basis.

E4. How the State and Sub-grantee will monitor Early Learning Providers

The ADE/ECE compliance and validation monitoring system includes multiple ways to demonstrate compliance and validate quality improvements. The monitoring process is a team approach in collaboration with grant partners. A strengths-based, comprehensive ECQUIP will be used to evaluate the implementation of the PGHQ and to support grant partners through technical assistance that addresses specific issues and concerns. Sub-grantees will be required to actively participate in the ECQUIP process, which will involve the completion of a rubric (see Appendix H) and a compliance visit conducted by ADE/ECE.

The ECQUIP was developed by the Early Childhood Education Section of ADE/ECE as a means to assure quality, accountability, and collaboration among schools receiving early childhood funding through ADE. There are two parts to the ECQUIP Process:

- 1. An annual self-assessment of the early childhood program, and
- 2. An ECQUIP validation visit made by ECE/ADE

ECQUIP is intended to be used as a self-evaluation and planning process for on-going quality improvements at the local level. ECQUIP provides programs with a framework for reflection and consideration of quality practices. The guidelines for conducting an ECQUIP process include the creation of an implementation plan that documents continued improvement efforts. The design of each program's ECQUIP self-assessment is left to the local administration. There are four standards in ECQUIP:

- Standard 1: School and District Leadership
- Standard 2: Curriculum, Instruction, and Professional Development
- Standard 3: Classroom and School Assessments
- Standard 4: School Culture, Climate, and Communication

The following steps represent how a local ECQUIP process looks in implementation:

Step 1 ~ Assemble Team. The first step in the ECQUIP process is to convene an early childhood education team. Each early childhood program determines locally who is to participate on the ECQUIP team. At the minimum, a team should consider administrative members from the local LEA (Early Childhood Special Education, Title I preschool representative, principal, coordinators, etc.), instructional members (preschool, kindergarten, first through third grade, Reading First coach and librarians), and community partners (Head Start, local childcare provider, district community education, tribal partner, home visitors, Part C provider, community representative, parents, and QF participants). Together, the team works to design a self-assessment process that meets the needs of the program as a whole.

Step 2 ~ Choose a Standard for Improvement. The ECQUIP team completes a self-assessment using the ECQUIP Standards and Rubrics document, provided by the ADE/ECE. Members identify strengths and needs for each standard and identify activities for improvement for each standard. Quality indicators are included with each standard to assist teams in identifying program needs and areas for improvement. The ECQUIP team should also review any QF. Improvement Plans and LEA Literacy Plans as part of this step.

Step 3 ~ Choose a Tool. Once the team has determined the standard for self-assessment, ADE/ECE strongly recommends the group augment the existing information related to the standard with data obtained from tools designed specifically for program and organizational assessment purposes. While not required, this can provide invaluable information for the team's quality improvement efforts.

Step 4 ~ Training. Each member of the ECQUIP team and other related personnel should have the opportunity to receive training and information about ECQUIP, the self-assessment process, tools chosen, and the QF System. With funding from the grant, regional training on the ECQUIP process will be provided in each HNC in year one of the grant.

Step 5 ~ **Implementation of tool**. Each team determines the breadth and depth of administration of the tools used in order to gather data useful to the team. All participating members should have a working knowledge of any local tools utilized, the ECQUIP rubric, the QF Improvement plans, as well as LEA Literacy Plans.

Step 6 ~ Review area identified for improvement Based on the results of any formal or informal assessments, QF assessments and Improvement Plan, and Title I improvement plans or local literacy plans, the team makes decisions related to the program's needs and determines future direction of the improvement process.

Step 7 ~ Determine Strategies for Improvement and Create Enhancement Plan. Using the information gathered through the ECQUIP, the team completes a Quality Enhancement Plan and submits it to ADE/ECE through the Arizona LEA Tracker (ALEAT) system. The intent of the Quality Enhancement Plan is to assist ECQUIP teams with their long range planning for continuous quality improvement.

Step 8 ~ Reporting. Each LEA reports on the improvements generated through the HNC's ECQUIP process each year on their Quality Enhancement Plan via the ALEAT and reviewed annually by staff...

E5. How the State and the Sub-grantee will coordinate plans.

Arizona prioritizes coordination and collaboration among early childhood service providers as critical to developing a seamless service delivery system for children and families. Coordination and collaboration is described as two or more organizations working together in the delivery of programs and services to a defined population. As a result of coordination and collaboration, services are often easier to access and are implemented in a manner that is more responsive to the needs of the children and families. Coordination and collaboration may also result in greater capacity to deliver services because organizations are working together to identify and address gaps in service, which results in higher quality services and cost efficiency. Successful applicants must demonstrate capacity to work with and participate in coordination and collaboration activities occurring within the HNC being served. This may include, but is not limited to, engaging with other partners delivering the same or similar programs and services, clarifying target populations and outcomes, and defining processes and plans to reach desired outcomes. There will be local collaborative meetings which the applicant is expected to attend. Applicants should plan the appropriate staffing and budget to support travel to and attendance at meetings within the regional area or at statewide meetings, as appropriate.

E6. How the State and the Sub-grantee will coordinate, but not supplant, the delivery of High-quality Preschool Programs funded under this grant with existing services for preschool-aged children.

Right from the informational meetings about this grant, it is expected that the HNC will work together to ensure that there is an increase in the number of slots available to children that meet the qualifying factors within the grant. It will be incumbent upon the HNC to work with ADE to create local systems to identify the quality preschool experience that most appropriately match the needs of the families and the child with the proper service model whether it be a preschool at an LEA, a Head Start, a faith based program, or a Family Child Care. ECPS employed by ADE will convene meetings of the HNC to establish joint recruitment efforts and ensure local programs will not supplant preschool services that are currently being offered.

ADE will be responsible for collecting sub-grantee and HNC level data in order to ensure that leverage funding is being identified and used for local match requirements. Sub-grantees will report on local match funds through the ADE GME. An ADE ECPS will review and confirm leverage funding as well as ensure funding is not being supplanted.

Within each HNC there are varying opportunities for children to access high-quality programming. Each HNC must effectively identify and recruit families most in need of services and coordinate a system of communication. Each sub-grantee will create and make available written policies and procedures for identification, recruitment, and screening of participants most in need of preschool services including a description of how need indicators are weighted and ranked within the local program. Most in need indicators include factors beyond the requisite income of 200% of the federal poverty level. Other factors in recruitment may include ELLs, identification of children with a disability, and children who identified as at risk based on a developmental screening. There may be other indicators based on the uniqueness of the HNC. Together the HNC will work in collaboration to properly identify which program may serve a child and family most appropriately. Indicators of need are used to manage wait lists rather than using a first come/first served system. Programs are encouraged to use a variety of methods and resources for recruitment of eligible families.

E7. How the Sub-grantees will integrate High-Quality Preschool Programs to Eligible Children within economically diverse, inclusive settings.

As a foundational structure to the ambitious and achievable plan, ADE was very intentional in identifying the HNC. The intent of this grant is to make a significant impact within some of the most vulnerable communities by offering children who experience risk factors an improved opportunity through high-quality preschool. Ultimately, the goal of this grant is to see

improved outcomes throughout the preschool year as evidenced by the state board approved preschool assessment. Secondly, the high-quality preschool experience will result in the acceleration in the acquisition of the English language for ELL students as they move through the K-3 experience within Arizona's Structured English Immersion (SEI) model. ADE will measure and monitor for an increase in reclassification rates in K-3. Another anticipated benefit is that the children with disabilities would profit from learning environments in which they can engage with typical peers through more inclusionary placement options. Currently, Arizona's inclusion rate for preschool is 7.27%.

At the local level, early childhood programs will intentionally recruit the neediest preschool students. Sub-grantees will identify and recruit those families through on-going recruitment methodologies. Programs will work with families on wait lists to offer other program options offering high-quality services and located within the HNC. Through support from the ADE ECPS, sub-grantees within HNC will maintain contact throughout the year to continually identify, recruit and serve eligible families as current capacity allows. The PDGGM requires all participating programs to at a minimum, annually consult with other sub-grantees eligible to offer services.

E8. How the Sub-grantees will deliver High-Quality Preschool Programs to Eligible Children who may be in need of additional supports.

The PDGGM outlines the delivery model for the local programs. Although the foundations of quality are the same, there will be variance in the unique needs of the supports that children may need in order to fully benefit from the preschool year. The HQPP funds may be used to provide comprehensive services to enrolled children in the following ways:

- Healthy snacks or meals as program dictates and otherwise does not fund.
- Transportation: Funds may be used to provide children enrolled in the program with transportation to/from the school/program site and/or transportation for field trips.
- Supplies for parent educational experiences (workshops, parent nights, etc.)
- To fund or support funding of operational costs such as salary, employee related expenses (i.e. taxes, benefits), supplies and equipment and other business expenses directly related to the program for the qualifying children.
- Specialized professional development and technical assistance in three primary areas: (a).

 Health, (b) EC Mental Health, and (c) Inclusion and Special Needs.

E9. How the State will ensure outreach to enroll isolated or hard to reach families; help families build protective factors; and engage parents and families

Arizona's AHQP to engage families will build on the solid foundation of Arizona's program standards and guidelines that provide specific indicators and activities to providers on engaging families in their child's development and early learning. These strategies will be concentrated in the HNC to target families but most especially ELLs and tribal children, with the goal of creating environments rich in vocabulary, language and literacy.

To advance Arizona's ambitious and achievable plan, Arizona will leverage current family support components to advance evidence-based parent support and engagement models. This will be accomplished by the following: 1) providing onsite, individualized targeted professional development with coaching support to advance the integration of the PGHQ, which include indicators of family engagement and linguistic and cultural integration; 2) delivering culturally and linguistically appropriate parent education materials that enhance families' capacity to engage in early literacy and math activities with their children in the home through an evidence-based national model; and 3) advancing the language and literacy development of all children in the HNCs through robust effective instructional strategies aligned with the Language Essentials for Teachers of Spelling and Reading (LETRS) training.

ADE has made significant investment in the LETRS training. The ECE unit in collaboration with Exceptional Student Services (ESS) and K-12 Literacy has adapted LETRS into a foundational professional development to teach the meaning of the scientific research base for delivering effective instruction in reading, language and, writing.

The ECE unit specifically uses the LETRS for Early Childhood Educators. LETRS for ECE is described as being intended to enrich and extend professional development for early childhood educators and care providers in helping pre-kindergarten children learn the early literacy and language skills shown in research to be critical for later success. The information and techniques are also important for kindergarten teachers whose young students have not yet learned these vital early literacy skills needed for success in the first few years of school. (Paulson and Moats, LETRS for Early Childhood Educators)

An initial cohort of approximately 25 participants has been trained in the LETRS trainthe-trainers program. The participants consisted of ECPS, Head Start Education Coordinators including tribal Head Starts, and the technical assistants for Head Start and including tribal Head Start. At least two other cohorts are planned; one will be conducted by ESS to expand the knowledge of their specialists to assist early childhood programs including preschool and kindergarten. The second cohort will be made up of professors from the state's community colleges. The intent is for the professors to begin using the information from LETRS in their college courses to better prepare teachers of young children. ADE will work with the IHEs and sub-grantees to build capacity in the highly specialized LETRS training to better prepare the teachers to address the needs of preschoolers and enhance the birth to third grade continuum. Arizona's young learners are expected to understand and speak English when they start kindergarten and, through Move on When Reading, be proficient readers by 3rd grade. Our proposal focuses on implementing culturally responsive professional development to local sub-grantees to improve at the local level family support approaches that promote language proficiency, including English language acquisition.

Arizona invests approximately (b)(4) annually (state and federal funding) toward voluntary family support programs, including \$13.4 million from the federal Affordable Care Act-Maternal, Infant and Early Childhood Home Visiting Program Grant to the Department of Health serving approximately 1,500 families (\$9.9. competitive grant award renewable for 3 years for a total of \$36 million and \$4.4 million formula funded), (b)(4) from the Arizona Lottery for home visitation through the DES serving (b)(4) families, (b)(4) in Early Head Start reaching (b)(4) children, and (b)(4) in FTF family support services provided by (b) grant partners across the state. These services provide a continuum of care with universal scope and reach.

E10. How the State will ensure strong partnerships between each Sub-grantee and LEAs or other Early Learning Providers

Right from the start, the HNC was identified and came together in a community meeting to establish partnerships. The programs in the high needs community will work in ongoing collaboration to assess additional comprehensive services needed and local support options. The HNC should have representation at their local FTF RPCs meetings to obtain greater resources, share knowledge, learn together and build consensus. Programs will collaborate with other early childhood education consultants including, but not limited to CCHC, Mental Health Consultants, Inclusion Coaches, Arizona Self Study Project Specialists, ADE ECPS, DHS Surveyors, DES Certification Specialists, and IHE.

The ADE/ECE will assign an ECPS to each HNC to assist with coordination. The ECPS will work with the community and local programs to connect them to state and local services that will support the early learning and development of children within a program. The ECPS will assist the community in collaboration efforts to meet the needs of the community and each local preschool program involved. The ECPS for each HNC will support the collaboration effort to acquire services needed by facilitating meetings between programs within the HNC, coordinating outreach to service providers, collaborating with the QF Coach, and encouraging community participation in the ECQUIP process. Details are provided in Section B.

F. Alignment within a Birth through Third Grade Continuum

Arizona's ambitious and achievable plan is rooted in the quest to create quality preschool programs for children that support and align with the local K-3 system. This is a recognized necessity as Arizona continues the evolution of its high expectations and creates college and career ready students. Specific supports will be provided to local HNCs as well as to IHE who are responsible for creating quality programs that for the birth to grade 3 continuums. First, at a state level, Arizona has intentionally developed a set of early learning standards and guidance documents (ITDG, Azels, and PGHQ) that align with the state's K-3 AZCCRS as detailed in Section B. The ADE will work with sub-grantees and IHEs to increase the depth and breadth of knowledge about these foundational documents within the HNC. The Azels have been developed to provide a framework for the planning of high-quality learning experiences for all children three to five years of age. The standards cover a broad range of skill development and provide a useful instructional foundation for children from diverse backgrounds and with diverse abilities. The standards are intended for use by all those who work with young children in any early care and education setting in urban, rural, and tribal communities.

In 2010, the 3rd edition of the *PGHQ* were expanded to include infants and toddlers and at the other end of the spectrum kindergarten. This document establishes a set of practices to delineate quality and provide a set of indicators to concretely describe what early learning programs should look and feel like for young learners. This document links directly into QF and represents the cornerstone to ensuring the implementation of high-quality early learning opportunities provided in Arizona's kindergarten classroom. This document supports key measures identified as essential to improving student outcomes. It sets the standards for small

class size, highly effective instruction, appropriate curriculum, and interventions as well as the use of data to make decisions.

ADE/ECE provides professional development throughout the state on the three tools that form the foundation of our early childhood programs, the *Arizona's Infant and Toddler Developmental Guidelines*, the *Arizona Early Learning Standards, 3rd Edition*, and the *Program Guidelines for High-quality Early Education: Birth through Kindergarten*. All professional development efforts help early learning professionals identify how their work directly links to the college and career ready continuum. Instructional staff included in the professional development opportunities is from various settings, such as district or charter preschools, child care centers (private, public, non-profit, profit, and faith based), Head Starts, family provider care, home base, and tribal programs within the HNCs. A sample of the ADE professional development catalogue is found in Appendix I.

ADE will partner with IHE, quality first coaches and directly with sub-grantees to develop the knowledge necessary for supporting the implementation of the standards and guidelines documents at high-quality levels. ADE's plan proposes 2 FTE who will be responsible for providing and coordinating professional development opportunities for the HNCs. They will also collaborate with the other entities such as the Child Care Association, Head Start Training and Technical Assistance, and the Head Start Association to ensure capacity building for this specialized professional development throughout the state as part of the infrastructure plan. Secondly, Arizona supports the coordination of early learning programs among the B-5 system. and acknowledges the need to link those efforts with K-3 through intentional communication brought about through the ECQUIP process detailed in Section E. The sub-grantees will participate in local ECQUIP meetings and coordinate the local efforts of EC educators, families and other stakeholders within their HNC with the primary purpose of having the best foundation for being successful in school... Also, Arizona is intentional in devising professional development efforts seeking to support a strong preschool through grade 3 continuum in language, literacy, and reading. ADE will work with the State Board, Read on Arizona Communities, and local subgrantees to build sustainable capacity of teaching reading effectively. In addition, kindergarten transition and a focus on student assessment are key structures in building a strong foundation for young learners. Sub-grantees within the HNC are expected to create local transition plans that include academic assessment data as well as information about the child's approaches to

learning, social and emotional development, and preferences that make that child unique and individual. Lastly, Arizona supports robust family engagement endeavors that encourage partnerships between all learning programs and the families.

Part of the coordination among those serving the B-5 programs in the HNCs is engaging families and identifying children who need preschool opportunities. Many more families are eligible for the grant than can participate. Therefore, participants enrolled with the sub-grantees. need to be those families "most in need" of services. These vulnerable populations include families meeting the federal poverty or free/reduced lunch guidelines, those who may speak a language other than English, children from military families living with deployment, experience homelessness, or may be identified through a screening process as having a need and meets the fiscal requirements. Each HNC must determine other at-risk factors that delineate that community's "most in need" population and a written plan must be in place prior to enrolling families in the program. Identifying which factors address a particular community's "most in need" group provides a framework for establishing a system for intake and enrollment. Once the "most in need" criteria have been determined by the HNC, the information will be used to make enrollment decisions as well as manage wait lists. Need related factors are identified during the intake process and used in a manner that allows projects to look beyond income eligibility. In this way, projects are consistently ensuring that families most in need of services are the ones who are receiving them.

Sub-grantees will work together to coordinate goals, procedures, and recruitment efforts within the HNC to effectively identify families and match them with the appropriate preschool model for their family. This is essential in helping the most needy and vulnerable children, in isolated or hard-to-reach areas of our state, to access the early learning standards and the comprehensive services they need to be ready for school and set for life.

An important part of the HNC ECQUIP process is the intentional planning amongst subgrantees around how to transition children from early learning environments provided from this grant opportunity into kindergarten. Based on the work of Dr. Robert Pianta, ADE/ECE supports. LEAs in implementing kindergarten transition for ALL students. In order to sustain any gains, that a preschooler has throughout the preschool year, the HNC must create and implement quality transitions that include children, parents, and teachers. Arizona students spend their first five years in a variety of settings. LEAs must be deliberate in building relationships with programs such as Head Start, faith-based programs, and private or non-profit childcare providers. The Arizona model has identified core components of transition planning to include the fostering of relationships, promoting continuity from preschool to kindergarten, focusing on family strengths, adapting practices to meet individual needs and form collaborative relationships between varied early childhood settings and local education agencies within the community.

As children in the sub-grantee programs will be participating in high-quality programs and have access to highly effective teachers, the curriculum and assessment implementation are key components to ensuring children are well prepared for kindergarten. Through the ECQUIP process a coordination and alignment of curriculum and assessment must be addressed to foster improved learning outcomes to ensure that all children achieve third grade benchmarks that will set them on the trajectory to being college and career ready.

Arizona is participating in the development of a kindergarten developmental inventory with a group of professional colleagues from 10 states and multiple research partners that is being led by North Carolina. Through this process Arizona hopes this work will lead to the development of a common Arizona kindergarten assessment that when implemented will provide kindergarten teachers the information they need to change the instruction or strategy needed in order for learning to occur for individual students. This is a necessary part of being able to change and improve outcomes for children. Arizona intends to also consider a similar assessment that can expand from kindergarten into grades 1, 2 and 3 prior to a child taking the new statewide assessment to measure achievement aligned with the Arizona standards. Sub-grantees from the HNC in partnership with ADE will have an opportunity to pilot the assessment and have access to specific and extensive professional development currently being created to support such an implementation. Statewide benchmarking and use of an on-going assessment in each classroom with each student is mandatory to ensure that a child moves through a learning continuum with sustained achievement.

Arizona's youngest children are at home with families, in licensed early care and education facilities, with family child care providers, in libraries, museums and other areas of the community. Highly effective early childhood educators need a wide range of skill and the ability to identify and use strategies for all children from diverse backgrounds with varying abilities.

Early instructional practices implemented by encouraging adults could better support emerging literacy skills of children from birth to age five and the teaching of reading. In order to eliminate learning gaps, intentional adults must understand child development and strategies to encourage optimal growth. Arizona must create a highly specialized workforce that knows how to teach reading and provide instructional interventions to meet individualized learning needs. Young children need many opportunities and thoughtfully orchestrated experiences to practice their escalating language skills in all areas: listening, speaking, reading, and writing.

An additional layer to Arizona's efforts to build on the continuum of early learning is Arizona's MOWR investment, authorized by A.R.S. § 15-211, requires the State Board, in collaboration with the ADE, to establish a program to improve the reading proficiency of pupils in Grades K-3. Program funding is established in A.R.S. § 15-943 with a commitment to this effort of (b)(4) including (FTE positions from the General Fund. The budget stipulates. that the State Board may use up to (b)(4) of the appropriated amount on technical assistance and state level program administration. The Deputy Director of the Arizona State Board of Education oversees the program implementation. The Director of K-3 Reading is the Leader of the MOWR program within the state. She monitors the progress of LEAs/Charters and supports them through their task of effectively implementing the requirements of the MOWR law. Additional help is provided to LEAs/Charters by the MOWR Literacy Plan reviewers. These reviewers are retired teachers and are highly skilled in the area of reading. The MOWR reviewers evaluate the literacy plans of LEAs/Charters with a State Accountability. Letter Grade of C or D. They also provide professional development in reading and visit C & D LEAs/Charters throughout the state to help them successfully implement their plan. As part of A.R.S. § 15-211, the LEA/Charter must submit a K-3 budget to the ADE School Finance Department. Based on Arizona's school report card system, funds for those districts/charters receiving either an A or B are released immediately upon submission and State Board approval of their literacy plan. For C and D districts/charters, funds are released upon submission, review and approval of their literacy plan by the State Board of Education. Current school year funding is approximately (b)(4) per K-3 student as shown on the 100 day count... Sub-grantees in each HNC will receive support through the ECQUIP process in reviewing the local LEA literacy plan. Together, the sub-grantees will evaluate data, identify available

resources, and create actions plans to achieve increased outcomes. In some HNCs, Read on Arizona communities will be an additional partner in this work.

The parents and family play a central role as the most influential person in a child's life. Sub-grantees receiving funding under this grant must involve families in a variety of ways. ADE's Family Engagement Initiative is a cross-division effort to build and strengthen partnerships between families, schools, and communities. Driven by a vision that "all families are engaged in their child's education to enhance student achievement," ADE supports Family Engagement strategies that support Academic Parent-Teacher collaboration, The model of Dr. Maria Paredes, Senior Program Associate at WestEd requires the intentional, systematic means of increasing student academic learning and performance by enhancing the quality of parentteacher collaboration, to share ownership and accountability by working together to leverage and coordinate existing resources. This model engages families in student learning by providing parent education and creating a two-way system of regular communication. Teachers can ensure that parents have knowledge and understanding of their children's grade level learning goals, and that parents are engaged in helping their children meet or exceed appropriate standards. This model when utilized in preschool year, through the use of the assessment data, will allow a family to remain fully engaged in their child's education throughout the elementary years. ADE will leverage opportunities offered throughout the state to allow sub-grantees the professional development and support they need to implement a robust model of family engagement.

Additionally, sub-grantees and HNC will utilize the Needs and Assets Reports from FTF Regional Councils and Head Starts to make decisions on other opportunities to support families in identifying themselves as a partner in their child's education. Examples may include the coordination of parenting classes, coordinated communication efforts, volunteer training opportunities to help provide in class interventions, and opportunities to include parents as participants in programmatic decisions, governance, and advocacy. HNCs, supported by the ADE staff, will coordinate resources and services for families, possibly connecting with local businesses, agencies and other local groups relating to health/mental health, domestic violence, substance abuse, adult literacy, financial asset building, food pantry, and other services as needed.

Sub-grantees in receipt of this funding must create and implement plans for family involvement within each program site and work within the HNC to coordinate services based on

the needs of the families they serve. A copy of the written plan shall be available on-site upon request. Activities outlined in the plan may include visits to the home, family conferences, classroom visits with options for parents to participate, parent satisfaction survey, and any additional family activity night. All family engagement plans shall include a focus on involving the family as key decision makers and assessors of the program.

Language, culture, and identity are integral parts of children's lives. High-quality early education programs show acceptance of and respect for all children and families by integrating their languages and cultures into the ongoing experiences of the program, and by finding ways to reach out to and communicate with everyone. Sub-grantees are expected to providing language role models for children and parents who speak languages other than, or in addition to, English, whenever possible. English role models should be provided for children when they are in their preschool program. Parent workshops, meetings, and discussions should include culturally relevant information and are conducted with translation provided, whenever possible. Subgrantees should partner with families to select and incorporate a variety of materials, such as books, that reflect the cultures and languages of the children present without stereotyping. Preschool programs must demonstrate sensitivity to and acceptance of each child's cultural heritage or special needs. Stereotypes based on gender, race, culture, age, or ability are discussed as situations occur naturally in the environment. Sub-grantees should coordinate families, volunteers, and community visitors from the HNC to share their backgrounds, skills, stories, celebrations, and foods as a way to enhance awareness, acceptance, and understanding of other cultures. Lastly, sub-grantees should consider providing communication (notes, newsletter, parent/teacher conferences) in the language of families enrolled, whenever possible.

G. Budget and Sustainability

	OVE	RALL STATE	WIDE BUDG	ET	
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	\$ 239,900	\$ 239,900	\$ 239,900	\$ 239,900	\$ 959,600
2. Fringe Benefits	\$ 86,364	\$ 86,364	\$ 86,364	\$ 86,364	\$ 345,456
3. Travel	\$39,168.	\$19,584.	\$19,584.	\$19,584.	\$ 97,920
4. Equipment	\$ 12,900				\$ 12,900
5, Supplies	\$7,000.	\$7,000.	\$7,000	\$7,000.	\$28,000.
6. Contractual	\$ 9,472,827	\$ 7,509,794	\$ 5,509,794	\$ 3,509,794	\$ 26,002,209
7. Training Stipends	\$	\$	\$	\$	\$
8. Other.	\$46,850	\$46,850.	\$46.850.	\$46,850	\$ 187,400
9. Total Direct Costs. (add lines 1-8).	\$9,905,009	\$7,909,492.	\$5,909,492.	\$3,909,492.	\$ 27,633,485
10, Indirect Costs*,	\$69,991.	\$65,508.	\$65,508.	\$65,508.	\$266,516.
11, Funds to be distributed to Subgrantees	\$10,000,000.	\$12,000,000	\$14,000,000.	\$ 16,000,000.	\$52,000,000
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)	\$.20,000,000.	\$.20,000,000.	\$.20,000,000.	\$ 20,000,000 .	\$80,000,001
14. Funds from other sources used to support the State's plan	(b)(4)				
15, Total Statewide Budget (add lines 13- 14)					

Arizona's ambitious but achievable plan is to implement and sustain high-quality preschool programs to reach and serve eligible children in 15 targeted HNCs. Table I-1 details how Arizona plans to use the funds from this grant and any matching contributions to serve those children and coordinate the use of existing funds from federal sources that support early learning and development. The corresponding activities for each line item in Table I-1 are as follows:

1. Personnel. ADE/ECE will be the administrative home of the grant. We view this as an opportunity to increase the quality of the HNCs we already work with. These programs will receive additional supports toward quality and the opportunity to participate in QF. ECPS are

currently regionally assigned to support programs. The ECPS will be responsible for reviewing grant applications and proposals, monitoring and coordination of the HNCs, providing support to sub-grantees, and assisting with the coordination of comprehensive services. These will ensure the ECQUIP processes are being conducted. Based on the "time and effort" to be undertaken by ADE/ECE staff, it is anticipated the human resource investment in the administration of the grant will cost \$239,900 per year for a total of \$959,600 over the grant period. Specifically, personnel resources have been allocated for the following 4.25 full time employee (FTE) ADE positions:

- Deputy Associate Superintendent for Early Childhood Education (0.25 FTE @ \$20,855 per year): Responsible for leading the ADE/ECE unit, provide guidance and information to statewide partners working to make ECE a priority in Arizona thus ensuring sustainability, statewide coordination with partners on ECE systems-building, coordination with the institutes of higher education to increase certification opportunities and improved quality student-teaching and practicum options, and ensuring MOUs between ADE and FTF are fulfilled...
- Early Childhood Director (0.25 FTE @ \$15,520 per year): Responsible for providing coordination and oversight of the high-quality implementation, ensuring new slots are utilized in the HNCs, collaboration with the statewide professional development group and workforce registry, monitoring of the identified infrastructure-building activities, coordinating professional development activities and technical assistance to be provided by the ECPS in the HNCs, as well as providing supervision of the ECPS.
- Finance Program Specialist (0.25 FTE @ \$11,025 per year): Responsible for fiscal oversight of the grant during the grant period, working directly with sub-grantees to ensure HNCs receive ADE issued County, Type, District and School numbers (CTDS) and SAIS numbers and participate in the SLDS.
- Early Childhood Program Specialist (0.50FTE @ \$27,500 per year): Responsible for grant implementation activities that include reviewing sub-grantee proposals, determining allocations, and coordinating informational meetings in the HNCs each year.
- Early Childhood Program Specialist-PD (3.0FTE @\$55,000 per year).—Responsible for providing professional development, technical assistance, coaching, and support to targeted HNCs...

- 2. Fringe Benefits. Funding for the employee-related expenses (ERE) portion of the budget is based on standard ERE required by ADE. The rate for ADE is 36% of the total salary for a staff position and includes actual rates that are consistent with other funds charged, as well as actual costs designated by the State of Arizona for all standard benefits offered to employees and charged to agencies (FICA, Medicare, Retirement, Long Term Disability, Workers Compensation, etc.). The total benefits cost for personnel during the four years of the grant period will be \$345,456.
- 3. Travel. Travel is essential to the success of the implementation of the grant. The 15 targeted HNCs are spread over 5 counties in Arizona, stretching over significant land mass. The State of Arizona has a travel policy that is consistent with other mandated travel policies across all State agencies. This policy has a mandatory application of costs for employee-related travel and includes meal per diems, reimbursement of mileage, lodging, and other travel-related expenses. The projected travel expenses for year 1 will cost \$39,168 for 48 one-night, two-day in-state trips for 1.0 FTE. For the remaining years of the grant, the annual cost will be \$19,584 for 24 one-night, two-day in-state trips for 1.0 FTE. This amount is anticipated to decrease as quality is achieved and sustained in the HNCs. These travel funds are essential for enabling the ECPS to deliver critical high-quality, targeted professional development, provide technical assistance, conduct HNC collaborative meetings, and grant compliance monitoring to participating ELPs. The factors used to calculate the in-state travel costs to the counties of the HNCs are:

County Per Night Lodging. Per Day Motor Pool Per Diem Meal 34 Cochise 66 26 Pima 119 26 44 Santa Cruz 60 26 34 Maricopa N/A 26 34.

26

71

Yuma

34

4. Equipment. The State of Arizona classifies "equipment" as a cost that is more than \$500. Equipment that costs more than \$5,000 is identified as "capital equipment." Equipment expenditures are being requested for the first year of the grant period, for a total budget amount of \$12,900. This amount includes \$10,500 for three laptops, three computer monitors and three docking stations for laptops, and \$2,400 for three projectors for use in the delivery of quality professional development and coaching to the HNCs by the ECPS. These equipment needs are

consistent with the needs of other staff doing comparable work. Since the ECPS will use this equipment in various HNCs, the equipment must be easy to handle and transport. These requirements will be considered when equipment is purchased.

- 5. Supplies. A reasonable, limited amount of office and project materials and supplies are needed for the effective, efficient implementation of the grant and is consistent with other federal grant applications. Office materials and supplies include small, expendable, daily use items such as paper, post-its, binders, staplers, writing utensils, organization file folders, and stationary/envelopes. These are estimated to cost \$1,000 per year for a total of \$4,000 over the grant period. Project materials and supplies include items necessary to help facilitate professional development for teachers and administrators in the HNCs. The ADE/ECE unit understands adult learning theory and the need for adult learners to be actively involved in professional learning experiences. Thus, professional development is provided with materials necessary for meaningful, active, hands-on learning experiences. These materials include, but not limited to: children's books, dramatic play, science, math, language, arts and crafts, blocks, and construction materials. The estimated cost is \$6,000 per year for a total of \$24,000 over the grant period. The overall supplies line item total is \$28,000 for all four years of the grant.
- **6. Contractual.** All contracting done by ADE is conducted through established state statutes for entering into a financial agreement with another entity. ADE utilizes financial and procurement processes that are consistently used across all funding sources and allowed by State Procurement Laws under the Code of Federal Regulations (34CFR Parts 74.40-74.48 and Part 80.36), and provide the greatest public benefit. The State of Arizona also has specific paths that ADE must follow in order to procure a good or service based on the type of good or service that is needed. ADE follows State procurement requirements to determine if standard procurement contractual agreements are established or if other procurement processes must be executed to achieve financial agreement with another entity. ADE is proposing contractual commitments that are necessary to build a statewide infrastructure; this investment will target the following areas:
 - Professional Development Sponsored by ADE: This includes payment to enterprises or
 national speakers for providing focused professional development transitions from Part C
 to Part B of IDEA and from preschool to kindergarten, family engagement supports, and
 LETRS, detailed in Table F in Section C. These in-depth training opportunities are
 provided by recognized professionals with specialized expertise. The services are

- essential for enabling ADE staff and LEAs/ Child Care Providers/Head Start/Charter Schools to develop and enhance their ELPs' infrastructure, building capacity of ELPs to provide a continuum of services to all children, including children with special needs, and continuing to build upon Arizona's ECE system. The estimated contractual cost is \$250,000 per year to deliver one 3-day conference, with a total cost of \$1,000,000 and is based on recent actual expenses for similar contractual agreements and vendors.
- Quality First: One part of Arizona's ambitious but achievable plan to provide high-quality preschool programs in our targeted HNCs is to invest \$9,840,000 for ELPs full participation in QF. Details of this investment are provided in Table E in Section C. The estimated cost for full-participation is \$30,000 per site. Year one will have a cost of \$3,270,000 to support participation of the 109 new classrooms in the QF system. Year two will have a cost of \$3,930,000 to keep supporting the improvement of quality of the 109 classrooms for year one and start the support of 22 new classrooms in year two. Years three and four will have a cost of \$1,320,000 each to support 22 new classrooms added each year and the continued support of the improvement of the 44 classrooms of years two and three.
- Early Childhood Professional Scholarships. ADE will work with FTF to recruit students on a pathway to an ECE or ECSE teaching certificate. In some instances, students will have an associate's degree and be working on a bachelor's degree in ECE or ECSE; in other instances a student will have a bachelor's degree and be working on obtaining a teaching certificate in ECE or ECSE. Additionally, ADE will work with FTF to recruit students to pursue master's degrees in an effort to develop leaders for Arizona's ECE community. Since education levels are so varied, Arizona's ambitious but achievable plan is to invest in 14,188.300-level credit hours at \$900 per credit hour over the four year grant period for a total of \$12,769,009 spent on scholarships. The expected result of supporting continuing education and degree completion is elevating and professionalizing the field, recruiting and retaining a quality early childhood workforce, and supporting and increasing the quality of services provided to young children.
- Institutions of Higher Ed. Arizona will invest \$190,000 in years one and two of the
 grant period in contracting with Arizona's 7 State Board approved IHEs to provide
 professional development academies for ECE/ECSE faculty on the components of a high-

- quality preschool program linking directly to Arizona's documents in the early learning continuum (ITDG, AzELS, PGHQ, and the AZCCRS for K-3), and child development spanning the ages of birth to 8. Arizona's ambition is to increase the quality of the placement options identified for students entering the practicum or student teaching portions of their degree programs.
- Data Linkages. In order to carry out the activities required to meet the deliverables and scope of work of this project, it is necessary for ADE to contract for additional resources for the development of a secure data network and the system platform needed to facilitate the transfer and exchange of data. Development efforts will include one (1) Structured Query Language (SQL) Developer at an hourly rate of \$55 at 1.0 FTE, and one (1) Software Developer at an hourly rate of \$55 at 0.5 FTE. These two positions will work on the design and deployment of a common, secure, web-based portal where end users (i.e., providers, educators, and parents) can enter using a valid username and password. End users will access consent forms, information they are permitted and authorized to view, and parents will have the ability to opt-out their children's pre-K data from being collected and/or linked to the Arizona's K-20 SLDS if families select this option. The timeline for developing and implementing a common, secure, web-based Grant portal and estimated costs is detailed in Table G in Section C. The overall Contract line item total is \$26,002,209 for all four years of the grant (\$9,472,827 in year one, \$7,509,794 in year two, \$5,509,794 in year three, and \$3,509,794 in year four).
- **7. Training Stipends.** ADE is not proposing any training stipends at this time. The overall Training Stipends Total is \$0 for all four years of the grant.
- **8. Other Operating Expenses**. ADE has projected the four-year budget total for "other" to be \$187,400 with the amount being \$46,850 per year of the grant period as detailed in Table I-2. These expenses paid under this grant will be minimized by come costs being shared with other ECE funding sources. The estimated "Other Operating Expenses" are based on recent actual costs for similar federal grant project budgets determined by the ADE and the Arizona Department of Administration for all State agencies.

Table I-2. Other Operating Expenses				
Operating Expenses	Year, l	Year, 2	Year, 3	Year, 4
Telephones/Communications Services (\$750/, FTE).	\$3,188	\$3,188	\$3,188	\$3,188
Internet Access (Mgmt, Info Sys) (\$1,385/ FTE)	\$5,886	\$5.886	\$5,886.	\$5,886
Rent/Occupancy (\$7,752/FTE)	\$32,946	\$32,946.	\$32,946	\$32,946.
Postage	\$300	\$300.	\$300	\$300
Printing/Copying.	\$3,000	\$3,000	\$3,000	\$3,000
Insurance/ Risk Management (\$345/, FTE)	\$1,466	\$1,466	\$1,466	\$1,466
Program incentives (\$15/FTE) (Reach Event / Human Resources)	\$64	\$64	S64	S64
TOTAL	\$46,850	\$46,850	\$46,850	\$46,850

- **9. Total Direct Costs.** The Total Direct Funds amount is \$27,633,485 for all four years of the grant (\$9,905,009 in year one; \$7,909,492 in year two; \$5,909,492 in year three; and, \$3,909,492 in year four). Ninety-five percent of the funds for infrastructure are for improvements to quality and capacity-building. The remaining 5% is for the administration of the grant by ADE.
- **10. Indirect Costs.** ADE has an Indirect Cost Rate Agreement (#2013-088) for a fixed rate of 13.8% of Total Direct Costs. The total Indirect Costs amount is \$266,516 for all four years of the grant period (\$69,991 in year one, \$65,508 in years 2, 3, and 4 respectively).
- 11. Funds to be distributed to Sub-grantees through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. Through a competitive process, ADE will contract with LEAs and/or sub-grantee and/or Head Starts to provide high-quality education services to 4 year old children that are 200% below the federal poverty level. This will be monitored through ADE's GME, which the ADE considers a binding agreement. Funds will be used to implement a high-quality service model that aligns with the AZELS and the PGHQ. Sub-grantees will be required to utilize their funding to sustain participation in QF in years 3 and 4 as ADE infrastructure spending decreases. Additionally, sub-grantees will be required to offer comprehensive services including, but not limited to: inclusion of children with disabilities, child screening, family engagement; participate in local ECQUIP meetings, and participate in the State level assessment system for ECE, currently Teaching Strategies Gold. The overall Contract line item total is \$52,000,000 for all four years of the grant (\$10,000,000 in year one, \$12,000,000 in year two, \$14,000,000 in year three, and \$16,000,000 in year four).
- **12.** Funds set aside for participation in grantee technical assistance. The annual set aside amount for technical assistance is in the amount of \$25,000 to participate in activities by the US Department of Education or the US Department of Health and Human Services.

13. Total Funds Requested. The Total Funds Requested amount is \$80,000,000 for all four
years of the grant (\$20,000,000 in year one; \$20,000,000 in year two; \$ 20,000,000 in year three,
and, \$20,000,000 in year four). Thus, ensuring a total of 35% of the funds is spent on state level
infrastructure and 65% is directly sub-granted to ELPS in the HNCs.
14. Other Funds Allocated to the State's plan. The funding match will be obtained through a
in-kind contribution from FTF. These matching funds will support the quality of
early education by helping those working with young children to sharpen their teaching and
administration skills. Of the (b)(4) million in-kind contribution from FTF:
• (b)(4) will support the community-based professional development for ECE
professionals.
• (b)(4) will support the Director/ Mentor training strategy.
• (b)(4) will be invested in keeping the best teachers with our youngest children by
rewarding longevity and continuous improvement of their skills.
• (b)(4) will be invested in expanding access to training and career counseling for
potential early education workers.
• (b)(4) will be invested in providing scholarships for higher education and
credentialing for early care education teachers and family support professionals.
15. Total Budget .The Total Funds Requested amount is (b)(4) for all four years of the
grant ($(b)(4)$ in year one, $(b)(4)$ in year two, $(b)(4)$ in year three, and
(b)(4) in year four).
Arizona has received significant support for the grant application. This will support the
early childhood infrastructure in specific targeted ways as well as allow for increased access to

Arizona has received significant support for the grant application. This will support the early childhood infrastructure in specific, targeted ways as well as allow for increased access to high-quality in HNCs. Arizona recognizes that although this opportunity is timely and appreciated there is still much work to be done to create the sustained system we envision. Arizona is ready and able to take advantage of the grant opportunity now, and with advocacy work through relationships, partnerships, and collaborations, build support for future years when Arizona is ready to consider additional funding for preschool expansion.

Due to the generosity of Arizona's philanthropic community, Arizona has been identified as a BUILD state. Build Arizona is comprised of both public and private sector leaders who have come together to make early childhood a priority. Representatives from government agencies, business, K-12 schools, child care, and higher education have come together to strategize.

specific goals for moving forward an early childhood education agenda. Goals are focused on communicating the importance of the early childhood investment, improved access to quality early learning experiences across a wide spectrum, improved professional development, increased preventative health initiatives with a focus on school readiness, and creating sustainable systems that support Arizona's children in early grade success. This group is convened to look at the ECE system as a whole with focused attention on issues of access and equity.

The Early Childhood Development and Health Board, which is Arizona's State Advisory Committee, continues to be the leading advocate for quality early learning systems. The state board is made up of 9 members chosen to represent the state's diversity. The AZDES, AZDHS and the Superintendent of Public Instruction, or their chosen designees, serve as non-voting *ex officio* members. The appointees include men and women, Democrats, Republicans, and an Independent from six counties. Each member brings experience in early education, K-12 education, health care, juvenile justice, higher education, philanthropy, business and Tribal government. All members have been confirmed by the Senate.

The 28 FTF Regional Councils meet the diverse needs of Arizona communities. Not only do they make decisions about which early childhood strategies will be funded but they work within their communities to ensure that what children in their community get what they need to arrive at school healthy and ready to succeed. FTF Regional Councils actively advocate for both statewide local attention to ECE issues.

Children's Action Alliance has been a voice for children for over 25 years. Children's Action Alliance (CAA) is an independent voice for Arizona children at the state capitol and in the community. CAA works to improve children's health, education, and security through information and action. Through research, publications, media campaigns, and advocacy, CAA seeks to influence policies and decisions affecting the lives of Arizona children and their families on issues related to health, child abuse and neglect, early care and education, budget and taxes, juvenile justice, children and immigration, and working families. CAA works toward a future in which all children have health insurance, no child is raised in poverty and hunger, every child enters school ready to learn and succeed, no child endures the ravages of abuse and neglect, every child has a place to call home, and struggling teens have the support they need to become

responsible adults. CAA is a strong partner in helping to increase funding and improving both access and quality of preschool slots.

Expect More Arizona is a partnership organization that believes all Arizona children deserve a world-class education, which gives them the opportunity to succeed in life. To ensure a strong economic future for Arizona and a higher quality of life for everyone, we have to make education a top priority in our state. The partners understand that a world-class education system is one in which every Arizona child, regardless of background, income, or zip code, is able to:

- Access high-quality early learning that prepares him/her for Kindergarten,
- Read proficiently by the 3rd grade,
- · Graduate from high school ready for college or career, and
- Attain a college degree and/or certificate or industry credential.

These organizations are key partners in Arizona being able to move forward the opportunity provided in this grant. Arizona has many champions for a sustainable early childhood system that ensures that children who may benefit from a preschool experience can find not only affordable and accessible slots, but quality in the program their family has chosen for them.

H. Conclusion

Even though there is much good occurring in Arizona for young children, equitable access to high-quality preschool options remains elusive for many children. Arizona has laid out an ambitious and achievable plan to help address this issue in select targeted areas of the state that are ready for this infusion of support. The grant will make a difference in improving access for vulnerable children by creating new preschool opportunities, and knowing that a preschool slot alone will not address the learning gap, the plan provides for programs to improve their quality.

Arizona's economic recovery has been slow and preschool funding has not kept up with the other advances that are being made in the ECE system. The grant funding would permit Arizona to take our work to the next level and provide greater numbers of vulnerable children with access to high-quality ECE services. Arizona is perfectly positioned to use the grant funding effectively and efficiently to increase access to high-quality early learning opportunities in HNCs. In addition, this grant will allow for many more early learning professional to engage in higher educational opportunities thus significantly improving the likelihood of quality of effective instruction, curriculum, and assessment. Through the substantial investment in the QF

system, more early care and education programs will have access to this opportunity to reach higher levels of quality.

Arizona can build upon its current infrastructure and begin serving children within year one. Together, Arizona plans to engage cross-system partners, work with state and local leadership, and increase public will to make preschool a priority through addressing access and equity issues across Arizona.

I. Competitive Priority 1: Contributing Matching Funds

Arizona's plan to improve the quality of the early learning experiences for its preschool aged children and the necessity of building strong preschool through grade 3 continuums is much larger than this grant. Throughout Arizona at both a state level and local level investments are being made on behalf of young children. It is recognized in Arizona that a strong foundation in early childhood, from birth through grade 3, is the key for the future of Arizona. Indeed, strong foundations are necessary if we expect generational change.

In a state where 25% of high school students fail to graduate from high school in 4 years, 66% of children do not attend any preschool programs and 23% of our 3rd graders do not pass the AIMS reading assessment it is essential that Arizona target its available resources to close the learning gap and provide strong foundations for vulnerable children in our high needs communities. Arizona does not have a universal model of preschool funding, but through the FTF tobacco tax local FTF RPCs may choose to fund preschool scholarships based on the prioritized needs of their communities. In 2014, (b)(4) infants, toddlers, and preschoolers. received scholarships to access childcare and early learning programs. (b)(4) children had access to higher standards of quality because their early learning program participated in QF. Overall, FTF RPCs make significant investments in early childhood education and health throughout the state. (b)(4)dollars was invested in quality childcare and preschool, (b)(4) dollars was devoted to strengthening families, (b)(4) dollars supported strategies targeted toward preventative health. In addition, (b)(4) dollars was allocated to workforce development and training efforts and (b)(4)dollars was earmarked for systems. coordination. This is a significant investment to the children in Arizona. FTF funds are dependent on tobacco tax revenue which is fluid and an acknowledged

81

declining revenue source. Already, some FTF dollars are used to match other federal grants

within the state. For the purposes of the grant, FTF funding will be providing the match in the

form of professional development infrastructure (Table A). Over the grant period, FTF will commit to match funding as detailed in Competitive Priority 1 Table.

		Competit	ive Priority 1	Table		
Types of Match	Increased State Funding in Fiscal Year 2014	Year 1	Year 2	Year 3	Year 4	TOTAL
State.	(b)(4)					
Local						
Philanthropic						
Other						
Overall Match						
Matches Amount from Master Table	Correct	Correct	Correct	Correct	Correct	Correct

critical to children's success. This continuity is possible only when there is a continuum of comprehensive high-quality supports and services offered to children and families. High-quality preschool programs are only one part of such a comprehensive ECE system. To help create

J. Competitive Priority 2: Supporting a Continuum of Early Learning and Development

Arizona recognizes that continuous and consistent high-quality learning experiences are

smooth transitions for children and families from wherever it is those children may spend their first five years of life to these high-quality preschool programs, Arizona's ambitious but achievable plan addresses the creation of a more seamless progression of supports and

interventions from birth through third grade by supporting three key program areas: home visitation, Early Head Start/ Head Start, and early intervention.

Area 1: Home Visitation. In September 2011, AZDHS was awarded S36 million in grant funding from the federal MIECHV program. This initiative has allowed for Arizona to develop a systematic approach for planning, funding, and collaborating efforts to provide accessible, high-quality home visiting services to children and families in vulnerable communities. Home visitation programs provide participating families of infants and toddlers with information and education on parenting, child development and health topics while assisting with connections to other resources or programs as needed. Home visitors deliver one-on-one

coaching and interaction with parents or caregivers in the home that tailor to the needs of individual families.

Implementation of the MIECHV grant is guided by an Interagency Leadership Team (IALT). Its members include ADE, the Arizona Department of Child Safety (DCS), AZDHS, which includes including the Bureau of Women and Children's Health (BWCH) and the Division of Behavioral Health Services (DBHS), Arizona Health Care Cost Containment System (AHCCCS), which is the State's Medicaid agency, Arizona Early Intervention Program (AzEIP), and FTF, as well as consultants and evaluators for the MIECHV Program. The group meets monthly to dialogue about the efforts to build the home visiting system in a comprehensive way. The State agencies work collaboratively to ensure funding is being maximized, programs are using evidence-based research and techniques to provide services that best fit the needs of families in vulnerable communities.

With funding from the grant, ADE will be able to support building the capacity of home visitors through collaborative professional development that focuses on the ITDG. The professional development will provide home visitors with in-depth examination of the ITDG, which addresses each developmental domain for infants and toddlers, as well as guidance on how to use the ITDG in their work with helping to strengthen and stabilize families. Additionally, Arizona's ambitious but achievable goal is to help home visitors see their role in the school-readiness continuum and to be actively engaged in each HNC's ECQUIP process (as detailed in Sections A and E of the application) so they may help families make connections to other parts of Arizona's ECE system.

Area 2: Early Head Start/Head Start. ADE is the administrative home of the Arizona HSSCO. In Arizona's ambitious but achievable plan, the HSSCO will continue to build a streamlined, organized system of support for HNCs through facilitation of sustained, collaborative relationships among Early Head Start and Head Start programs, LEAs, private childcare providers, MIECHV home visitors, Part C providers, and other key stakeholders. With funding from the grant, ADE will be able to support building the capacity of infant and toddler teachers and instructional aides through targeted professional development that focuses on the ITDG. The professional development offered will provide infant and toddler teachers and instructional aides with in-depth examination of the ITDG, which addresses each developmental

domain for infants and toddlers, as well as guidance on how to implement the ITDG in their classrooms.

Additionally, support for the grant will require ADE to work collaboratively and coordinate access to the national support centers, funded by the Federal Office of Head Start, to provide a joint summit focused on supporting professionals who work with or on behalf of infants and toddlers in Arizona. This summit will be open to EHS and HS teachers and administrators, private child care providers, MIECHV home visitors, Part C providers, and other members of the HNC who serve a role in Arizona's EC system.

Area 3: Early Intervention. Arizona recognizes the importance of providing high-quality transition experiences to children and their families receiving early intervention services under Part C the IDEA as they move to preschool services under Part B, section 619 of the IDEA. The components of a high-quality transition plan include extensive family engagement, collaboration between early intervention providers and preschool programs, and intentional planning. Currently, there is an Intergovernmental Agreement (IGA) between the DES AzEIP and the ADE that helps to clarify the transition requirements for children transitioning from Part C to Part B. Arizona's ambitious but achievable plan includes providing funding for improving the Part C and Part B partnership in two key ways: targeted, collaborative professional development and an annual conference to be held each year of the grant funding period.

In spring 2013, AzEIP implemented Team Based Early Intervention Services (TBEIS). TBEIS utilizes coaching, teaming and natural learning opportunities to support parents and primary caregivers in supporting infants and toddlers with disabilities. AzEIP uses the *Early Childhood Coaching Handbook* and the *Early Childhood Teaming Handbook* to support EC professionals in using expert coaching, with both goal-oriented and adult-learning coaching approaches. Similarly, MIECHV, ADE, and Early Head Start utilize coaching approaches when working with ECE professionals. To ensure a shared understanding of appropriate coaching in ECE, funding from the grant will allow ADE to support 2-day professional development institutes to be held in HNCs, organized through AzEIP, that will support improved collaboration between Part C and Part B, as well as six months of follow-up coaching, to support fidelity of the implementation of coaching across EC programs. AzEIP has successfully implemented this approach with their teams of early intervention contractors; Arizona's ambitious but achievable plan is to expand the opportunity for participation to other teams of EC professionals.

Another important aspect of ensuring smooth transitions for children and families receiving services under Part C to services under Part B is the opportunity for professionals in both agencies (AzEIP and ADE), as well as members of other agencies in Arizona's EC system, to meet annually in an ECE conference. With funding from the grant, this joint conference could be organized to bring in national and local presenters to provide high-quality professional development that meets the needs of the ECE professional community. Topics to be addressed at this conference include transitions to and from the various ECE programs, family support and engagement in all levels of decision-making on behalf of young children, strategies for early literacy with infants and toddlers, infant mental health, school-readiness, as well as many others.

K. Competitive Priority 3: Creating New High-Quality State Preschool Program Slots

		YEAR 1			YEAR 2			YEAR 3			YEAR 4		SUX	IMARY .
Zip Code	Iotal CountP S	00 PS- Students	Slots	% PS- Students	Slots	Nen Slots	% PS- Students	Slors	Nen Slots	% PS- Students	Slots	Nen Slots	Total Count PS	%n Increase Slots
\$5019	(b)(4)													
\$5,008	,,,,													
\$5304, \$5053, \$5151, \$5029,														
\$5120, \$5023.														
85715														
85008														
85507														
85043														
85336 85301														
<u>85543</u>														
\$5621														
\$555														
\$5648														
\$5350														
85705														
E5353 TOTAL														
10134														

Inherent in the early childhood system is the principle that families have the right to choose how they access a high-quality through a mixed delivery system. This for family choice of public school programs as well as private, for profit, non-profit or faith based options. Utilizing a mixed delivery system, where all programs meet the high-quality standards, Arizona proposes to ambitiously increase the number of children served.

Arizona's plan is to place (b)(4) new slots within the HNCs during year one of the grant, as detailed in Competitive Priority 3 Table. In year two, the plan adds (b) new slots into the HNC with new programs who have increased quality to meet the standards of the PGHQ as demonstrated through QF. This will increase the total slots in year 2 to (b)(4) By year three, with the addition of another (b) slots to newly improved high-quality programs, the total number of

ARIZONA-Preschool Development Grant Application

new slots will increase to (b). By year four, the addition of (b) slots will bring the total up to (b)(4) new slots by the end of the 4 year grant. ADE will continually work with the HNC to identify new HNC as the current HNC nears capacity and has diminutive waiting lists.

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Other Attachment File(s)

* Mandatory Other Attachment File	name: Accountabilty, Transpar	ency and Reporting Assuranc
	Delete Mandatory, Other, Attachment	View Mandatory, Other, Attachment
To add more "Other Attachment" atta	chments, please use the attachment b	uitons below.
Add Optional Other Attachment		

PR/Award # S419A150009 Page.e103

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 Represent	tative of the Governor (Printed N	Vame):
Governor Janice K. Brewer	SCOTT A. SMITH,	CHIEF OF STAFF
Signature:		Date:

Appendix Table of Contents

#	Attachment Title	Relevant Selection Criterion	
A	Program Guidelines for High	A4. Characteristics of High-	
	Quality Early Education: Birth	Quality Preschool Programs	
	through Kindergarten		
B .	Quality First Component	B5. Coordination of preschool	
	Overview	programs and services	
C.	Elements of Alignment	C1. Use no more than 35% of	
		funds for infrastructure and	
		quality improvements.	
D	Arizona's Infant and Toddler	B1. Early Learning and	
	Developmental Guidelines	Development Standards	
Е	Arizona Early Learning	B1. Early Learning and	
	Standards	Development Standards	
F	Arizona's School Readiness	A5. Set expectations for	
	Framework	school-readiness	
G	Scoring Rubric and Scoring	C2. Implement a system for	
	Form	monitoring	
Н	Early Childhood Quality	E4. How the State and Sub-	
	Improvement Process	grantee will monitor Early	
	(ECQUIP)	Learning Providers	
I	Standard Module Professional	F. Alignment within a Birth	
	Development Graph	through Third Grade	
		Continuum	
J	Readiness Goals	A5. Set expectations for	
		school-readiness	

Program Guidelines for High Quality Early Education: Birth through Kindergarten

1.0 PROGRAM ADMINISTRATION AND QUALIFICATIONS

PROGRAM GUIDELINE 1.1

A written philosophy is used as the basis for program planning, implementation, evaluation and modification.

Indicators:

- **1.1.a.** The concepts in the early education program philosophy are consistent with developmentally appropriate and culturally relevant practices and indicators of quality.
- **1.1.b.** The philosophy is shared in written form with all personnel at each site who administer and implement the program.
- **1.1.c.** The philosophy is evident in program practices at the site level.

PROGRAM GUIDELINE 1.2

The early education program is supervised, administered, and implemented by qualified early childhood personnel.

Indicators:

Personnel Qualifications for Arizona Department of Education State Funded Early Education Programs:

1.2.a. Program Administrator:

- Advanced degree in Early Childhood Education, Child Development or related field (developmental psychology, early childhood special education), 6 credit hours in administration and, one year full time teaching experience with young children. OR
- A Bachelor's degree in Early Childhood Education, Child Development or related field (developmental psychology, early childhood special education), 6 credit hours in administration, and three years full time teaching experience with young children. OR
- Principal's Certificate with at least one year full time teaching experience with children birth through age eight.

1.2.b. Teacher (**required** as of July 1, 2012):

- Current National Board Certification in Early Childhood; OR
- A bachelor's degree in Early Childhood (or closely related field) and a current Arizona Certification or Endorsement in Early Childhood Education.

1.2.c. Assistant Teacher:

- Must meet federally legislated highly qualified requirements
 - Hold an associate's degree in early childhood education/child development; OR
 - a Child Development Associate (CDA) credential in early childhood education/child development; OR
 - a college certificate in early childhood education/child development
- Six months experience working with young children.

Personnel Qualifications for Other Federal, State, Tribal or Privately Funded Programs 1.2.d., Program Administrator:

- Bachelor's degree in early childhood education or a closely related; OR
- a state of Arizona provisional/standard teaching certificate in early childhood education;
 OR
- a state of Arizona provisional/standard teaching certificate in elementary education with early childhood endorsement.
- I year experience in an early care and education program.

1.2.e. Teacher:

- At least fifty percent of teachers have a bachelor's degree in early childhood education or closely related field; OR
- a state of Arizona provisional/standard teaching certificate in early childhood education;
 OR
- a state of Arizona provisional/standard teaching certificate in early childhood special education; OR
- A state of Arizona provisional/standard teaching certificate in elementary education with early childhood endorsement.
- Six months experience in an early care and education program

IT 1.2.e. Teacher:

Lead caregivers who spend the majority of their time with infants or toddlers have specialized education related to infants and toddlers (e.g. Infant/Toddler credential; specific infant/toddler coursework; specific training such as Program for Infant Toddler Care [PITC]).

K 1.2.e. Teacher (required as of July 1, 2012):

- Valid provisional/standard teaching certificate in early childhood education
- OR valid provisional/standard teaching certificate in elementary education with an Early Childhood endorsement.

1.2.f. Assistant Teacher

- All assistant teachers have a high school diploma or equivalent
- At least 50 percent of all assistant teachers have at least nine months experience, and at least 50 percent have at least three months experience in an early care and education program.

Additional Personnel Qualifications for All Programs

- **1.2.g.** At least one member of the early education program will be capable of communicating with the population represented in the program.
- **1.2.h.** At least one member of the early education program has experience working successfully with families, organizations and agencies representing the diverse cultures and lifestyles in the community served.
- **1.2.i.** Family Support Personnel Qualifications (when applicable):
 - Successful completion of at least a two-year degree or certificate program in the field appropriate to their job responsibilities, e.g., health, nutrition, social services, parent involvement, disability/inclusion support services to best meet the needs of the community.
 - Experience working successfully with families, organizations and agencies representing the diverse cultures and lifestyles in the community served.

PROGRAM GUIDELINE 1.3

Program policies are used as the basis for efficient and effective early childhood program operation at each site.

Indicators:

- **1.3.a.** Ratios and group sizes are maintained at levels which meet high quality standards.
 - No more than 9 three year olds per staff member
 - No more than 18 three year olds children enrolled per group.
 - No more than 10, four or five year olds per staff member
 - No more than 20 four or five year old children enrolled per group.

- IT 1.3.a. Ratios and group sizes are maintained at levels which meet high quality standards.
- -No more than 4 **infants** (6 weeks 12 mos.) per staff member and no more than eight infants enrolled per group;
- -No more than 5 **toddlers** (12-24 mos.) per staff member and no more than ten toddlers enrolled per group;
- -No more than 6 two-year olds (24-36 mos.) per staff member and no more than twelve two-year olds enrolled per group.
 -Small groups of infants and toddlers are primarily cared for by one, consistent staff member/teacher throughout daily routines and activities.
- **K 1.3.a** Ratios and group sizes are maintained at levels which meet high quality standards. -No more than 20 children are enrolled per group.

- **1.3.b.** In mixed age classrooms, programs use the ratio and group size of the youngest child enrolled.
- **1.3.c.** Ratios are adjusted based upon the number of children with disabilities and the individual needs of the children enrolled.
- **1.3.d.** The early education program adheres to a children's attendance policy set by the program.
- **1.3.e.** Policy is established and enforced regarding children's attendance restrictions due to illness and re-admittance requirements.
- **1.3.f.** The early education program will operate a minimum of 12 hours per week and at least 170 days per year to maximize opportunities for learning.

K 1.3.f. The kindergarten program will operate
K 1.5.1. The kindergarten program win operate
a
minimum of 180 days or the equivalent of a
minimum of 450 instructional hours per
school year for half day programs or a
minimum of 900 hours per school year for
full day programs.

- **1.3.g.** There is a written plan which specifies the timelines and activities for transitions into the program, within the program, and exiting the program which *may include* the following: meetings to help prepare families and set expectations are held with family appropriate transition and teacher/provider, visits to new programs (kindergarten, new classroom, and new provider), home visits, etc.
- **1.3.h.** Programs provide staff continuity and consistency through stable staffing patterns that allow children and families to develop relationships that best support each child's individual growth and development (For example: children and families are with the same staff and group for more than one year, or staffing patterns include regular floaters that can serve as substitutes without compromising ratios).
- **1.3.i.** Materials developed for the program, including but not limited to, educational materials, curriculum materials, or family outreach materials, are reflective of cultures represented in the community.

- **1.3.j.** The classroom (or designated care and education space of a home) provides 35 square feet of usable space per child.
- **1.3.k.** Current emergency contact information on each child is maintained on state-approved form.
- **1.3.l.** Up-to-date health records are maintained on each child, including information about age-appropriate immunizations, allergies, and chronic illnesses.
- **1.3.m.** The early education program has a written personnel policy manual and ensures all early education personnel read and understand the contents.
- **1.3.n.** The program has written exclusion policies regarding ill staff (including oneself if a family care provider).
- **1.3.o.** Suspected incidents of child abuse and neglect are promptly reported to the appropriate persons and agencies, and staff is trained to follow state and tribal laws and requirements for reporting child abuse.

PROGRAM GUIDELINE 1.4

The program provides professional development opportunities for the early education program staff to strengthen their competencies in planning and implementing appropriate and effective educational programs for young children.

Indicators:

- **1.4.a.** On-going professional development and support is provided by a person qualified by education, training, and experience in early childhood education. This person may or may not be employed by the program.
- **1.4.b.** The program designs, implements, and reviews annual professional development plans for each staff member that outline specific learning goals for personnel, and the learning goals relate directly to the groups with which the individuals work (e.g., children with special needs in inclusive settings, infants & toddlers, etc.)

IT 1.4.b. Personnel who work the majority of	
their time with infants and toddlers have	
specified training related to safe sleeping	
practices for infants/toddlers, Sudden Infant	
Death	
Syndrome, and health and safety practices for	
infants and toddlers.	

- **1.4.c.** Early childhood staff participates in on-going professional development opportunities (a minimum of 18 documented hours annually) that increase their knowledge of current, research based early childhood theory, instructional strategies, and best practices.
- **1.4.d.** Professional time is set aside for the early education program staff to visit other early education programs to gain knowledge, new skills and have an opportunity to collaborate with other early childhood staff to ensure continuity throughout programs.
- **1.4.e.** The program administrators collaborate with other partnering agency administrators to share information and coordinate service delivery so that children receive seamless, continuous, aligned education and care programs.
- **1.4.f.** The program administrator or designee holds a membership in an ECE professional association and participates in activities sponsored by early childhood organizations such as advocacy days at the legislature, sitting on an organization's board or committees, etc.

- **1.4.g.** College and graduate coursework is encouraged for all early education program staff in order to obtain specialization in early childhood education.
- **1.4.h.** Program administrators conduct observations on personnel working directly with children at least twice each year to evaluate program quality and staff effectiveness.
- **1.4.i.** Supervisors meet individually with program personnel regularly to participate in reflective supervision by reviewing supervisor observations, providing feedback, and discussing on-going professional growth and development opportunities and activities

2.0 DAILY ROUTINES AND SCHEDULES

PROGRAM GUIDELINE 2.1

A program schedule is designed and used in a way that ensures that all children have daily opportunities to learn through child-initiated and teacher directed experiences that match children's needs, interests, and developmental levels.

Indicators:

2.1.a. Active, *child-initiated learning dominates* the day. Minimal amounts of time (no more than five minutes) are spent getting ready, sitting and listening, or waiting. The daily schedule and routines are predictable and consistent. The teacher strives to incorporate enthusiasm and engagement to foster a positive frame of mind about school.

IT. 2.1.a. Free play occurs during most of the day.

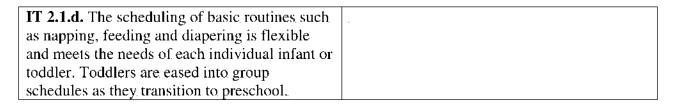
Children choose what type of play in which they wish to engage. This play includes opportunities for "tummy time" for nonmobile infants and time to be held, rocked, and cuddled as part of the regularly scheduled day. **K 2.1.a.** The daily schedule reflects a balance of child-initiated and teacher directed planned learning activities as well as intentional outdoor experiences. An emphasis is placed on center activities.

- **2.1.b.** Each program will identify and set aside blocks of time daily (at least 60 min. per ½ day) for uninterrupted, intentional, child-initiated learning through play. Children's self-directed experiences are facilitated through the use of indoor and outdoor learning areas, which might include, but are not limited to:
 - dramatic play (not limited to housekeeping);
 - blocks:
 - art and other creative experiences (not limited to easel painting);
 - library (reading-listening);
 - writing;
 - mathematics;
 - sand/water;
 - woodworking;
 - music;
 - computers and technology; and
 - science
- **2.1.c.** The daily schedule includes a balance of small group and individual experiences. The younger the child, the more the activities are individually conducted rather than in groups. The schedule is adjusted to address the varying abilities of children (e.g. children with special needs, children with linguistic differences, etc).

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alternate activities when not participating with a	
group. Staff are flexible and adjust activities or	
daily schedules as children join and leave a	
group.	

2.1.d. Adult-directed learning activities are related directly to children's real-life experiences, are presented within meaningful contexts and are presented in ways that encourage active participation.



2.1.e. Adult-directed learning activities take up a minimal amount of the daily schedule. Instead, curricular activities are designed to meet children's individual abilities and needs through self-directed learning and active engagement by adults who promote learning concepts, encourage creative thinking, communication and develop social interactions.

IT 2.1.e. A variety of both active and quiet	K 2.1.c. Adult directed whole group learning
play	activities take up no more than 50% of the day.
activities are available to meet the needs of	Instead, children are engaged in concrete
infants and toddlers.	experiences that make academic content
	meaningful and allows for independent
	practice.

- **2.1.f.** A procedure is used to help children think about and plan their experience within the day's activities.
- **2.1.g.** The daily schedule includes ample time (a minimum of 20-30 continuous minutes) for children to participate in outdoor, child-initiated learning activities that are planned and intentionally designed to meet the individual abilities and needs of the children.
- **2.1.h.** The daily schedule includes specific times when children participate in activities that encourage movement and physical activity.

PROGRAM GUIDELINE 2.2

The early education program provides well-established routines and a climate of respect to support children development of self-confidence, independence, problem-solving and social skills. Indicators:

- **2.2.a.** Each child is treated with warmth, care, and respect, regardless of socioeconomic, racial, or cultural background, gender, ability or appearance.
- **2.2.b.** Desired behaviors are stated and modeled and opportunities are provided for children to act in age, and individually-appropriate ways that include: playing; assuming responsibility for carrying out routines; exhibiting helpful behavior; helping to develop and follow rules for the care and safety of self, others and materials; getting along with others; making friends; and being courteous.

IT 2.2.b. Expectations for children's behavior are realistic for the ages of the children present (e.g., infants and toddlers are not expected	K 2.2.b. Children are encouraged to assume age appropriate responsibilities such as pet care, line leader, etc.
to share materials or apologize).	

2.2...c. Daily program routines and experiences are implemented in a manner that helps prevent behavior problems from occurring, but are not so rigid as to be controlling. Consideration is given to length of activity, adequacy of materials, room arrangement, age, developmental levels, numbers of children, and freedom of movement during activities.

IT 2.2.c. Enough materials, including multiples	
of the same items are available, and there is	
ample floor space for children to avoid issues of	
competition or crowding.	

- **2.2.d.** Personnel respond to children's needs both quickly and in a way that appropriately provides comfort or assistance as needed. Teachers' responses are predictable, consistent and fair.
- **2.2.e.** Children are assisted in negotiating disagreements among themselves in ways appropriate to their age and ability, but conflicts are not solved for them. Conflicts between children are seen as opportunities for learning skills such as negotiating, stating the problem and compromising.

T 2.2.e. Distraction and redirection are used	
appropriately as a primary source of conflict	
resolution.	

- **2.2.f.** The routines and experiences of the daily program are implemented so children have many opportunities to make choices and take on leadership roles in conducting the activities. Positive guidance helps lead these choices.
- **2.2.g.** Regard for others, self-regulation and positive social interactions are demonstrated and encouraged by the adults present.
- **2.2.h.** Adults facilitate social relationships between and among children, including children with special needs, during play and other learning experiences.
- **2.2.i.** Children are comfortable and supported in expressing their ideas and opinions.
- **2.2.j.** Clear, consistent, and age appropriate rules and expectations are set, understood, and consistently enforced using positive reinforcement and logical or naturally occurring consequences.
- **2.2.k.** Techniques that foster children's confidence in their communication skills are used and may include: creating a relaxed, non-threatening climate for inquiry; providing sufficient wait time before expecting children to respond; using an open response system; providing an environment that allows and encourages children to take risks in making comments; restating to gain insight into a child's response; extending children's responses; and providing supportive feedback.

PROGRAMGUIDELINE 2.3

Daily activities and routines are conducted and managed in a way that maximizes opportunities for children's learning.

Indicators:

- **2.3.a.** Sufficient time is allocated for children to transition between activities (such as clean up) and prepare for the next experience.
 - Transitions are viewed as essential parts of the curriculum and are included in the teacher's lesson plans.
 - During transitions between activities, teachers utilize intentional teaching strategies to further children's learning; "waiting" time is kept to a minimum.
 - Children are given adequate notice before change occurs.

IT 2.3.a. No long periods (no more than three	
minutes) of waiting occur during transitions	
between daily activities. Distress or other	
problems are minimal for infants and toddlers	
while transitioning.	

2.3.b. During children's self-directed experiences, the program staff move around the room and participate in children's activities while acknowledging children's efforts, providing new materials, asking open ended questions, accepting and supporting the child's ideas, and giving recognition related to their performance.

IT 2.3.b. The space allocated is open and	
spacious for infants, toddlers and adults to play.	
Traffic patterns do not interfere with activities.	
The space provides for a variety of activities	
and interests including special cozy areas. Quiet	
and active play areas are clearly separate.	

- **2.3.c.** A wide variety of teaching methods and materials using all of children's senses are incorporated to maintain children's interests, meet their individual needs, and encourage active participation.
- **2.3.d.** Program personnel effectively guide children's understanding of a activity's learning objective. Adults use statements that both summarize and reorient children's conversations to guide children's thinking and understanding of what is being learned.
- **2.3.e.** Activities are well-planned and materials are fully ready and accessible when needed. Time is not taken away from play or other learning activity times for staff to gather materials or set up an activity.
- **2.4.a.** The program provides interactive and continuous adult supervision and is in compliance with state licensing and/or program accreditation requirements.
- **2.4.b.** The early education environment is located in a clean, safe, well-lit, and well-ventilated area. It is adjacent to bathrooms with hand-washing sinks that can be monitored at all times.
- **2.4.c.** Toilets and sinks are clean and easily accessible to children. Children wash their hands after toileting, sneezing or nose wiping, before eating, and as indicated by environment, illness or experiences.

IT 2.4.c. Effective and safe hand washing and	
diapering procedures as outlined in the Infant	
and Toddler Environmental Rating Scales-R	
(Cryer, Harms, & Clifford) are strictly adhered	
to so as to reduce the spread of germs and	
disease.	

- **2.4.d.** Furnishings, materials, and objects in the learning environment are clean and in good condition.
- **2.4.e.** Indoor space is free from vermin, asbestos, radioactive gas (radon), visible soil, and lead.
- **2.4.f.** Poisons and other potentially harmful chemicals are always stored in a locked area, which is inaccessible to children. Hazardous or toxic products/materials are stored in compliance with fire and environmental quality codes.
- **2.4.g.** Outdoor play areas provide adequate shade and water and are free of glass, litter, traffic, and other potential dangers, including strangers. Adult/child ratios are maintained while supervising outdoor play. Outdoor equipment is age appropriate, safe, and kept in good condition. Staff station themselves throughout the playground to facilitate appropriate interactions and maximum supervision.
- **2.4.h.** Children learn about personal hygiene, nutrition, first aid, accident prevention, and safety through both planned experiences and naturally occurring events.
- **2.4.i.** Sign-in/sign-out procedures are implemented which insure that:
 - children are released only to persons who are authorized in writing to pick them up;
 - responsible parties are contacted according to established procedures when children are not picked up on time.

K 2.4.i. Children are supervised during drop off
and pick up times to ensure child safety.

2.4.j. Transportation providers ensure that a door-to-door delivery/pick up system is in place.

K 2.4.j. Transportation provides education for children concerning bus safety, riding habits,
and behavior expectations.

2.4.k. The program has a written plan for procedures to evacuate or shelter children and staff in the early education environment, program buildings, and/or buses, in the event of large scale disasters, fire, bomb threats, etc.

Program rehearses procedures on a regular basis.

3.0 PROGRAM PRACTICES: CURRICULUM, ENVIRONMENT, AND CHILD ASSESSMENT

PROGRAM GUIDELINE 3.1

The early education environment, both indoor and outdoor, evolves from children's needs, interests, experiences, and culture; facilitates their independence, exploration, and discover; and reflects their ideas, accomplishments, and products. The environment is not static; it changes as needed, to maximize the learning and developmental needs of all students.

Indicators:

3.1.a. The early education environment is organized into learning areas with open shelves and is
arranged so all children, including those with special needs, can access materials independently
and can function with minimal amount of direction. Furniture is low and arranged so all areas of
the room may be visually supervised.

IT 3.1.a. The room is arranged so that staff are	
able to hear and see all children. Furnishings	
are appropriate to meet the individual needs of	
an infant or toddler. Toddlers have child sized	
tables and chairs. Staff have appropriate and	
comfortable seating for engaging infants and	
toddlers.	

3.1.b. Furniture in the environment is the appropriate size for the children, and there is adequate floor space to allow for large muscle experiences indoors. When children with special needs are present, appropriate furniture and equipment is available to ensure the full access and participation of all children in the program activities.

IT 3.1.b. Infant and toddler play areas are	
separate from older children.	

3.1.c. Each learning area has an adequate amount, as well as a wide variety of concrete, real and relevant materials and activities, (including some duplicates) which address each child's individual learning needs, interests, and skill level and are frequently rotated in order to maintain student curiosity and engagement during center and activity time. Outdoor environments include different types of surfaces to allow for a variety of play.

IT 3.1.c. Routine care areas; diapering,	
toileting, hand washing, and feeding are easily	
accessible and conveniently arranged with	
furniture placed to encourage the development	
of self-help skills.	

- **3.1.d.** Teachers regularly assess each learning area to ensure there are appropriate materials and manipulatives for every student's developmental level.
- **3.1.e.** The location and space allocated to each learning area facilitates the kinds of activities taking place in that area.
- **3.1.f.** Learning areas are arranged so all children can engage in experiences of their choice without distracting or being distracted by others. Learning areas may allow for integration of experiences and material from one area to another. Traffic patterns do not interfere with activities. The space provides for a variety of activities and interests including special cozy areas. Quiet and active play areas are clearly separate.
- **3.1.g.** Displays of children's work reflect diversity and individuality. They do not reflect the standards or performances of adults and should not all look alike. The items are displayed at the children's eye level.
- **3.1.h.** The environment is warm and inviting to young children with displays providing additional opportunities for teaching and learning, without being visually overwhelming. It reflects the children's culture, community and current experiences.

PROGRAM GUIDELINE 3.2

Each program uses a developmentally appropriate early education curriculum (intentionally planned activities aligned with goals for children's knowledge and skills) to support the development of the whole child.

Indicators:

3.2.a. Curricular activities are aligned with the Arizona Early Learning Standards, are developed based on assessment of children's interests and learning needs, and reflect the national, current, research-based practices for young children as established by professional organizations.

IT 3.2.a. Curricular activities are aligned with the Arizona Infant-Toddler Early Learning Guidelines (once available) and reflect an emphasis on the relationships between children and adults who care for them. K 3.2.a. Curricular activities are aligned with the Arizona Academic Standards for Kindergarten and reflect a variety of teaching strategies adapted to account for the diversity of learners and capitalizes on the active and social nature of children through opportunities for independent exploration of the content.

- **3.2.b.** The curriculum is sufficiently broad and open-ended so teachers can address the strengths and learning needs of children with varying levels of maturity and ability and can be adapted or modified to support children with special needs as well as English Language Learners.
- **3.2.c.** Curricular themes /topics reflect children's interests, experiences, family, and culture. Themes/topics are relevant for children (e.g., a new baby, family traditions, etc.).

IT 3.2.c. Curriculum is designed around the	
individual schedules and routines of infants and	
toddlers.	

3.2.d. Written lesson plans reflect use of the Arizona Early Learning Standards.

K 3.2.d. Written lesson plans reflect use of the
Arizona
Academic Standards for Kindergarten.

3.2.e. Program personnel can explain how each day's plan addresses children's individual abilities and learning needs based on on-going, formative assessment. Teachers can relate the plan to the Arizona Early Learning Standards, children's strengths, children's learning of a concept or objective, and how the plan builds on children's prior learning.

K 3.2.c. The teacher can explain how each
day's plan addresses children's developmental
levels in relation to the Arizona Academic
Standards for Kindergarten, enhances their
strengths, contributes to their understanding of a
concept or project, and promotes continuity
with prior learning experiences.

verbal and artistic expression, mathematics, experiences in the (social) sciences and spontaneous play with a wide variety of materials.	
	K 3.2.f. Play (not recess) is used as an instructional strategy and is intentionally designed based on children's needs and allows for opportunities for children to practice and apply newly acquired knowledge and skills.

3.2.f. The daily program reflects variation in content by providing for physical activity, literature,

3.2.g. Program personnel involve children in planning curricular activities by asking questions and identifying areas for future investigation.

	K 3.2.g. Children are encouraged to plan ahead
	to allocate their attention and time accordingly.

PROGRAM GUIDELINE 3.3

Adult and child interactions effectively promote children's awareness and understanding of their own thinking and support successful concept development.

Indicators:

3.3.a. Program personnel plan and implement activities and carry on discussions with children that promote higher order thinking skills rather than focusing on rote instruction activities.

IT 3.3.a. Adults participate with children in	
pretend play and suggest roles and new ways to	
play.	

- **3.3.b.** Adults use a variety of *why* and *how* questions with children to encourage use of analysis and reasoning skills including making predictions, evaluating or summarizing results, and problem-solving.
- **3.3.c.** Children are encouraged to communicate their thinking in different ways such as hypothesizing outcomes, explaining their reasons or processes for making decisions, proposing alternatives, explaining their creating process, or making comparisons.

IT 3.3.c. Toddlers are given time to find	
solutions with adult assistance without	
explicitly showing a child how to fix.	

- **3.3.d.** Children are encouraged to ask many types of questions and are given opportunities to be creative in brainstorming, planning and creating new ideas and products.
- **3.3.e.** Staff regularly explain interactions, feelings, intentions and activities highlighting the positive as the children move through their daily routines.

PROGRAM GUIDELINE 3.4

The program immerses children daily in a wide range of interactive language and literacy experiences that promote cognitive development and encourage children to express thoughts and feelings.

Indicators:

3.4.a. Language and Literacy activities that are planned and implemented for children are derived from the ongoing, formative assessment of children's abilities, interests, and individual learning needs and are clearly aligned with the Arizona Early Learning Standards.

IT 3.4.a. Curricular activities are aligned with	K 3.4.a. Language and Literacy activities
the.	planned
Arizona Infant-Toddler Early Learning	and provided for children are derived from the
Guidelines (once available) and reflect an	children's interests, individual instructional
emphasis on the relationships between children	needs and the Arizona
and adults who care for them.	Academic Standards for Kindergarten.

3.4.b. Daily routines and experiences provide a variety of opportunities for children to engage in discussions with each other either on their own or facilitated by adults.

IT. 3.4.b. Adults use verbal commentary to	
describe their own actions as well as those of	
the children as they participate in daily	
activities and routines.	

3.4.c. Adults have many individual conversations with children that include several back and forth exchanges and the use of contingent responding (responding in ways that build on children's statements).

IT 3.4.c. Adults engage in conversations with	
infants and toddlers by expanding on language	
and taking turns listening and speaking with	
children.	

- **3.4.d.** Attentive listening (establish and maintain eye contact when culturally appropriate) is done on the children's level and allows them time to express themselves completely before responses are made.
- **3.4.e.** Adults respond to children's verbal expressions and conversations by repeating, extending and elaborating on children's ideas.

IT 3.4.e. Staff effectively interpret and respond	
appropriately, positively and timely to	
children's attempts at language.	

- **3.4.f.** Children are assisted in finding words to describe their experiences, by providing facts or labels or by providing cues or hints which increases their vocabulary use and understanding of words that are spoken, read or sung.
- **3.4.g.** Children acquire practical listening skills, such as listening for appreciation and comprehension, and learning to value each other's ideas and point of view through teacher modeling of attitude and behavior towards others.
- **3.4.h.** Pictures, signs, functional print, and literacy products developed by children are displayed throughout the early education environment.

IT 3.4.h. Materials posted throughout the
setting are where infants and toddlers can easily
see and interact with them, on the floors, on low
shelves, etc. Materials are of objects, people
and experiences familiar to the children such as
families and pets.

3.4.i. Daily literacy experiences used to bring meaning to early childhood experiences include: hearing and telling original stories; retelling stories from books; hearing and telling flannel board stories; learning nursery rhymes; finger plays, and poems; reading and re-reading pattern and predictable books; role playing and fantasy play; and using puppets.

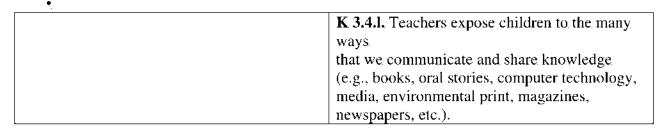
IT 3.4.i. Adults use the materials in the setting	
to engage children in language activities by	
talking to them about what they see.	

- **3.4.j.** The books that are read to children reflect a wide variety of topics, styles, and structures appropriate to young children. They present characters and storylines which are not stereotypic or biased against any ethnic group, gender, or culture.
- **3.4.k.** Children are read to both in groups and individually. Teachers are trained in "how" to read to young children utilizing methods that encourage children to interact with books and read along in a developmentally appropriate manner.

IT 3.4.k. Infants and toddlers are read to	
individually, or in very, small groups, of	
interested children. Once children lose interest,	
they are not expected to remain with the teacher	
or group, but are allowed to make new choices.	
instead. Book times are warm and interactive.	

- **3.4.1.** Children have daily opportunities to see that reading and writing are useful and serve a purpose. Their opportunities to interact with books and print might include experiences such as:
 - developing functional print e.g., signs, letters, cards, maps,
 - · recipes, and directions;
 - shared reading and writing to carry out daily routines;
 - handling books and environmental print, e.g., newspapers,
 - magazines;
 - greeting cards, maps, product labels, and signs;
 - · reading alone, to others, or into a tape recorder;
 - sharing books from home;
 - using the program library;
 - using the listening center; lap book reading (individual);
 - discussing pictures;
 - listening to presentations by authors;
 - · dictating stories;
 - writing and/or illustrating books;
 - re-writing pattern books;

- keeping a diary or journal; and
- labeling photographs, pictures and artwork.



3.4.m. Books are accessible to children throughout the environment, rather than only in the library area. Reading materials are incorporated into other areas of the room in meaningful and relevant ways. Examples may include: cookbooks and magazines in the dramatic play area, books about specific artists' works in the art center, books about architecture in the block area, or books which extend a curricular topic or theme in the writing area.

IT 3.4.m. Books for infants and toddlers are developmentally appropriate, added to or changed periodically, and available in quantities accessible to each child in the group to allow for independent exploration.

3.4.n. Opportunities for children to engage in self-initiated writing experiences are encouraged, provided and facilitated. Adults respond to children's writing with interest and enthusiasm. Children have many opportunities to tell stories through their drawings, paintings, and by incorporating printed letters.

opportunities to develop fine motor skills throughout their daily routines, activities and play (e.g., toys and manipulatives that encourage development of grasp, finger foods, infant toddler sized eating utensils, etc). Manipulatives, toys and other materials are rotated regularly. Adults model and encourage prewriting activities.

K 3.4.n. Teachers engage children in the various forms of writing (journaling, classroom rules, experiments, recipes, labels, directions, storytelling, letter writing, etc.) to encourage children to view themselves as writers.

- **3.4.o.** The alphabet is displayed at or slightly above the children's eye level.
- **3.4.p.** Children's names are available in written form in several areas within the learning environment.
- **3.4.q.** Children are immersed in a print-rich environment. Learning areas are visually inviting and well supplied with a variety of print materials in addition toward and alphabet games.
- **3.4.r.** The classroom is labeled with pictures and words as a pre-literacy strategy for all children. For children with disabilities, an alternative system of communication is utilized such as the Picture Exchange Communication System (PECS) or augmentative communication device.
- **3.4.s.** Adults incorporate advanced vocabulary within the context of activities and conversations and connect new vocabulary with the experiences and information with which children are familiar.

3.4.t. The majority of questions adults ask are open-ended rather than those that can be answered with a simple statement or yes/no response.

PROGRAM GUIDELINE 3.5

Children's curiosity and natural inclination to investigate and solve problems is nurtured and stimulated through daily balance of developmentally appropriate and independent experiences in mathematics, science, and social studies.

Indicators:

3.5.a. Math, science and social studies activities that are planned and implemented for children are derived from the on-going, formative assessment of children's abilities, interest, and individual learning needs and are clearly aligned with the Arizona Early Learning Standards.

IT 3.5.a. Curricular activities are aligned with	
the Arizona Infant-Toddler Early Learning	
Guidelines (once available) and reflect an	
emphasis on the relationships between children	
and adults who care for them.	

K 3.5.a. Math and Science activities planned and provided for children are derived from the children's interests, individual instructional needs and the Arizona Academic Standards for Kindergarten.

3.5.b. Developmentally appropriate math experiences emphasize exploration and inquiry. Math strategies and concepts are introduced with hands-on experiences and concrete materials. There is an opportunity for child choice as well as guided activities that support various levels of readiness.

IT 3.5.b. Children have access to a wide	
variety of blocks and other materials that stack	
and nest, are used for building and come in	
different shapes, colors, textures and sizes.	

K 3.5.b. Math experiences are provided to each child with concrete materials to manipulate. The child's improved ability to focus enables the teacher to conduct 15-20 minute activities that specifically support the acquisition of math concepts.

3.5.c. Numerical concepts are learned through daily routines and activities and are presented as meaningful everyday experiences rather than rote instruction. Examples of appropriately introducing number concepts include: counting how many children are present when trying to decide how many plates and napkins to set out on the table for snack; working to keep the playground clean and counting a specified number of pieces of trash to throw away.

IT 3.5.c. Children have time and space for	
activities that allow them to explore from	
different physical positions (such as cruising,	
walking, crawling) to support their development	
of understanding where things are in space and	
introduce them to spatial relationships.	

3.5.d. Math experiences such as counting, determining quantity, classifying, sorting, creating sets, and making patterns are provided to each child with concrete materials to manipulate. Adults comment on the results of children's exploration with materials such as when they make patterns or sort items by attributes.

- **3.5.e.** Adults use academic language related to math to describe experiences during the course of daily activities and routines and extend math concepts through other curricular activities such as music, literature, science, block building, cooking, finger plays, and games.
- **3.5.f.** Adults use academic language related to science in order to develop children's vocabulary and concept development around problem-solving, experimentation and investigation.
- **3.5.g.** Building with blocks is encouraged by creating a large open area and providing sufficient time to build. Building supplies are accessible to children and come in a variety of textures, shapes, sizes and materials.
- **3.5.h.** Adults encourage children to solve problems on their own by giving cues, asking questions and modeling, rather than giving direct information or instruction on how to accomplish a task such as finding where a puzzle piece fits.
- **3.5.i.** Adults encourage creative thinking by asking a variety of "what if" questions as children are handling and exploring with various materials.
- IT 3.5.i. Adults expand children's language attempts by adding words and ideas to children's statements about their environment and families.
- **3.5.j.** Science-related experiences are presented as hands-on experiments I which children are encouraged to hypothesize, observe, make predictions and draw conclusions on their own rather than simply watching as an adult conducts the activity. Children are provided opportunities to create their own investigations and experiments.
- IT 3.5.j. Sand (for children 18 months and older) and/or water play is made available daily and is set up to allow for effective play activities to occur (enough space, enough materials, etc.).
- **3.5.k.** Children are provided opportunities to document their observations and conclusions in pictures or in writing.
- **3.5.1.** Adults ask children about their explorations and have discussions with them that engage children in thinking about and reflecting on their work.
- **3.5.m.** Materials, such as measuring tools, magnifiers, graph paper and clipboards that engage children in collecting, recording, and analyzing data are easily accessible and used during children's play and exploration time.
- IT 3.5.m. Many materials are available which encourage sensory exploration such as different sounding rattles and instruments, varied textures, and a variety of brightly colored toys. Adults plan and implement a wide variety of activities which encourage children's tactile exploration (e.g., materials that are soft, smooth, rough, moldable, etc.).

- **3.5.n.** Technological aids, such as computers, tape recorders, and assistive technology devices (switch toys, hearing aids, Braille print, special lighting, communication boards, etc.) should supplement concrete experiences and materials as the major vehicle for learning.
- **3.5.o.** When computers are available for children's use, the software emphasize creativity and problem solving rather than drill and practice of isolated skills. Software reflects the interests of the children and is used to extend learning of class themes. Time using computers, televisions or devices with a "screen", is limited to a maximum of one hour per full day period (6 or more hours), 30 minutes per half-day period (less than 6 hours).

IT 3.5.0. During no portion of the day are	the day are
infants or toddlers using computers, televisions,	uters, televisions,
or other devices with a "screen".	""

3.5.p. When computers are available, adults are actively involved with children using them. Adults ask a variety of how and why questions and provide needed support when using the software.

IT 3.5.p. During no portion of the day are	
infants or toddlers using computers, televisions,	
or other devices with a "screen".	

- **3.5.q.** Props and materials depicting the various cultures represented by the children in the program are accessible throughout the environment.
- **3.5.r.** A variety of materials are accessible that encourage children to seek out information about various topics of study (e.g., books, maps, globes, calendars, flyers, charts, etc.).
- **3.5.s.** When describing new concepts, activities or events, adults use language that connects children's prior learning and experiences to the new information.
- **3.5.t.** Children are provided with a variety of opportunities to explore and pretend about the roles people play at work, at home, or while providing services to others. Props and materials extend children's play and learning related to interactions between people, resources and communities.
- **3.5.u.** Sand and/or water play is available daily with a wide variety of materials rotated in and out of the area. The activities vary with the materials (e.g., sink/float; washing; bubbles; wet/dry sand; etc.).

PROGRAM GUIDELINE 3.6

Children's creativity is nurtured and stimulated through a daily balance of developmentally appropriate and independent experiences in movement, music, and the arts.

Indicators:

3.6.a. Creative arts activities (including visual art, music, and dramatic play) that are planned and implemented for children are derived from the on-going formative assessment of children's abilities, interests, and individual learning needs and are clearly aligned with the Arizona Early Learning Standards.

IT 3.6.a. Curricular activities are aligned with	K 3.6.a. Creative arts (including visual art,
the.	music, and
Arizona Infant-Toddler Early Learning	dramatic play) activities planned and provided
Guidelines (once available) and reflect an	for children are derived from the children's
emphasis on the relationships between children	interests, individual instructional

and adults who care for them.	needs and the Arizona Academic Standards for
	Kindergarten.

3.6.b. Children are provided opportunities to develop fine and large motor skills as part of the daily outdoor or indoor play experiences.

IT 3.6.b. Gross motor play areas are not crowded and are free of clutter. Materials are	
available to encourage the development of large	
motor skills such as crawling, walking and	
climbing.	

3.6.c. Children are provided opportunities for creative movement experiences such as participating in pantomime, responding to rhythms, and performing simple folk dances.

IT 3.6.c. A variety of musical toys or	
instruments are accessible to infants and	
toddlers throughout the day.	

3.6.d. In addition to planned music experiences, music is integrated throughout the day, (e.g., during transitions, at the listening center, during free-choice time, outdoors, etc.).

IT 3.6.d. Staff informally chant and sing with
children daily and encourage infants and
toddlers to dance, clap or sing along.

3.6.e. Children are exposed to different musical genres. Musical experiences include a balance of: listening to a wide variety of classical and contemporary music including music from other countries; singing simple songs; composing classroom songs; making and playing instruments; learning about music-related words and concepts such as tempo (fast/slow); hearing stories about composers and listening to their music; and moving to music.

IT 3.6.e. A variety of art materials are	
accessible and appropriate to the specific age of	
the children (e.g., large crayons, or paintbrushes	
for 2 year olds, play-dough and finger-paints for	
younger toddlers).	

3.6.f. Children's art experiences focus on the exploration of materials, self-expression, and the creative process. Planned activities emphasize the *process* of creating art rather than creating a *product* that is intended to look a specific way or like an adult-made model.

3.6.g. Children may be asked open—ended questions about their art but are not required to dictate sentences about it or explain what it is.

3.6.h. Sufficient materials are accessible in the art center to enable children to freely choose the type of experiences in which they will engage, including both two dimensional and three dimensional options. Children's daily choices might include painting, cutting, pasting, constructing, modeling with clay and drawing.

IT 3.6.h. A variety of age and ability	
appropriate art materials are introduced as	
children's developmental needs change.	

- **3.6.i.** Children are exposed to a variety of art produced by different artists. Reproductions of great works of art and children's own art work are used to learn about basic art-related words and concepts, such as color, shape, line and texture.
- **3.6.j.** Dramatic play is an intentionally designed component of the curriculum, is available for a significant portion of the day, and is accessible to children daily.

·	
	K 3.6.j. Dramatic play is used as an
	instructional strategy to integrate learning and
	practice concepts across the content areas of the
	Arizona Academic Standards for
	Kindergarten and the English Language
	Proficiency Standards (ELPS).

3.6.k. Sufficient and varied materials and props are accessible during dramatic play to encourage children to fully expand their role playing, practice self-regulation, build vocabulary, and practice concepts

PROGRAM GUIDELINE 3.7

Children's growth in all developmental areas is routinely assessed in an ongoing manner. Appropriate assessments of children are used for program and curricular planning and implementation, communicating with parents, and identification of children with special needs.

Indicators:

- **3.7.a.** The program has written policies and systematic procedures which are followed by all personnel who interact with the children (teachers, aides, home visitors, therapists, etc.) that outline how child assessment and monitoring of progress is to be conducted and maintained.
- **3.7.b.** Program administration review assessment data (anecdotal notes, portfolio collections, etc.) regularly to ensure integrity of the information and that it is being collected on an on-going basis.
- **3.7.c.** Children's growth across all developmental domains, children's specific goals and objectives (such as those in an IEP or IFSP) and the Arizona standard content areas is intentionally and routinely assessed through a variety of authentic methods conducted within the context of children's daily activities and routines.
- **3.7.d.** Adults use multiple, authentic assessment methods in an on-going and routine manner to ensure reliability of information collected. Examples of effective, appropriate assessment include: observations of children interacting with others, collections of children's work, participation charts and records, photographs, etc.
- **3.7.e.** Information elicited from parents about their child's experiences at home is included in the assessment process. Methods for gathering and documenting information received from families may include: child information surveys, daily communications or formal conferences, etc.
- **3.7.f.** Assessment information collected through observations, work samples, and parent input are used to inform program planning and implementation as well as determine goals for the group and individual children.
- **3.7.g.** When developing written lesson or activity plans, specific learning objectives are included and relate directly to information gained from child assessment activities. Strategies to fully

involve all children with special needs, including gifted and talented, are included based on assessment of their individual educational needs.

- **3.7.h.** A formal procedure is used to share information with parents, at regular intervals, about their child's growth and development and performance in the program. Personnel offer information to families about activities that will support their child's specific learning goals and needs.
- **3.7.i.** Assessment strategies include developmental screening activities. In the event that systematic monitoring of a child's development indicates the possible need for further evaluation, families are referred to the appropriate health, education, or intervention agency.
- **3.7.j.** Screening activities are administered by appropriately trained professional. If standardized screening instruments are used, they should be valid and reliable in terms of the background characteristics of the child being tested and the test's intended purposes.
- **3.7.k.** Results of the screening are shared with the child's parents. Interpretation of the results is shared in non-technical language to ensure full understanding. Families are facilitated through the referral process as needed.

4.0 LINGUISTIC AND CULTURAL INTEGRATION

PROGRAM GUIDELINE 4.1

Linguistic and cultural needs are met by emphasizing strategies for integrating multi-cultural and anti-bias themes into all curricular areas.

Indicators:

- **4.1.a.** Language role models are provided for children and parents who speak languages other than, or in addition to, English, whenever possible. English role models are provided for children.
- **4.1.b.** All written communication (notes/newsletters) is translated, either orally or in writing, into the languages of the families enrolled, whenever possible.
- **4.1.c.** Parent workshops, meetings, and discussions include culturally relevant information and are conducted with translation provided, whenever possible.
- **4.1.d.** Information and conversation is provided in both the children's primary language and in English, whenever possible.

K 4.1.d. Information and conversation with the
child is provided in English.

4.1.e. Program staff partner with families to select and incorporate a variety of materials such as books, tapes and CD's that reflect the cultures and languages of the children present without stereotyping.

K 4.1.c. Materials, such as books, tapes, and

4.1.f. The languages, cultures, traditions and values of the children and community are respected and reflected in the environment and materials available.

K 4.1.f. The languages, cultures, traditions and
values of the children and community are part
of the themes incorporated into the daily.
curriculum. Teaching is conducted in English

(ARS	Article 3.1, 15-752).	
(7,17,5),	ATTRONG D. C. 10-1047.	

- **4.1.g.** Materials and equipment in the early education environment (e.g., pictures, posters, photographs, books, puzzles, dolls, and toys) reflect the diversity of people of various races, cultures, ages, and abilities. Stereotypic images are avoided.
- **4.1.h.** Sensitivity to and acceptance of each child's cultural heritage or special needs are demonstrated. Stereotypes based on gender, race, culture, age, or ability are discussed as situations occur naturally in the environment.
- **4.1.i.** Parents, volunteers, and community visitors are invited into the early childhood environment to share their backgrounds, skills, stories, celebrations, and foods as a way to enhance awareness, acceptance, and understanding of other cultures.
- **4.1.j.** Program staff have knowledge of second language acquisition and instructional strategies to support English language acquisition as demonstrated by giving sufficient time for children to understand and respond, by giving nonverbal cues, and by making explicit efforts to talk often to children who are learning English.

K 4.1.j. The teacher in the classroom, mainstream, bilingual, or Structured English immersion
(SEI), must be highly qualified. Highly Qualified is defined as having elementary content as well as one or more of the
following endorsements: • ESL Bilingual; • OR Structured English Immersion (SEI)

5.0 FAMILY ENGAGEMENT AND SUPPORT

PROGRAM GUIDELINE 5.1

There is two-way communication between staff and families on a regular basis.

Indicators:

- **5.1.a.** A program handbook is given to families as they begin services and includes the following information:
 - program philosophy and goals;
 - · program calendar;
 - child attendance policy;
 - use of inclusive practices
 - age appropriate methods and experiences used to attain program goals;
 - expectations for parent/family participation;
 - ways families can promote learning at home and within the community to help their children be successful in an early education environment; and
 - home learning activities that can help parents prepare their child for transition into, within and between programs.
- **5.1.b.** Communication is positive and respectful, even when problems are being discussed. Communication with all parents is sustained in the following ways:
 - Periodic home visits may be conducted with each family;

- Regularly scheduled newsletters contain information about early education and extended-learning activities, available resources within the program and community as well as opportunities that will facilitate smooth transitions into, within, and between programs;
- Parent meetings are scheduled regularly;
- Informal phone calls, notes and other communication occur
- regularly;
- A parent area within the early education environment or nearby may include a place to sit and relax, a bulletin board, parent books, and other resources;
- Every effort is made by the program to communicate with all families; and
- Program staff are respectful and responsive to all attempts at communication by families, including non-verbal messages and/or cues.
- **5.1.c.** Families are encouraged to contribute information when determining goals for their child and in assessing their child's growth and development.
- **5.1.d.** Conferences are held at least twice a year with families to discuss children's on-going developmental progress. When necessary, referrals for further screenings and/or evaluations are made.
- **5.1.e.** Program personnel recognize cultural differences in families' perceptions of educational systems. Program personnel give families time to understand the concepts of collaborative and reciprocal teacher-family relationships.
- **5.2.a.** Families are encouraged to visit at any time during the day to observe, play with children, read to children, or share their skills and interests.

K. 5.2.a. A variety of events are co-sponsored
by the preschool, kindergarten and the school
district (e.g., playground nights, story times,
assemblies, etc.) to encourage a successful
transition to kindergarten programs.

- **5.2.b.** Varying family schedules are considered when planning opportunities for involvement in workshops, conferences, speakers, field trips, etc.
- **5.2.c.** A variety of strategies are used to make families feel welcome and engaged:
 - Families are greeted personally as they enter the program setting
 - Families participate in planning activities
 - Families may volunteer during program time as well as outside of the program schedule
 - The program recognizes volunteers for their service
- **5.2.d.** Procedures are shared with volunteers that enable them to interact directly with children in developmentally appropriate ways.
- **5.2.e.** The program provides resources, educational opportunities, and referrals to meet the needs and interests of parents, which could include topics such as:
 - Parenting skills;
 - activities to support language and literacy development in the home;
 - activities to support parents with transitions;
 - medical/dental topics;
 - mental/behavioral health
 - nutrition and physical health;
 - · typical and atypical child development;
 - parent/community partnerships;

- family support topics, (e.g. employment skills, budgeting, single parenting, education opportunities, adult literacy)
- Support for families of children with special needs
- **5.2.f.** Ideas for specific, developmentally appropriate experiences related to individual children's needs, including those appropriate for children with disabilities or for whom English is not their primary language, are shared with families regularly.
- **5.2.g.** There is a written plan which specifies the activities for transitions into the program, within the program, and exiting the program, which may include the following: meetings held with family and teacher/provider, visits to new programs (kindergarten, new classroom, new provider), home visits, etc.

PROGRAM GUIDELINE 5.3

Parents are involved in the process of assessing and making decisions about the nature and operations of the early education program.

Indicators:

- **5.3.a.** Families have the opportunity, through advisory boards, site councils, surveys, and interviews to make suggestions about their child's learning environment and about program policies and activities.
- **5.3.b.** Families have at least quarterly opportunities to provide input on menu planning to incorporate foods that meet children's preferences, nutritional needs, dietary issues and cultural backgrounds.
- **5.3.c.** Families participate in program self-assessment activities.
- **5.3.d.** Families' preferences and goals for their children are acknowledged with respect and sensitivity and are considered when making program decisions.

6.0 HEALTH AND NUTRITION

PROGRAM GUIDELINE 6.1

The program will assess and meet children's general health status and developmental needs. Indicators:

6.1.a. Program curriculum aligns with the Physical Development and Health content area of the Arizona Early Learning Standards and will include concepts related to health promotion and disease prevention, (e.g., personal hygiene, nutrition, physical activity and safety).

K 6.1.a. Program curriculum aligns with the
Arizona
Physical and Health Education Standards and
will include concepts related to health
promotion and disease prevention, (e.g.,
personal hygiene, nutrition, physical activity
and safety).

- **6.1.b.** The program documents child and family health history, medication, growth, allergies, immunization, hospitalizations, special needs, etc.
- **6.1.c.** The program assists families in obtaining information for medical, vision, hearing, dental, nutrition, and developmental screening.

IT 6.1.c. Families are provided with	
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information regarding the American Academy	
of Pediatrics (AAP) recommended practices for	
health and developmental screening.	
Families are encouraged to discuss with their	
child's doctor the need for developmental.	
screening at well-child visits for children 9, 18,	
and 24 months of age.	

- **6.1.d.** Program personnel follow up with families after screening activities to identify further information or assistance the family might need. Personnel participate in planning meetings for additional services as requested by the family.
- **6.1.e.** The program provides information and resources about direct health services
- **6.1.f.** The program complies with the regulations set by the Arizona Department of Health Services, Office of Child Care Licensure, and appropriate county health codes when handling food (snacks, sack lunches, special diets, food from home to group, etc.)

K 6.1.f. The program will comply with the regulations
set by the school or district when handling food.

6.1.g. All personnel have documented proof of immunizations for measles, rubella, diphtheria and tetanus.

PROGRAM GUIDELINE 6.2

The parent education portion of the program includes a component on children's health, nutrition, and well-being by supporting families with information, resources and referrals. Indicators:

- **6.2.a.** Health care is included in the parent education portion of the program in the form of workshops, guest speakers, handbooks, and home visits.
- **6.2.b.** Information will be provided to families on community health services.
- **6.2.c.** The program will provide information about sites with accessible immunizations as required by the Arizona Department of Health Services.
- **6.2.d.** Information and resources regarding behavioral or mental health services are provided as needed.
- **6.2.e.** Families are educated regarding well-balanced meals/snacks that may be brought from home. They are instructed that food brought from home is stored appropriately until consumed and items should be dated and labeled with the child's name and food contents.

IT 6.2.e. Families with infants are provided	
with information and resources on the value of	
breastfeeding, car seat safety, and safe sleeping	
practices.	

6.2.f. Families are encouraged to actively participate in program nutrition and gardening activities. Program nutrition resources are shared with families.

- **6.2.g.** Programs access resources from community agencies and programs, such as the Child and Adult Care Food Program (CACFP), WIC, Diary Council, or Cooperative Extension, to assist in expanding nutritional awareness for the staff, children, and families.
- **6.2.h.** Families are provided with information and resources related to sun and water safety.

PROGRAM GUIDELINE 6.3

A variety of nutritious, appealing, and high quality meals and snacks are provided each day. Indicators:

6.3.a. Meals and/or snacks are planned to meet the child's nutritional requirements in accordance with the Child and Adult Care Food Program (CACFP) Guidelines.

IT 6.3.a. Children older than 24 months are no	
longer given whole milk unless otherwise	
specified by the family.	

- **6.3.b.** Menus specify foods to be served and are planned at least one week in advance. These menus are dated, posted in the program's entrance area and kept on file when complete.
- **6.3.c.** Dietary modifications are a cooperative effort between parents, a trained health care provider, and the early education program staff.

IT 6.3.c. Mothers are welcomed into the
program on a schedule that meets their infant's
needs to provide for breastfeeding.

6.3.d. Meals and food experiences are planned with the consideration of cultural and religious food preferences.

IT 6.3.d. New foods are introduced to infants	
according to family schedules and preferences.	

6.3.e. Families are provided regular (quarterly at a minimum) opportunities to provide input on program menu planning.

IT 6.3.e. Infants and toddlers are fed on	
individually determined schedules.	

PROGRAM GUIDELINE 6.4

The program's health and nutrition curriculum includes opportunities for classroom cooking and tasting, gardening, and physical activities, to nurture children's development of a healthy lifestyle.

Indicators:

- **6.4.a.** The program's curriculum integrates the introduction of new foods, food preparation and tasting experiences.
- **6.4.b.** The program curriculum offers opportunities for children to develop the knowledge and skills necessary to make appropriate food choices.
- **6.4.c.** Menus include foods that offer a variety of shapes, sizes, textures, and tastes to encourage acceptance of a broad range of foods.

- **6.4.d.** The curriculum may include experiences in gardening to encourage respectful attitude toward the origin of food, including the growing and harvesting cycle.
- **6.4.e.** The program curriculum integrates planned activities around learning about exercise and movement.
- **6.4.f.** The program curriculum includes planned activities about health and environmental safety information such as wearing helmets, dangers of poisons, hazards of smoking, etc.

PROGRAM GUIDELINE 6.5

Mealtime is used to encourage conversation and eating etiquette, preferably in a family-style setting.

Indicators:

- **6.5.a.** Mealtime is a pleasant social and learning experience for children.
- **6.5.b.** At least one adult sits with children during meals to provide a positive role model, encourage conversation, and promote good nutrition habits. Program personnel work with families to support the development of good eating habits at home.

IT 6.5.b. Infants are fed individually by a single	
adult providing for personalized care, attention	
and interactions. Toddlers are fed in small	
groups to provide opportunities for both adult	
and child interactions during meals.	

- **6.5.c.** Children are encouraged to serve themselves, to the extent possible, and assist with set up and clean-up of meals.
- **6.5.d.** Chairs, tables, and eating utensils are suitable for the size and developmental stages of children.

IT 6.5.d. Infants who are development	ally.
ready for sitting are fed in individual for	ecding.
chairs rather than in group feeding tabl	es.
Toddlers sit in groups around tables wh	nere the
distance between children can be adjus	ited.

7.0 COMMUNITY OUTREACH AND COLLABORATION

PROGRAM GUIDELINE 7.1

The program is supported by collaborative relationships within the community so that families are supported in a comprehensive manner.

Indicators:

- **7.1.a.** Program procedures provide opportunities for the exchange of ideas among parents, early care and education providers, community leaders, school and district personnel, family literacy educators, special educators, and social service agency representatives.
- **7.1.b.** The early education program is included in the activities sponsored by community partners and schools.
- **7.1.c.** All early education programs work together to ensure children and families transition smoothly from home to program and between programs.
- **7.1.d.** The early education program collaborates with schools and community programs to facilitate transition to kindergarten.

- **7.1.e.** Providers collaborate across settings to ensure that children who need full day or extended care have access to wrap-around services when needed and appropriate.
- **7.1.f.** Program personnel take an active role in identifying the local resources and partners.

8.0 PROGRAM EVALUATION

PROGRAM GUIDELINE 8.1

The early education program is assessed on an on-going basis and the results are used to acknowledge strengths and address challenges.

Indicators:

- **8.1.a.** The early education program participates in a self-assessment process using the Program Guidelines for High Quality Early Education: Birth Through Kindergarten as the standards of quality.
- **8.1.b.** Multiple indicators (e.g., parent surveys, teacher observations, program evaluation tools, etc.) are used to determine early education program effectiveness and quality.
- **8.1.c.** Participants in program evaluations include a variety of stakeholders which may include, but not limited to:
 - Teaching & support staff;
 - administrators;
 - · community/business partners; and
 - · families.
- **8.1.d.** Self-assessment includes the use of tools which align well to the goals of the program and that effectively measure indicators of quality prioritized by the program and may include: interactions among staff and children; curriculum and assessment; physical environment; health and safety; nutrition and food service; staff/parent interactions; administration; staff qualifications and development; staffing patterns, ratios and group size; and program evaluation.
- **8.1.e.** The early education program includes the results of internal and/or external program reviews when making decisions about program improvement.



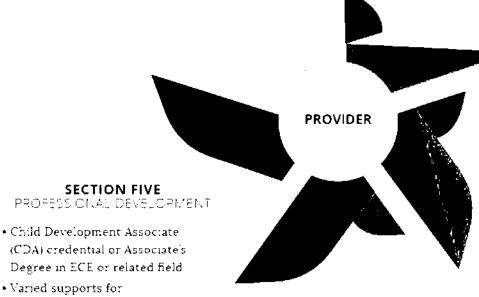
Component Overview

- Individualized guidance and support
- Monthly on-site visits
- Targeted training and technical assistance
- Support of goal development and implementation

SECTION TWO ASSESSMENT

William Control

- Environment Rating Scales (ERS)
- Classroom Assessment Scoring System (CLASS)
- Quality First Point Scale
- Star Rating Calculated from Assessment



SECTION THREE PINANCIAL NICENTRIES

- Financial Incentives
- Quality First Scholarships
- DHS Licensing Fees

- Degree in ECE or related field
- continuing education

• Birth to Five Helpline 1-877-705-5437

· Child Care Health consultation on-site

SECTION FOUR

- Mental Health consultation (regional funding)
- Inclusion coaching (regional funding)
- Department of Education Early Childhood Program Specialist (regional funding)

Elements of Alignment

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

1.2.a. 1.2.b. 1.2.c. 1.3 Leadership promotes and sustains continuous school improvement by verifying staff qualifications, providing organizational structure, allocating funding, monitoring the use of resources (e.g., fiscal, professional development, planning time.)

Quality First Points Scale Staff Qualifications 2a. Center Based – Administrators (Director and Assistant Director) and Teachers as of July 1, 2011:

25% have

Education:

- 12 college credit hours in early childhood or related fields listed in the documentation requirements section. OR
- Certificate of completion in ECE or child development from a community college. OR
- CDA

AND

Experience:

• 1 year of teaching in or administration of an early care and education program

Education Requirements Starting July 1, 2015:

A total of 50% have the following education

25% have

- 12 college credit hours in early childhood or related fields listed in the documentation requirements section. OR
- Certificate of completion in ECE or child development from a

community college. OR

• CDA

AND 25% have

AA, or, AAS in, ECE,

OR

AA or AAS that include at least 15 college credit hours in early childhood or related fields listed in the documentation requirements section. OR

BA in any field w/ at least 15 college credit hours in early childhood or related fields listed in the documentation requirements section.

Staff Qualifications 2b. Center Based – Assistant Teachers have the following education and experience:

50% have

Experience:

• 6 months of experience working in an early care and education program.

Staff Qualifications 2c. Family Child Care – Providers have the following education and experience:

Education:

- 6 college credit hours in early childhood or related fields listed in the documentation requirements section. OR
- Certificate of completion in ECE or child development from a community college. OR

• CDA

AND.

Experience:

• 1 year of experience in an early care and education program.

Staff Qualifications 4a. Center Based – Assistant Teachers have the following education and experience:

A total of 75% have the following education

Education:

25% have

- 12 college credit hours in early childhood or related fields listed in the documentation requirements section. OR
- Certificate of completion in ECE or child development from a community college. OR

CDA

AND

50% have

• AA or AAS that includes at least 15 college credit hours in early childhood or related fields listed in the documentation requirements section. OR

BA in any field w/. at least 15 college credit hours in early childhood or related fields listed in the documentation requirements section.

AND

Experience:

• 1 year of teaching in or

administration of an early care and education program.

Staff Qualifications 4b. Center Based – Assistant Teachers have the following education and experience:

50% have

Experience:

• 6 months of experience working in an early care and education program.

Staff Qualifications 4c. Family Child Care – Providers have the following education and experience:

Education:

- 12 college credit hours in early childhood or related fields listed in the documentation requirements section. OR
- Certificate of completion in ECE or child development from a community college. OR

CDA

AND.

Experience

• 1 year of experience in an early care and education program.

Staff Qualifications 6a. Center Based – Administrators (Director and Assistant Director) and Teachers have the following education and experience:

25% have

(50% starting July 1, 2015; 75% starting July 1, 2020)

Education:

- BA or BS in ECE or related field OR
- State of AZ Provisional/Standard Teaching Certificate in Early Childhood Education OR
- State of AZ Provisional/Standard Teaching Certificate in Early Childhood Special Education with ECE endorsement.

OR

State of AZ Provisional/Standard Teaching Certificate in Elementary Education with ECE endorsement.

AND.

Experience:

• 6 months of teaching in an early care and education program.

AND

• The remaining percentage of teachers meets the requirements at the 2 point level.

Staff Qualifications 6b. Center Based – Assistant Teachers have the following education and experience:

50% have

Experience:

• 6 months of experience working in an early care and education program.

Staff Qualifications 6c. Family Child Care – Providers have the following education and experience:

Education:

• AA or AAS in ECE

OR

AA or AAS that includes at least 15 college credit hours in early childhood or related fields listed in the documentation requirements section. OR

BA or BS in any field w/ at least 15 college credit hours in childhood or related fields listed in the documentation requirements section.

AND

Experience:

- 1 year of experience in an early care and education program and
- As of July 1, 2020
- BA or BS in ECE or related field OR
- State of AZ Provisional/Standard Teaching Certificate in Early Childhood Education OR
- State of AZ Provisional/Standard Teaching Certificate in Early Childhood Special Education with ECE endorsement. OR
- State of AZ Provisional/Standard Teaching Certificate in Elementary Education with ECE endorsement.

AND

Experience:

• 1 year of experience in an early care and education program.

b) High-quality	professional
development	for all staff

1.4.a.
1.4.b.
1.4.c.
1.4.d.
1.4.e.
1.4.f.
1.4.g.
1.4.h.
1.4.i.

- **1.3** Leadership promotes and sustains continuous school improvement by providing organizational structure, allocating funding, monitoring the use of resources (e.g., fiscal, professional development, planning time.) 1.5 Leadership provides and supports professional development opportunities for early education program staff to strengthen their. competencies in planning and implementing appropriate and effective educational programs for young children. Staff are committed to long-term professional growth that is. continuous and job-embedded. 2.1 Curriculum, instruction and professional development align with the Arizona Early Learning Standards (Preschool) or the Arizona College and Career Ready Standards (K-3).
- 2.2 An ongoing process is in place for monitoring and evaluating curriculum, instruction and professional development, and the results are communicated to all stakeholders and used to acknowledge the program's strengths and address challenges.

Early Childhood Environment Rating Scale (ECERS) Parents and Staff Opportunities for Professional Growth

- Indicator 1.1 An orientation to the program giving a systematic introduction that covers basic responsibilities and requirements for carrying out the program with the children. In-service training provided while the staff is working in the program.
- Indicator 1.2 Staff Meetings conducted by the director or other administrative staff to discuss center concerns, which are attended by classroom staff and any other employees invited by the administrative staff (e.g. administrative concerns, state licensing and other regulatory, issues, on-site in-service education, announcements about training opportunities in the community).
- Indicator 3.1 All new staff are required, within six weeks of employment, to attend orientation that covers, at a minimum, the emergency, health, and safety, procedures of the center.
- Indicator 3.2 Classroom staff must describe examples of inservice training they have attended, or administrative staff

- must show documentation of inservice training that occurs at least yearly.
- Indicator 3.3 Classroom staff. describes the staff meetings held at the center at least two times a year, or if administrative staff documents a sufficient number of staff meetings that cover, at a minimum, administrative issues.
- Indicator 5.1 New staff are provided a longer basic training (at least 16 hours) to introduce sound social/emotional practices, such as supportive interaction with children and parents, and effective discipline methods, as well as programmatic issues, such as ways to conduct appropriate activities.
- Indicator 5.2 Training is provided for all classroom staff at least two times a year, either on site or in community workshops (i.e. In-service training might be conducted for all the classroom staff together, such as training on reporting child abuse and neglect, or for subgroups of staff members on age-appropriate topics, such as effective discipline methods for younger preschoolers.)
- Indicator 5.3 At least one staff meeting a month, for the portion of the year the program is in session. Each staff meeting must include at least one activity (e.g.,

- short presentation and discussion that adds to the competence of the staff (e.g., some new materials or games that are being added to the on-site resource library are introduced, and staff discuss how to use them, a short educational video is shown and discussed, etc.).
- Indicator 5.4 At least 25 books, pamphlets or AV materials in good condition that staff can use as resources for their own professional development, and several issues of at least one early childhood focused magazine or journal (for example, *Young Children*, NAEYC's journal). The resources must be on site and available for staff to use.
- Indicator 7.1 In order to encourage staff to participate in courses, conferences, or workshops provided in the community, support or help should be made available by the program to enable staff to participate. At least two ongoing provisions yearly for support should be described by classroom staff (e.g., Release time to attend a program during work hours, and substitutes are hired to take over their childcare responsibilities; travel costs are reimbursed, or the program provides transportation in

c) A child-to-instructional staff. ratio of no more than 10 to 1.

1.3.a. 1.3.b.

1.3.c.

1.3.h.

4.1 A safe and orderly environment ensures that children's health and safety are a priority throughout each program day.

their school van, so that staff may attend a workshop or conference; scholarships covering course or conference fees are available for classroom staff.

- Indicator 7.2 A good professional library that contains current materials, (and classics such as the work of Piaget and Erikson) meaning that most of the books in the library have been published within the last 10 years, and the journals and magazines are issues from the past 2 years. The library should contain at least 60 books and 3 series of periodicals (magazines and journals) that belong to the center.
- Indicator 7.3 Center has a policy requiring staff with less. than an AA degree to continue their formal education.

Quality First Points Scale Administrative Practices 2a.

Center Based – Ratios and Group Sizes

Group sizes are a maximum of no more than two times the ratio of children per a single adult

- Infants 1:5, max of 10 children
- 12-24 months 1:6, max of 12 children
- 2 Year Olds 1:8, max of 16 children
- 3 Year Olds 1:12, max of 26 children

• **4-5 Year Olds** 1:13, max of 26 children

Administrative Practices 2b.

Family Child Care – Ratios and Group Sizes

Ratios and group sizes are the following:

Up to 5 children enrolled

• 1:5, max of 5 children

6-10 children enrolled

• 1:5, max of 10 children

Administrative Practices 4a.

Center Based – Ratios and Group Sizes

Group Sizes are the following

- Infants 1:5, max of 10 children
- 12-24 month 1:6, max of 12 children
- 2 Year Olds 1:8, max of 16 children
- 3 Year Olds 1:12, max of 24 children
- **4-5 Year Olds** 1:13, max of 26 children

Administrative Practices 4b.

Family Child Care – Ratios and Group Sizes

Ratios and group sizes are the same as the previous level.

Administrative Practices 6a.

Center Based – Ratios and Group Sizes

Ratios and Group Sizes meet the following:

- Infants 1:4, max of 8 children
- 12-24 months 1:4, max of 8

1.2.b. 1.2.e. 1.3.a. 1.3.b. 1.3.c. 1.3.f. 2.1.c. 2.1.e. 2.2.a. 3.1.a. 3.1.b. 3.2.b. 3.4.r. 3.5.n.
3.7.c.

environment ensures that
children's health and safety are a
priority throughout each program
day
None
2.3 Related technology,
instructional materials, and
resources, are integrated
effectively into classroom
instruction and used as a teacher.
productivity tool.
2.4 Curriculum includes daily
opportunity to learn through a
balance of child initiated and

4.1 A safe and orderly

• ;	2 Year Olds 1:6, max of 12
cl	nildren
•	3 Year Olds 1:9, max of 18
cl	nildren
•,	4-5 Year Olds 1:10, max of 2
cł	nildren
R	atios and groups sizes at the 6
pe	oint level are based on NAEY
A	ccreditation Standards.
A	dministrative Practices 6b.
F	amily. Child Care. – Ratios and
G	roup Sizes
R	atios and group sizes are the
fc	ollowing:
U	p to 5 children enrolled
•	1:4, max of 5 children
6.	-10 children enrolled
•	1:4 max of 10 children

None

None

Early Childhood Environment
Rating Scale (ECERS) Program
Structure
Provisions for Children with
Disabilities

• Indicator 3.1 Program staff report that a child meeting the requirements discussed above is enrolled in the class being

3.7.g. 4.1.h. 5.1.a. 5.2.e. teacher directed experiences that match the needs, interests and develop-mental levels of all children.

2.5 The early childhood environment is valued as an integral part of the curriculum that facilitating child independence, interactions, and learning.
3.1 Children's growth in all developmental and standard content areas assessed in an ongoing and authentic manner, to modify curriculum and individual instruction, and to identify children's needs and/or make referrals.

4.2 Program personnel build positive nurturing relationships with children and parents, and work to improve inclusive practices, and parent and community involvement.

observed, and staff report that they know about the child's special needs and the results of the formal assessment. Someone (such as parent, special educator, or therapist) has communicated the assessment information to the staff. Staff should be able to describe, in general terms, the child's disability. The staff do not have to have the written report, verbal communication is sufficient.

• Indicator 3.2 Minor modifications made to meet the needs of children with disabilities include small changes that take place in the regular classroom operations and staff behaviors. Minor modifications should not require intense, regular, specialized help from professionals or extra staff members. They may require small changes in a classroom, such as in the furnishings, room arrangement, how people interact with a child, and the amount of attention given to a child, what is taught, or the schedule. Some examples of minor modifications. are special foods are served to a child who may have problems eating due to disability, a more flexible schedule is used to accommodate a child's need for

less rigid time periods, pathways in the room are widened to allow a child using a walker or wheelchair to access the various play areas.

- Indicator 3.3 The parent(s) of the child with disabilities and the classroom staff must communicate in some way to decide on the goals for the child. Involvement of center staff who are not a regular, daily part of the child's classroom, (such as the director, assistant director, or therapist) are not considered to meet the requirement of this indicator, even though such staff can provide helpful, positive input into goalsetting for a child. (Indicator 5.3) The communication described in Indicator 3.3 must take place frequently. Daily or almost daily. informal communication is required, and formal meetings, in which issues can be handled in more depth, should take place at least twice a year.).
- Indicator 3.4 Some involvement means a child with disabilities sometimes participates with others in the class, and at other times does not. The child may be segregated from the other children at some times, but not all times of the day. For example, the child may eat separately but is included in circle time and naps in the same

- place, or she goes outside with the others but does not play on the same equipment.
- Indicator 5.1 Classroom staff must either be observed using special activities or interactions with the child, or, during the teacher interview, staff must describe the special recommendations made for the child and how these are carried out in the classroom.
- Indicator 5.2 Modifications at the "good" level of quality include any changes needed to allow the child with disabilities to participate in many of the classroom activities with others. Modifications in the environment include changes in the facility (building or classroom), furnishings and equipment, or arrangement of spaces used. Modifications in the program include changes in staff-child ratio and/or group size; the provision of special activities, toys and materials; using different teaching or behavior management practices; including therapists as part of classroom staff; and more intensive parent/staff cooperation and communication. Modifications in schedule include

Modifications in schedule include changes in the sequence of events experienced by the children, but

also in the schedule for attendance at the center.

- Indicator 7.1 Professional intervention consists of activities designed specifically to optimize the development of a child with disabilities. A specialist must usually carry out most of the intervention activities within the classroom setting (indoors or outdoors). Only under unusual circumstances should the activities be carried out in a segregated setting.
- Indicator 7.2 In many cases, children with moderate disabilities can be so well integrated into most classroom activities that the observer has to search hard to identify the child. This is a sign that the requirements for this indicator are being met. Consider. the nature and severity of a child's. disability, Look to see how well the child with disabilities blends. into the group and determine whether the child is being excluded when he or she could be. included. A child with disabilities. should be included in most play. activities and routines, just as every other child is, with special modifications or interventions being carried out as smoothly and inconspicuously as possible. Most therapies and interventions should

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

1.1.4.
1.3.i.
2.1.a.
2.1.b.
2.1.c.
2.1.d.
2.1.e.
2.1.f.
2.1.g.
2,1.h.
2.3.a.
2.3.b.
2.3.c.
2.3.d.
2.3.e.
3.1.a.
3.1.b.
3.1.c.

3.1.d.

1.1.a.

2.1 Curriculum, instruction and professional development align. with the Arizona Early Learning Standards (Preschool) or the Arizona College and Career Ready Standards (K-3). 2.4 Curriculum includes daily. opportunity to learn through a balance of child initiated and teacher directed experiences that match the needs, interests and develop-mental levels of all. children. 2.5 The early childhood environment is valued as an integral part of the curriculum that facilitating child independence, interactions, and learning. 3.1 Children's growth in all

be carried out as part of the regular classroom activities that include both the children with disabilities and their typically developing peers. Only in the relatively unusual cases, when a child has extremely severe disabilities, should the child be segregated in any way, and no child should often be segregated from the group.

• Indicator 7.3 Staff participate in the assessments of the child's developmental status and help in creating the intervention plans and can describe participating in these activities.

Classroom Assessment Scoring System (CLASS/Pre-K) Instructional Support Domain

- Concept Development: How teachers use instructional discussions and activities to promote students higher-order thinking skills in contrast to a focus on rote instruction.
- Quality of Feedback: How teachers extend students' learning through their responses to students' ideas, comments, and work.
- Language Modeling: The extent to which teachers facilitate and encourage students' language. Early Childhood Environment Rating Scale (ECERS) Activities

3.1.e.
3.1.f.
3.1.g.
3.1.h.
3.2.a.
3.2.b.
3.2.c.
3.2.e.
3.2.f.
3.4.a.
3.4.b.
3.4.c.
3.4.d.
3.4.e.
3.4.f.
3.4.g.
3.4.h
3.4.i.
3.4.j.
3.4.k.
3.4.l.
3.5.a.
3.5.b.
3.5.c.
3.5.d.
3.5.e.
3.5.f.
3.5.g.
3.5.h.
3.5.i.
IT 3.5.i.
3.5.j.
IT 3.5.j.
3.5.k.
3.5.1.
3.5.m.

developmental and standard content areas assessed in an ongoing and authentic manner, to modify curriculum and individual instruction, and to identify children's needs and/or make referrals.

3.2 Teachers communicate the results of individual child assessments regularly with families and other stakeholders.

4.2 Program personnel build positive nurturing relationships

community involvement.

4.4 Anti-bias practices are evident which celebrate and are inclusive of linguistic, multicultural, and individual abilities within the school community.

with children and parents, and

work to improve inclusive.

practices, and parent and

Fine Motor

- Indicator 1.1 Developmentally appropriate means that the materials interest and challenge children, in terms of their ages and abilities, without being frustrating. Accessible means that children can reach and use materials by themselves. For materials to be considered accessible, they must be within view of younger preschoolers (2 ½ to 4 years). For older preschoolers and kindergartners (4 to 6 years), if. materials are stored in closed spaces, they can be considered accessible only if it is observed that children can freely access and use the materials. Accessible daily. means that the above is true every. day, accessible daily.
- Indicator 3.1 Some of each type means more than one example of each type of materials is accessible to the children for approximately 1 hour daily in full-day programs of 8 hours or more. Less time is required for programs operating less than 8 hours a day, with the amount of time calculated proportionally, based on the ratio of 1 hour for programs of 8 hours or more. Other activities to be accessible for approximately 1 hour for programs of 8 hours or more/less time is required for

IT 3.5.m.
3.5.n.
3.5.g.
3.5.h.
3.5.i.
3.5.j.
3.5.k.
3.5.l.
3.5.m.
3.5.n.
3.5.0.
3.5.p.
3.5.q.
3.5.r.
3.5.s.
3.5.t.
3.5.u.
3.6.a.
3.6.b.
3.6.c.
3.6.d.
3.6.e.
3.6.f.
3.6.g.
3.6.g. 3.6.h.
3.6.g.
3.6.g. 3.6.h. 3.6.i. 3.6.j.
3.6.g. 3.6.h. 3.6.i. 3.6.j. 3.6.k.
3.6.g. 3.6.h. 3.6.i. 3.6.j.
3.6.g. 3.6.h. 3.6.i. 3.6.j. 3.6.k. 4.1.a. 4.1.b.
3.6.g. 3.6.h. 3.6.i. 3.6.j. 3.6.k. 4.1.a. 4.1.b.
3.6.g. 3.6.h. 3.6.j. 3.6.k. 4.1.a. 4.1.b. 4.1.c. 4.1.d.
3.6.g. 3.6.h. 3.6.j. 3.6.k. 4.1.a. 4.1.b. 4.1.c. 4.1.c. 4.1.d.
3.6.g. 3.6.h. 3.6.j. 3.6.k. 4.1.a. 4.1.b. 4.1.c. 4.1.d.
3.6.g. 3.6.h. 3.6.j. 3.6.k. 4.1.a. 4.1.b. 4.1.c. 4.1.c. 4.1.d.

programs operating less than 8 hours a day with the amount of time calculated proportionally, based on the ratio of 1 hour for programs of 8 hours or more are as follows:

Art

• Indicator 3.1 Art materials include the following categories: Drawing materials, Paints, Three-dimensional materials, Collage materials, and Tools. Accessible means that children can reach and use art materials, for example, art materials are placed on open shelves, or an easel is set up with paint that children can use independently.

Music/movement

• Indicator 3.1 Music materials. are anything that children can use to create or listen to music. This can include musical instruments. such as drums, electric keyboards, bells, a piano, triangles, xylophones, harmonicas, or rhythm sticks. The instruments can be homemade or. commercially produced. Accessible means that children can reach and use materials by. themselves. For materials to be considered accessible, they must be within view of younger. preschoolers (2 1/2 to 4 years). For older preschoolers and

- 4.1.h.
- 4.1.i.
- 4.1.j.
- 5.1.e.
- 5.2.c.
- 5.2.d.
- 5.2.f.

kindergartners (4 to 6 years), if materials are stored in closed spaces, they can be considered. accessible only if it is observed that children can freely access and use the materials..

• Indicator 3.3 Movement activities includes dancing, marching, or exercising to music or rhythms, or acting out the content of songs, rhymes, or chants with large muscle body actions.

Blocks

• Indicator 1.1 Accessible for play means the blocks are within. the children's reach. Materials should be accessible on a regular basis daily, or almost daily. **Indicator 3.1** Enough blocks. means that there is a sufficient number of blocks for two children to each build a sizable structure. without having conflicts caused by too few blocks...

Sand/water

- **Indicator 1.2** Toys to use for sand and water play include those that children can use to dig, scoop, fill, pour, and experiment with the material as well as toys that extend sand/water play into the area of dramatic play.
- Indicator 3.1 Accessible means that children can reach and use the provision by themselves. If the

water, sand or sand substitute is stored in a closed space, it can be considered accessible only if the staff bring these materials out at some time for children to freely, access and use. If the material is located outdoors, then children should be able to freely access and use them when outdoors.

Dramatic play

• Indicator 1.1 Materials or. equipment for dress-up or dramatic play are those items that children use in order to act out roles and situations. Accessible means that children can reach and use the materials by themselves. This does not require that all children be able to use the dramatic play materials at the same time. Accessibility can be provided either indoors or outdoors. For materials to be considered accessible, they must be within view of younger. preschoolers (2 ½ to 4 years). For older children (4 to 6 years), if materials are stored in closed spaces (such as prop boxes or cabinets) they can be considered accessible only if it is observed that children can freely access and use the materials.

Nature/science

• Developmentally appropriate nature/science experiences include

exploring natural things, both indoors and out, learning words for natural things, and understanding natural processes.

Math/number.

- The categories of math materials are counting, measuring, comparing quantities, recognizing shapes, and materials that help children become familiar with written numbers. Since the ability to understand abstract concepts (for example that a written number stands for a quantity) develops later in the early childhood and kindergarten years, interactions with numbers and math concepts. should be through experiences with the concrete. To begin to understand math, and to build the foundation for later abstract mathematical learning, preschoolers need many hands-on opportunities to explore quantity, size, and shape. Such opportunities would be considered developmentally appropriate.
- Indicator 1.1. Accessible means that children can reach and use materials by themselves. For materials to be considered accessible, they must be within view of younger preschoolers (2 ½ to 4 years). For 4- and 5-year-old children, if materials are stored in closed spaces, they can be

considered accessible only if it is observed that children can freely access and use the materials.

Use of TV, video, and/or computer

- Indicator 1.1 Developmentally, appropriate means that the materials and activities are right for the ages and interests of the children, do not encourage antisocial learning, or compromise the emotional security of any child in the group.
- Indicator 3.2 Accessible means that children can reach and use materials by themselves. For materials to be considered accessible, they must be within view of younger preschoolers (2 ½ to 4 years). For older children (4 to 6 years), if materials are stored in closed spaces, they can be considered accessible only if it is observed that children can freely access and use the materials.

Promoting Acceptance of Diversity

Diversity refers to the differences found in groups of people with regard to race, religion, culture, ability, age, or gender. Acceptance of diversity means that instead of viewing differences as a negative, they are seen as strengths, adding more flavor to life, allowing all to contribute in unique ways.

:	accommodations and supports so that all children can access and participate fully in learning activities

h) Individualized

1.3.h.
2.1.c.
2.1.f.
2.2.b.
2.3.b.
2.3.c.
3.1.a.
3.1.b.
3.1.c.
3.1.d.
3.1.e.
3.1.f.
3.1.g.
3.1.h.
3.2.e.
3.2.g.
3.4.a.
3.5.a.

2.1 Curriculum, instruction and professional development align with the Arizona Early Learning Standards (Preschool) or the Arizona College and Career Ready Standards (K-3).2.3 Related technology, instructional materials, and resources, are integrated effectively into classroom instruction and used as a teacher productivity tool.

2.4 Curriculum includes daily.

opportunity to learn through a

balance of child initiated and

match the needs, interests and

teacher directed experiences that

continents are represented in some way. For materials to show cultural diversity means that the traditions of at least two different groups are represented in some way. For diversity to be visible in the materials means that the observer should not have to search beyond what would be obvious to the children as they use the materials... **Curriculum and Child** Guidelines. Assistant Directors have

available

Children learn that differences among groups rather than a concentration on how we differ. • **Indicator 1.1** For materials to show racial diversity means that more than one of the races or. ethnic groups from the various

*A valid Arizona Early Childhood

3.6.a.
3.7.f.
3.7.g.
3.7.h.

develop-mental levels of all children.

2.5 The early childhood environment is valued as an integral part of the curriculum that facilitating child independence, interactions, and learning.

3.1 Children's growth in all developmental and standard content areas assessed in an ongoing and authentic manner, to modify curriculum and individual instruction, and to identify children's needs and/or make referrals.

4.2 Program personnel build positive nurturing relationships with children and parents, and work to improve inclusive practices, and parent and community involvement.

Teaching Certificate or Endorsement is accepted in lieu of training.

Curriculum and Child Assessment 2b. All Programs – Curriculum

• The Arizona Early Learning Standards and Infant-Toddler Developmental Guidelines (when complete) are clearly reflected in the written activity plans.

AND.

There is a written process for sharing curriculum with families.

Curriculum and Child

Assessment 2c. All Programs – Child Assessment

• Assessment of children's growth and development is an ongoing process and is conducted during children's daily activities and routines to assess progress in the 4 domain areas of social, emotional, cognitive and physical development.

AND

Parent Teacher conferences are offered once per year.

Curriculum and Child Assessment 4a. All Programs – State Standards and Program Guidelines

• Programs follow the Arizona Program Guidelines for High Quality Early Education Birth through Kindergarten

recommendations for transitions between environments.

Curriculum and Child Assessment 4b. All Programs – Curriculum

• Written curriculum plans include specific learning objectives for children based on each child's documented or observed assessment information.

Curriculum and Child Assessment 4c. All Programs –

Child Assessment

• Assessment of children's growth and development includes gathering and documenting information received from families either from child information surveys, daily communication with families, or formal conferences held with the families.

AND.

Programs use a variety of methods that include observation/anecdotal notes, children's work samples, developmental checklists.

Curriculum and Child Assessment 6a. All Programs – State Standards and Program Guidelines

• Teachers, Directors and Assistant Directors have completed the approved training on at least two of the modules of the Arizona Early Learning

Standards or Infant-Toddler Development Guidelines (when written and available).

Curriculum and Child Assessment 6b. All Programs – Curriculum

• Written activity plans include strategies, modifications, and/or adaptations to fully involve all children with special health and/or developmental needs, including gifted and talented (e.g. adaptive materials are listed to be gathered, wide range of materials allow for individual use based on development, etc.). This item may be N/A.

Curriculum and Child Assessment 6c. All Programs – Child Assessment

• Additional child assessment strategies include developmental and sensory screening activities (either provided directly or arranged for by the provider) and, when necessary, families are referred to appropriate health or intervention agencies.

AND

Parent teacher conferences are offered twice per year.

Early Childhood Environment Rating Scale (ECERS) Space and Furnishings

Indoor Space

• The amount of space in the room

where the children are most of the day is important because it influences the number and types of activities children can effectively engage in at the same time.

- Indicator 3.4 Space is reasonably clean and well maintained means that when messy activities are included in the program, the space and furniture used to conduct the activities are cleaned thoroughly after the activities are completed.
- Indicator 5.1. Ample indoor space means that there is a lot of space in the room for different types of activities.
- Indicator 5.3 To meet the requirements of this indicator, the space must be handicapped-accessible for all children and adults with disabilities, regardless of whether anyone with a disability uses the room or is currently enrolled in the program. Accessibility is legally required in all public facilities so that everyone can have equal access, and is therefore required at the good level for all centers.
- Indicator 7.1 Staff should be able to control the natural light coming in from windows, skylights, or doors. Natural light can be too bright at certain times,

causing glare that can interfere with classroom activities.

<u>Furniture for care, play and</u> learning

- Indicator 1.1 Insufficient basic furniture for routine care means that there are not enough tables and chairs, cubbies, or cots/mats to meet each child's routine care needs. Insufficient furniture for play and learning means that there are not enough low, open shelves available to make materials accessible to the children, or enough tables and chairs to use for activities.
- Indicator 3.1 Sufficient furniture for routine care, play, and learning means that there is enough furniture for nap, meals/snacks, and storing children's possessions, as well as enough furniture to meet the learning needs of each child enrolled.
- Indicator 3.3 If there are children with disabilities enrolled in the group, who require adaptations to furniture or special equipment, then adaptive furniture should, at a minimum, allow some participation in activities.
- Indicator 7.2 Making use of different types of more specialized furniture in the learning environment is important because

it provides children with varied opportunities to learn, explore and discover.

Room arrangement for play

- The arrangement of spaces used by children in a classroom affects how well the staff can supervise the children to protect their health and safety, as well as to enhance their learning. Classrooms that offer many hands-on activities are usually organized in a number of interest centers. In each interest center, children will find all the materials they need for a particular kind of play and an appropriate play place in which to use the materials.
- Indicator 1.2 Visual supervision means that staff can see and monitor all children as they play in the indoor space.
- Indicator 3.4 If a child with any type of disability is enrolled in the group, observe to see whether most spaces have been made accessible, if needed by the child. It is not required that all spaces are accessible, but most need to be accessible, with only a few exceptions, if there is a child enrolled who needs such accommodations.

Child-related display.

• The main purpose for displaying materials in a classroom are to

 i) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff

None

- j) Program evaluation to ensure continuous improvement
- 1.4.h. 8.1.a.
- 8.1.b.
- 8.1.c.
- 8.1.d.
- 8.1.e.

1.3 Leadership promotes and sustains continuous school improvement by verifying staff qualifications, providing organizational structure, allocating funding, monitoring the use of resources (e.g., fiscal, professional development, planning time.)

- 1.1 Leadership has led an inclusive process of developing a sustained and shared vision and mission as well as a written philosophy that is the basis for program planning, implementation, evaluation and modification
- 1.2, The Leadership meets regularly with the early education staff to formulate, review, or revise the ECQUIP process/plan.
 1.3 Leadership promotes and sustains continuous school

extend the children's learning experiences and to nurture their pride in achievement. Materials that are displayed where children can easily see them can reinforce and recall past experiences and also stimulate interest in upcoming events.

• Indicator 3.1 Appropriate materials means that 75% of the display is meaningful to the children because it is ageappropriate and developmentally suitable.

None

Quality First Assessment

- The Quality First Assessment is a valuable support for your program in the improvement process. The purpose of receiving ongoing assessments is to offer objective and reliable measures of the everyday experiences the children in your program are having and to provide a guide for achieving best practices.
- Environment Rating Scales (ERS).
- Classroom Assessment Scoring

improvement by providing organizational structure, allocating funding, monitoring the use of resources (e.g., fiscal, professional development, planning time.)

1.4 Leadership ensures systems are in place to monitor the integrity and accuracy of child assessment data collected and reported by the program.

1.5 Leadership provides and supports professional development

- 1.5 Leadership provides and supports professional development opportunities for early education program staff to strengthen their competencies in planning and implementing appropriate and effective educational programs for young children. Staff are committed to long-term professional growth that is continuous and job-embedded.

 2.1 Curriculum, instruction and
- 2.1 Curriculum, instruction and professional development align with the Arizona Early Learning Standards (Preschool) or the Arizona College and Career Ready Standards (K-3).
- 2.2 An ongoing process is in place for monitoring and evaluating curriculum, instruction and professional development, and the results are communicated to all stakeholders and used to acknowledge the program's strengths and address challenges.

System (CLASS)

- Quality First Points Scale
- Star Rating Calculated from Assessment

Early Childhood Environment Rating Scale (ECERS) Parents
and Staff

<u>Supervision and evaluation of staff</u>

- A high quality program for children requires competent staff. Regular supervision, observation, and evaluation of all classroom staff, timely and complete feedback, and planning for and implementation of corrective action, are needed for staff to continue to grow as professionals.
- Indicator 3.1 Some supervision means that classroom staff are observed by administrative staff at some time while staff are working with children to see how well they are performing their duties.
- Indicator 3.2 Some feedback means that the supervisor reports back to the person being supervised about what was observed. This feedback may be done verbally or in writing, and may be fairly general.
- Indicator 5.1 The annual supervisory observation required in this indicator is intended as a safeguard to assure that all staff members continue to perform at a

- 2.3 Related technology, instructional materials, and resources, are integrated effectively into classroom instruction and used as a teacher productivity tool.
- **2.4** Curriculum includes daily opportunity to learn through a balance of child initiated and teacher directed experiences that match the needs, interests and develop-mental levels of all children.
- 2.5 The early childhood environment is valued as an integral part of the curriculum that facilitating child independence, interactions, and learning.
- 2.6 The district has a LEA Literacy Leadership Team and K-3 Literacy Plan that has been submitted to the State Board of Education.
- 3.1 Children's growth in all developmental and standard content areas assessed in an ongoing and authentic manner, to modify curriculum and individual instruction, and to identify children's needs and/or make referrals.
- **3.2** Teachers communicate the results of individual child assessments regularly with families and other stakeholders.

- high level of quality. This observation should be of sufficient length (at least 1-3 hours) and done at a time when the children are awake and active.
- Indicator 5.2 Requires that a written evaluation of performance is shared with each staff member at least yearly.
- Indicator 5.4 Addresses how evaluation gets translated into change. It requires that action be taken to implement the recommendations of the evaluation.
- Indicator 7.1 Staff member participates in self-evaluation and gains some experience in looking more objectively at his or her own performance.
- Indicator 7.2 Frequent observations and feedback make it possible to make improvements in small steps. This approach also has the advantage of getting staff accustomed to being observed, so they start to feel more comfortable.

R) OH are of decession
Comprehensive Services for
children and community
partnerships that promote
families' access to services that
support their children's
learning and development

k) On-site or accessible

3.7.a.
3.7.e.
3.7.h.
3.7.i.
3.7.k.
4.1.b.
4.1.e.
5.1.a.
7.1.a.
7.1.b.

7.1.c.

7.1.d.

1.3.g.

4.1 A safe and orderly, environment ensures that children's health and safety are a priority throughout each program day...

- **4.2** Program personnel build positive nurturing relationships with children and parents, and work to improve inclusive practices, and parent and community involvement.
- **4.3** Children and program personnel are valued, and their work is recognized and acknowledged.
- **4.4** Anti-bias practices are evident which celebrate and are inclusive of linguistic, multicultural, and individual abilities within the school community.

.

1.1 Leadership has led an inclusive process of developing a sustained and shared vision and mission as well as a written philosophy that is the basis for program planning, implementation, evaluation and modification...
3.1 Children's growth in all developmental and standard content areas assessed in an ongoing and authentic manner, to

modify curriculum and individual

First Things First services: **Quality First Specialized Technical Assistance Provided**

- On-site Quality First Coach
- Child Care Health Consultation (CCHC)

	7.1.e. 7.1.f.
I). Evidence-based health and safety standards	2.1.g. 2.1.h. 2.4.a. 2.4.b. 2.4.c. 2.4.d. 2.4.e. 2.4.f. 2.4.g. 2.4.h. 2.4.i. K 2.4.i. K 2.4.j. K 2.4.j. K 2.4.j. 6.1.a. 6.1.b. 6.1.c. 6.1.d. 6.1.e. 6.1.f.

instruction, and to identify children's needs and/or make referrals.

3.2 Teachers communicate the results of individual child assessments regularly with families and other stakeholders.

4.4 Anti-bias practices are evident which celebrate and are inclusive of linguistic, multicultural, and individual abilities within the

2.1 Curriculum, instruction and professional development align with the Arizona Early Learning Standards (Preschool) or the Arizona College and Career Ready Standards (K-3).

school community.

4.1 A safe and orderly environment ensures that children's health and safety are a priority throughout each program day.

Child Care Health Consultants, one of Quality First's specialized technical assistance services provided, utilizes the California Health and Safety Checklist.

6.1.g. 6.3.a.

6.3.b.

6.3.c.

6.4.b.

6.4.e.

Arizona's Infant and Toddler Developmental Guidelines

Social & Emotional Development = SED

Purpose: To approach the world with a sense of trust and emotional security

Component 1: Trust and Emotional Security.

Indicators of developing trust and emotional security.

- SED 1.1 Engages in behaviors that build relationships with familiar adults
- SED 1.2 Shows preference for familiar adults
- SED 1.3 Responds to unfamiliar adults cautiously.
- SED 1.4 Seeks to find comfort in new situations
- SED 1.5 Shows emotional connection and attachment to others

Component 2: Self-Awareness

Indicators of developing self-awareness

- SED 2.1 Expresses feelings and emotions through facial expressions, sounds, or gestures
- SED 2.2 Develops awareness of self as separate from others
- SED 2.3 Shows confidence in increasing abilities

Component 3: Self-regulations

Indicators of developing self-regulation

- SED 3.1 Begins to manage own behavior and show self-regulation
- SED 3.2 Shows ability to cope with stress
- SED 3.3 Shows increasing independence
- SED 3.4 Understands simple routines, rules or limitations

Component 4: Relationships with Other Children

Indicators of developing relationships with other children

- SED 4.1 Shows interest in and awareness of other children
- SED 4.2 Responds to and interacts with other children.
- SED 4.3 Begins to recognize and respond to other children's feelings and emotions
- SED 4.4 Begins to show concern for others
- SED 4.5 Learns social skills and eventually uses words for expressing feelings, needs and wants
- SED 4.6 Uses imitation or pretend play to learn new roles and relationships

Approaches to Learning = ATL

Component 1: Persistence

Indicators of persistence

- ATL 1.1 Begins noticing people, events, and things
- ATL 1.2 Pays attention briefly and tries to reproduce interesting and pleasurable effects and events
- ATL 1.3 Watches what others do, begins to pretend, and uses materials in new and different ways
- ATL 1.4 Developing confidence: trying new things and taking risks
- ATL 1.5 Develops likes and dislikes; with a growing sense of playfulness, they begin to see things as "funny" and enjoy surprising others

Component 2: Initiative and Curiosity

Indicators of initiative and curiosity.

ATL 2.1 – Shows awareness of and interest in the environment PR/Award # S419A150009

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- ATL 2.2 Engages in and actively explores self, objects, and surroundings
 - ATL 2.3 Demonstrates ability to initiate activities
 - ATL 2.4 Shows eagerness and curiosity as a learner

Component 3: Creativity and Inventiveness

Indicators of creativity and inventiveness

- ATL 3.1 Notices and shows interest in and excitement with familiar objects, people and events
- ATL 3.2 Approaches and explores new experiences in familiar settings.
- ATL 3.3.— Delights in finding new properties and uses familiar objects and experiences.
- ATL 3.4 Pretends and uses imagination during play

Component 4: Reasoning and Problem Solving

Indicators of Reasoning and Problem Solving

- ATL 4.1 Uses sounds, gestures and movements to impact the environment and interactions
- ATL 4.2 Explores object characteristics in many different ways.
- ATL 4.3 Behaves in consistent ways to elicit desired responses
- ATL 4.4 Realizes that people exist even when out of view
- ATL 4.5 Uses objects as intended

Language Development and Communication = LDC

Purpose: To acquire language and the ability to communicate successfully with others

Component 1: Listening and Understanding

Indicators of developing listening and understanding

- LDC 1.1 Shows interest in listening to sounds
- LDC 1.2 Listens with interest to language of others
- LDC 1.3 Responds to verbal communication of others
- LDC 1.4 Responds to nonverbal communication of others
- LDC 1.5 Begins to understand gestures, words, questions or routines

Component 2: Communicating and Speaking

Indicators of developing communication and speaking

- LDC 2.1 Uses sounds, gestures or actions to express needs and wants
- LDC 2.2 Uses consistent sounds, gestures or words to communicate
- LDC 2.3 Imitates sounds, gestures or words
- LDC 2.4 Uses sounds, signs or words for a variety of purposes.
- LDC 2.5 Shows reciprocity in using language in simple conversations.

Component 3: Emergent Literacy

Indicators of developing emergent literacy

- LDC 3.1 Shows interest in songs, rhymes, and stories
- LDC 3.2 Shows interest in photos, pictures, and drawings
- LDC 3.3 Develops interest in and involvement with books and other print materials
- LDC 3.4 Begins to recognize and understand symbols

Cognitive Development = CD

Purpose: To develop new skills, knowledge and the ability to acquire and process new information through play and interaction with others and the environment

Component 1: Exploration and Discovery.

Indicators of developing exploration and discovery

CD 1.1 - Pays attention to people and objects 150009

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	CD 1.2 – Uses senses to explore people, objects and the environment
	CD 1.3 – Attends to colors, shapes, patterns or pictures
	CD 1.4 – Shows interest and curiosity in new people and objects
	CD 1.5 - Makes things happen and watches for results or repeats action
	Component 2: Memory
	Indicators of developing memory
	CD 2.1 – Shows ability to acquire and process new information
	CD 2.2 – Recognizes familiar people, places and things
	CD 2.3 – Recalls and uses information in new situations
	CD 2.4 – Searches for missing or hidden objects
	Component 3: Problem Solving
	Indicators of developing problem solving
	CD 3.1 – Experiments with different uses for objects
	CD 3.2 – Shows imagination and creativity in solving problems
	CD 3.3 – Uses a variety of strategies to solve problems
	CD 3.4 – Applies knowledge to new situations
	Component 4: Imitation and Symbolic Play
	Indicators of developing imitation and symbolic play
	CD 4.1 – Observes and imitates sounds, gestures or behaviors
	CD 4.2 – Uses objects in new ways or in pretend play
	CD 4.3 – Uses imitation or pretend play to express creativity and imagination
Phys	ical and Motor Development = PMD
	Purpose: To develop physical and motor skills and promote health and well-being
	Component 1: Gross Motor Development
	Indicators of gross motor development
	PMD 1.1 – Moves body, arms and legs with coordination
	PMD 1.2 – Demonstrates large muscle balance, stability, control and coordination
	PMD 1.3 – Develops increasing ability to change positions and move body from place to place
	PMD 1.4 – Moves body with purpose to achieve a goal
	Component 2: Fine Motor Development
	Indicators of fine motor development
	PMD 2.1 – Uses hands or feet to make contact with objects or people
	PMD 2.2 – Develops small muscle control and coordination
	PMD 2.3 – Coordinates eye and hand movements
	PMD 2.4 – Uses different actions on objects
	PMD 2.5 – Controls small muscles in hands when doing simple tasks
	Component 3: Physical Health and Well-Being
	Indicators of developing physical health and well-being
	PMD 3.1 – Shows characteristics of healthy development
	PMD 3.2 – Responds when physical needs are met
	PMD 3.3 – Expresses physical needs nonverbally or verbally

PMD 3.6 – Begins to understand safe and unsafe behaviors PR/Award # \$419A150009 Page e173

PMD 3.4 - Participates in physical care routine PMD 3.5 – Begins to develop self-help skills

Appendix D

ARIZONA EARLY LEARNING STANDARDS

Social Emotional Standard = SE

Strand 1: Self

Concept 1: Self-Awareness

The child demonstrates an awareness of his or her self.

Indicators:

- SE 1.1a Demonstrates self-confidence
- SE 1.1b. Makes personal preferences known to others.
- SE 1.1c Demonstrates knowledge of self-identity.
- SE 1.1d -Shows an awareness of similarities and differences between self and others.

Concept 2: Recognition and Expresses Feelings

The child recognizes and expresses feelings of self and others

Indicators:

- SE 1.2a Associates emotions with words, facial expressions, and body language.
- SE 1.2b Identifies, describes, and expresses their own feelings.
- SE 1.2c Identifies and describes feelings of others.
- SE 1.2d Expresses empathy for others.

Concept 3: Self-Regulation

The child manages the expression of feelings, thoughts, impulses and behaviors.

Indicators:

- SE 1.3a Understands and follows expectations in the learning environment.
- SE 1.3b Manages transitions, daily routines and unexpected events.
- SE 1.3c Modifies behavior for various situations and settings.
- SE 1.3d Chooses appropriate words and actions.

Strand 2: Relationships

Concept 1: Attachment

The child demonstrates the ability to engage in and maintain healthy relationships.

Indicators:

- SE 2.1a Expresses affection for familiar adults.
- SE 2.1b Seeks security and support from familiar adults.
- SE 2.1c Demonstrates the ability to engage with new adults or children with the support of familiar adults.
- SE 2.1d Separates from familiar adult with minimal distress.

Concept 2: Social Interactions

The child displays socially competent behavior.

Indicators:

- SE 2.2a Responds when adults or other children initiate interactions.
- SE 2.2b. Initiates and sustains positive interactions with adults and other children.
- SE 2.2c Demonstrates positive ways to resolve conflict.

Concept 3: Respect

Indicators:

- SE 2.3a Respects the rights and property of others.
- SE 2.3b. Defends own rights and the rights of others.
- SE 2.3c Shows respect for learning materials in the learning environment.

Approaches to Learning = ATL

	Stra	nd 1: Initiative and Curiosity
		Concept 1: Initiative
		The child demonstrates self-direction while participating in a range of activities and
rout	ines.	
		Indicators:
		ATL 1.1a - Initiates interaction with others.
		ATL 1.1b – Develops independence during activities, routines and play.
		ATL 1.1c – Exhibits cognitive flexibility, imagination, and inventiveness when
		attempting tasks and activities.
		Concept 2: Curiosity
		Indicators:
		ATL 1.2a - Shows interest in learning new things and trying new experiences.
		ATL 1.2b - Expresses interest in people.
		ATL 1.2c - Asks questions to get information
	Stra	nd 2: Attentiveness and Persistence
		Concept 1: Attentiveness
		The child demonstrates the ability to focus on an activity with deliberate concentration
		despite distractions.
		Indicators:
		ATL 2.1a – Displays ability to hold attention when engaged in an activity.
		ATL 2.1b – Sustains attention for extended periods of time when engaged in an age-
		appropriate activity despite distractions or interruptions.
		ATL 2.1c – Increases ability to focus attention, and can return to activities after
		distractions and interruptions.
		Concept 2: Persistence
		The child demonstrates the ability to maintain and sustain a challenging task.
		Indicators:
		ATL 2.2a - Pursues challenges.
		ATL 2.2b - Copes with frustration or disappointment with support.
		ATL 2.2c – Establishes goals, generates plans, and follows through to completion.
	Stra	nd 3: Confidence
		Concept 1: Confidence
		The child demonstrates self-assurance in a variety of circumstances.
		Indicators:
		ALT 3.1a Expresses opinions or ideas.
		ALT 3.1b - Views self as competent and skilled.
		ALT 3.1c - Is willing to take risks and consider a variety of alternatives.
	Stra	nd 4: Creativity
		Concept 1: Creativity
		The child demonstrates the ability to express their own unique way of seeing the world.
		Indicators:
		ALT 4.1a - Uses imagination to generate new ideas.
		ALT 4.1b Appreciates humor.
		ALT 4.1c – Engages in inventive social play.

Strand 5: Reasoning and Problem-solving

Concept 1: Reasoning

The child demonstrates the ability to analyze information and situations in order to form judgments.

Indicators:

ALT 5.1a – Gathers information and reaches a conclusion.

ALT 5.1b – Recognizes relationships between cause and effect.

ALT 5.1c – Uses prior knowledge to build new knowledge and skills.

Concept 2: Problem-Solving

The child demonstrates the ability to seek solutions to problems.

Indicators:

ALT 5.2a - Recognizes problems.

ALT 5.2b - Seeks adult assistance when support is required.

ALT 5.2c. - Tries to solve problems.

ALT 5.2d - Works to solve a problem independently.

Language and Literacy Standard = L

Strand 1: Language

Concept 1: Receptive Language Understanding

The child demonstrates understanding of directions, stories, and conversations.

Indicators:

LL 1.1a – Demonstrates understanding of a variety of finger-plays, rhymes, chants, poems, conversations, and stories.

LL 1.1b – Actively engages in finger-plays, rhymes, chants, poems, conversations, and stories.

LL 1.1c – Demonstrates understanding and follows directions that involve; one step, two steps, and a series of unrelated sequences of action.

Concept 2: Expressive Language and Communication Skills

The child uses verbal and nonverbal communication for a variety of purposes to share observations, ideas, and experiences, problem-solve, reason, predict and seek new information.

Indicators:

LL 1.2a - Communicates needs, wants, ideas and feelings through three to five word sentences.

LL 1.2b – Speaks clearly and understandably to express ideas, feelings and needs.

LL 1.2c – Makes relevant responses to questions and comments from others.

L 1.2d – Initiates, sustains, and expands conversations with peers and adults.

L 1.2e – With modeling and support, uses acceptable language and social rules including appropriate tone, volume, and inflection to express ideas, feelings, and needs.

L 1.2f – Uses appropriate eye contact, turn taking and intonation while having conversations with adults and peers.

L 1.2g - Recognizes when the listener does not understand and uses techniques to clarify the message.

L 1.2h – With modeling and support, uses increasingly complex phrases and sentences.

Concept 3: Vocabulary

The child understands and uses increasingly complex vocabulary

Indicators:

- LL 1.3a With modeling and support, uses age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings with each area: e.g., world knowledge, names of body parts, feelings, colors, shapes, jobs, plants, animals and their habitats, and foods; words that describe: adjectives, verbs, and adverbs.
- LL 1.3b With modeling and support, determines the meanings of unknown words and concepts using the context of conversations, pictures that accompany text or concrete object.
- LL 1.3c With modeling and support, uses category labels and names objects within a category: e.g., fruit, vegetable, animal, transportation, etc.
- LL 1.3d With modeling and support, demonstrates understanding of and uses words that indicate position and direction: e.g., in, on, out, under, off, beside, behind.

Strand 2: Emergent Literacy

Concept 1: Concepts of Print

The child knows that print carries messages.

Indicators:

- L 2.1a Identifies signs, symbols, and labels in the environment.
- L 2.1b Demonstrates and understands that print conveys meaning and that each spoken word can be written and read.
- L 2.1c Recognizes that letters are grouped to form words.
- L 2.1d Recognizes own written name and the written names of friends and family.
- L 2.1e Seeks information in printed materials.

Concept 2: Book Handling Skills

The child demonstrates how to handle books appropriately and with care.

Indicators:

- L L2.2a Holds a book right side up with the front cover facing the reader and understands left to right and top to bottom directionality.
- LL 2.2b Identifies where in the book to begin reading.
- LL 2.2c Understands a book has a title, author and/or illustrator.

Concept 3: Phonological Awareness

The child develops awareness that language can be broken in words, syllables, and smaller units of sounds (phonemes).

Indicators:

- LL 2.3a Differentiates between sounds that are the same and different (e.g., environmental sounds, animal sounds, phonemes).
- LL 2.3b With modeling and support, identifies rhyming words.
- LL 2.3c With modeling and support, produces rhyming words.
- LL 2.3d With modeling and support, recognizes spoken words that begin with the same sound.
- LL 2.3e Hears and shows awareness of separate words within spoken phrases or sentences.
- LL2.3f With modeling and support, identifies and discriminates syllables in words.
- LL 2.3g With modeling and support, combines onset and rime to form a familiar one-syllable word with and without pictorial support.
- LL 2.3h With modeling and support, repeats words and identifies the common final sound.

Concept 4: Alphabet Knowledge

The child demonstrates knowledge of the alphabet.

Indicators:

LL 2.4a - Discriminates letters from other shapes and symbols.

LL 2.4b – Matches and recognizes similarities and differences in letters, with modeling and

support.

LL 2.4c. - Recognizes as many as 10 letters, especially those in own name, family and friends.

LL 2.4d – Uses letter-sound knowledge identifying the sounds of a few letters and producing the correct sounds for as many as 10 letters, with modeling and support.

Concept 5: Comprehension

The child shows an interest in books and comprehends books read aloud with increasing text complexity.

Indicators:

LL 2.5a - Takes an active role in reading activities.

LL 2.5b – With prompting and support, identifies characters and major events in a story.

LL. 2.5c – With prompting and support, asks and answers a variety of questions about books or stories told or read aloud.

LL 2.5d – With prompting and support, draws connections between story and personal experiences.

LL 2.5e – With prompting and support, identifies events and details in the story and makes predictions.

LL 2.5f – With prompting and support, gives an opinion for liking or disliking a book or

story.

LL 2.5g – with modeling and support, begins to demonstrate an understanding of the differences between fiction and non-fiction.

LL 2.5h – With modeling and support, identifies the topic of informational text that has been read aloud.

LL 2.5i – With modeling and support, retells and reenacts a story in sequence with pictures or props.

LL 2.5j – With modeling and support, demonstrates reading fluency by use of phrasing, intonation and expression in shared reading of familiar books, poems, changes, songs, nursery rhymes or other repetitious or predictable texts.

Strand 3: Emergent Writing

Concept 1: Early Writing, Writing Processes, and Writing Applications The child uses writing materials to communicate ideas.

Indicators:

Early Writing

LL 3.1a – Uses a variety of writing tools, materials, and surfaces to create drawings or symbols

Writing Processes

LL 3.1b – With modeling and support, uses a combination of drawing, dictating and emergent writing to communicate an idea or opinion about an experience, story or book,

and

to express knowledge or share information about a topic of interest.

Writing Applications

LL 3.1c – Dictates to and shares thoughts, ideas, and stories with adults.

LL 3.1d – Writes own name using letter-like forms or conventional print.

LL 3.1e – Intentionally uses scribbles/writing and inventive writing to convey meaning, ideas

or to tell a story: e.g., signing artwork, captioning, labeling, creating lists, making notes.

LL 3.1f – With prompting and support, forms letters starting with large motor (sky writing,

paint brush and water, sidewalk chalk) progressing to fine motor (paper and pencil).

LL 3.1g – Organizes writing from left to right, indicating an awareness that letters cluster as words and words cluster into phrases or sentences by use of spacing or marks.

Mathematics Standard = M

Strand 1: Counting and Cardinality

Concept 1: Counts out loud

The child counts out loud and uses number words in daily conversations.

Indicators:

M 1.1a – Shows interest in and awareness of counting.

M 1.1b - Counts out loud to 10.

Concept 2: Knows Number Names and Symbols

The child identifies numerals and uses number words in daily activities.

Indicators:

M 1.2a – Uses numerals and number symbols in the context of daily routines, activities, and play.

M 1.2b – Uses and creates symbols to represent numbers.

M 1.1c - Identifies numerals one to 10.

Concept 3: Counts to tell Number of objects.

The child uses number words and counting to identify quantity.

Indicators:

M 1.3a – Counts groups of objects using one-to-one correspondence (one object for each number word).

M 1.3b – Counts a collection of up to 10 items using the last counting word to tell, "How many?"

M 1.3c – Matches numerals to quantities they represent using physical models and representations.

M 1.3d – Identifies quantity of three-five objects without counting (subitize).

Concept 4: Compares Numbers and Quantities

The child applies a range of strategies such as counting or matching to compare sets of objects.

Indicators:

M 1.4a – Compares two sets of objects using terms such as more, fewer, or the same.

Strand 2: Operations and Algebraic Thinking

Concept 1: Explore Addition and Subtraction

The child combines and separates groups of objects and names how many.

Indicators:

M 2.1a – Demonstrates an understanding that adding increases the number of objects in a group.

M 2.1b – Describes changes in two or more sets of objects when they are combined.

M 2.1c – Demonstrates an understanding that taking away decreases the number of objects in a group.

M 2.1d – Describes changes in a set of objects when they are separated into parts.

Concept 2: Patterning

The child recognizes, copies, extends, describes and creates patterns.

Indicators:

M 2.2a – Recognizes patterns in the real world.

M 2.2b - Copies simple patterns.

M_{2.2c} - Extends simple patterns.

M 2.2d - Creates simple patterns.

M 2.2e – Describes similarities and differences in patterns.

Strand 3: Measurement and Data

Concept 1: Sorts and Classifies

The child sorts and groups objects by a variety of characteristics/attributes.

Indicators:

M 3.1a – Sorts and classifies objects by one or more attributes (e.g., size, color, shape, texture and use).

M 3.1b – Explains how items were sorted into groups.

Concept 2: Data Analysis

The child collects, organizes, displays and describes relevant data.

Indicators:

M 3.2a – Asks questions to gather information.

M 3.2b – Displays data to answer simple questions about themselves or the environment.

M 3.2c – Uses descriptive language to compare data in picture graphs or other concrete representations.

M 3.2d – Uses charts and graphs to analyze information or answer questions.

Concept 3: Measures

The child uses measurement to describe and compare objects in the environment.

Indicators:

M 3.3a - Compares objects and uses terms such as longer-shorter, hotter-colder, and faster-slower.

M 3.3b – Uses nonstandard units of measurement (e.g. hands, bodies, containers) to estimate measurable attributes.

M 3.3c - Uses various standard measuring tools for simple measuring tasks.

M 3.3d – Orders objects by measurable attributes.

M 3.3e - Uses appropriate vocabulary to describe time and sequence related to daily routines.

Strand 4: Geometry

Concept 1: Spatial Reasoning

The child uses and demonstrates an understanding of positional terms.

Indicators:

M 4.1a – Uses and responds to positional terms (e.g., between inside, under, above, behind).

M.4.1b. - Describes the position or location of objects in relation to self or to other objects.

Concept 2: Shapes

The child recognizes, names and describes common shapes and their properties.

Indicators:

Appendix E

- M 4.2a Recognizes basic two-dimensional shapes.
- M. 4.2b.— Uses the names of geometric shapes when describing objects in the environment.
- M 4.2c Creates two- and three- dimensional shapes during play.
- M 4.2d Compares and describes attributes of two- and three-dimensional objects in the environment using own vocabulary.

Science Standard = S

Strand 1: Inquiry and application

Concept 1: Exploration, Observations, and Hypotheses

The child asks questions and makes predictions while exploring and observing in the environment.

Indicators:

- S 1.1a Exhibits curiosity about objects, living things, and other natural events in the environment by using one or more senses.
- S. 1.1b Identifies attributes of objects, living things, and natural events in the environment
- S 1.1c Describes changes in objects, living things, and the natural events in the environment.
- S. 1.1d Begins to describe the similarities, differences and relationships between objects, living things and natural events.
- S 1.1e Asks and responds to questions about relationships of objects, living things, and events in the natural environment

Concept 2: Investigation

The child tests predictions through exploration and experimentation.

Indicators:

- S 1.2a Uses a variety of tools and materials to investigate.
- S. 1.2b. Makes predictions and checks them through hands-on investigation with adult support...
- S 1.2c Adjusts the experiment if results are different than expected and continues testing.
- S. 1.2c Persists with an investigation.

Concept 3: Analysis and Conclusion

The child forms conclusions about observations and experimentations.

Indicators:

- S 1.3a Uses a variety of materials to record and organize data.
- S 1.3b Identifies cause and effect relationships.
- S 1.3c Constructs explanation about investigations.

Concept 4: Communication

The child discusses and reflects upon the scientific investigation and its findings.

Indicators:

- S 1.4a Displays and interprets data.
- S 1.4b Presents their scientific ideas in a variety of ways.
- S 1.4c Conducts further investigation based on prior experience and information gained.

Social Studies Standard = SS

Strand 1: Family

Concept 1: Understands Family

The child demonstrates an understanding of families and the roles and responsibilities of being a family member.

Indicators:

- SS 1.1a Views self as a member of the family unit.
- SS 1.1b Identifies family members: e.g., mother, father, sister, brother, grandparents, cousins, etc.
- SS 1.1c Describes/discusses own family's cultural or family traditions.
- SS 1.1d Identifies similarities and differences in their family composition and the families of others.
- SS 1.1e Develops an awareness of their personal & family history.
- SS 1.1f Shows knowledge of family members' roles and responsibilities in the home.

Strand 2: Community

Concept 1: Understands Community

The child recognizes that he/she lives in a place with many people and that there are people and events in other places.

Indicators:

- SS 2.1a Recognizes that places where people live are made up of individuals from different cultures and who speak different languages.
- SS 2.1b Identifies, discusses, and asks questions about similarities and differences in other people in their community.
- SS 2.1c Describes some characteristics (e.g. clothing, food, jobs) of the people in their community.

Concept 2: Rights, Responsibilities, and Roles within Community

The child demonstrates a sense of belonging to the community and contributes to its care.

Indicators:

- SS 2.2a Demonstrates responsible behaviors.
- SS 2.2b Shows an understanding of how to care for the environment.
- SS 2.2c Recognizes that people rely on others for goods and services: e.g., farms goods, mail delivery, safety or health care.
- SS 2.2d Seeks opportunities for leadership.
- SS 2.2e Describes the purpose for rules.
- SS 2.2f Recognizes that people have wants and must make choices because resources and materials are limited.
- SS 2.2 g Describes their role at home, at school, and in the community.

Concept 3: Geography

The child demonstrates an awareness of locations within and around their community.

Indicators:

- SS 2.3a Uses words to describe directionality and/or location in the community.
- SS 4.1b Describes some physical features of the environment in which the child lives: e.g. bodies of water, mountains, weather.

Strand 3: Historical Thinking

Concept 1: Understands Time - Past, Present and Future

The child demonstrates an awareness of time and sequence of events in their daily lives.

Indicators:

SS 3.1a - Demonstrates an understanding of time in context of daily experiences.

SS 3.1b – Understands that events happened in the past and how these events relate to one's self, family and community.

Physical Development, Health, & Safety Standard = PDHS

Strand 1: Physical and Motor Development

Concept 1: Gross Motor Development

The child moves with balance, control and coordination.

Indicators:

PDHS 1.1a - Moves with balance.

PDHS 1.1b - Moves with control (i.e. walks, runs, skips, jumps, gallops, hops).

PDHS 1.1c – Moves with coordination.

PDHS 1.1d – Demonstrates spatial awareness in physical activity.

Concept 2: Fine Motor Development

The child uses fingers, hands and wrists to manipulate tools and materials.

Indicators:

PDHS 1.2a - Uses fingers, hands and wrists to manipulate a variety of tools and materials, (i.e. crayons, markers, chalk, sponges, paint brushes, scissors, pencils, silverware).

PDHS 1.2b - Uses eye-hand coordination to perform simple tasks.

PDHS 1.2c - Manipulates smaller objects, tools and instruments that require wrist and squeezing motions.

PDHS 1.2d - Uses fine motor skills in daily living.

Strand 2: Health

Concept 1: Personal Health and Hygiene

Child demonstrates knowledge of personal health practices, routines and understands the functions of body parts.

Indicators:

PDHS 2.1a - Demonstrates hygiene practices.

PDHS 2.1b - Demonstrates healthy practices:

- 1. Nutrition
- 2. Physical Activity and rest

PDHS 2.1c – Awareness of the functions of body parts.

Strand 3: Safety

Concept 1: Safety and Injury Prevention

Child demonstrates knowledge of personal safety practices and routines.

Indicators:

PDHS 3.1a – Identifies and follows basic safety rules with guidance and support: e.g., sun safety, animal and plant safety, outdoor and indoor safety.

PDHS 3.1b - Demonstrates transportation and street safety practices.

PDHS 3.1c – Enforces personal boundaries (safety, self-advocacy and boundary awareness).

PDHS 3.1d – Knows personal information.

PDHS 3.1e – Demonstrates emergency safety practices.

PDHS 3.1f – Identifies how adults help to keep us safe.

Fine Arts Standard = FA

Strand 1: Visual Arts

Concept 1: Creates and Understands Visual Arts

The child uses a variety of materials, media, tools, techniques and processes to explore, create and understand art.

Indicators:

FA 1.1a - Uses a variety of materials/media, tools and techniques to create original works of art (i.e. paper, rocks, sand, clay, tools such as cotton swabs, small/large brushes, drinking straws, and techniques such as drawing, painting, sculpting).

FA 1.1b - Creates art work with details which represent creative and personal choices, ideas, experiences and feelings.

FA 1.1c - Creates art in two and three dimensions

FA 1.1d – Seeks an understanding of artwork by self or others by commenting on or questioning the artwork.

Strand 2: Music and Creative Movement

Concept 1: Creates and Understands Music, Movement, and Dance

The child uses a wide variety of instruments, movements, techniques and music to explore and create.

Indicators:

FA 2.1a - Experiments with a variety of instruments, vocalizations, sounds or creative movements,

FA 2.1b - Sings/moves to familiar rhymes, songs, and/or chants.

FA 2.1c – Uses familiar songs, rhymes or chants to create their own musical/movement improvisations.

FA 2.1d – Responds to different types of music, (e.g., rock, classical, jazz, spirituals, reggae, Native American chants, gospel, bluegrass, lullabies, marches and country music).

FA 2.1e – Uses creative movement and dance to interpret the mood of various types of music and stories.

Strand 3: Drama

Concept 1: Creates Dramatic Activities

The child uses the portrayal of events, characters, or stories through acting and using

props

and language to explore and create.

Indicators:

M 3.1a - Assumes roles from daily activities using a variety of props.

M 3.1b - Takes on more than one dramatic play role at a time.

M 3.1c - Pretends an object exists without using a prop.

M 3.1d - Dramatizes familiar stories.

M 3.1 e – Add details and new elements to dramatic play situations.

Arizona's School Readiness Framework

Arizona Department of Education First Things First







Acknowledgements

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Why Arizona Needs a School Readiness Framework

Similar to the varied and diverse terrain of Arizona, our children throughout the state represent a range of experiences, backgrounds, and abilities. There are a lot of misconceptions about what school readiness looks like (singing the alphabet song, counting to ten, writing their name). While these are important skills, they do not represent the comprehensive knowledge and skills that children must have in order to be fully prepared for the kindergarten curriculum and standards.

When the adults in a child's life provide high quality early learning experiences, children have stronger communication skills, creativity, initiative, and the confidence to approach new challenges. However, the adults may have varying levels of exposure to the Arizona Early Learning Standards which establish the general knowledge a child is expected to know prior to kindergarten entry. When adults have increased levels of awareness of the Arizona Early Learning Standards, they can facilitate activities to help children prepare for the rigor expected in kindergarten.

The early years are an exciting time in the development of children, and the transition into kindergarten is filled with both opportunity and challenge. Arizona recognizes that students today must attain the knowledge and skills needed to be college and career ready. As a result more focused attention must be shed on what happens in the birth to five years in order to create a strong foundation for all future learning. Collaborative efforts have led to the creation of a foundational continuum for Arizona's children, illustrated in a series of guiding documents that include the *Arizona's Infant and Toddler Developmental Guidelines*, the *Arizona Early Learning Standards* for children ages three to kindergarten entry and the *Program Guidelines for High_Quality Early Education: Birth through Kindergarten*.

Building upon these critical documents, Arizona stakeholders, have come together to identify the Arizona School Readiness Framework that expresses a commitment to ensuring children are prepared as they enter the world of academic instruction and learning.

The Arizona School Readiness Framework (ASRF) encourages collaboration between services and the numerous parts of the early childhood system. The framework reflects the purpose of identifying readiness, and builds on the state's efforts to establish a system in which all children have access to quality experiences leading to school success. There are four specific goals of the ASRF:

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

The framework combines four essential components to provide the supports needed to ensure children's school readiness and meet the goals identified above. The components are as follows: a common definition of school readiness, the use of effective instruction, standards, curriculum, and

assessment, family engagement partnerships, and finally, quality transitions into kindergarten for all children.

Recognizing the significance of building a strong continuum in the early years is fundamental to the development of the ASRF. The framework outlined in this document provides the structure for the school readiness piece of the early childhood system that begins in infancy. The ASRF builds upon the growing body of research demonstrating the need for high quality early learning experiences and identifies the context for implementing Arizona's School Readiness Framework...

Establishing a Common Language to Lead to a Definition of School Readiness

Bridging the gap between various early childhood systems and services requires that those in the field have a common understanding of what children need to be well prepared for school. The ASRF offers the adults who impact the lives of children a common definition for understanding the term, *school readiness*. Using a broadly understood working definition regarding what constitutes a child's readiness for school allows stakeholders from different parts of the early childhood system, whether a pediatric nurse, home visitor, librarian, parent or a preschool teacher, to work collaboratively and ensure all children arrive at school ready to meet the challenges of a rigorous academic curriculum in kindergarten.

In addition to providing a general understanding and vocabulary for discussing school readiness, The Framework provides practitioners with an outline of necessary concepts supported by the continuum of guidelines and early learning standards. Those who work directly with young children can access professional development and effective tools for implementing the readiness framework and be a resource for families and communities.

What is School Readiness in Arizona?

The question of what it means for a child to be "ready for school" remains a topic of much national attention. Several recent attempts to identify and define school readiness have been made. In particular, the reauthorization of Head Start as the School Readiness Act of 2007 provided a more concrete definition of school readiness as, "the expectations of children's status and progress across domains for Language & Literacy Development, Cognition & General Knowledge, Approaches To Learning, Physical Well-Being & Motor Development, and Social & Emotional Development that will improve their readiness for kindergarten." Secondly, the US Department of Education outlined the expectations of kindergarten readiness through the Race to the Top-Early Learning Challenge Fund. In addition, the National Association for the Education of Young Children (NAEYC) identifies school readiness as involving more than just children. School readiness, in the broadest sense, is about children, families, early environments, schools, and communities. NAEYC recognizes that children are not innately "ready" or "not ready" for school. Their skills and development are strongly influenced by their families and through their interactions with other people and environments before coming to school

(NAEYC, 2004). The commonality amongst the varying definitions establishes the expectation for a comprehensive approach to kindergarten readiness and emphasizes the role of the adults in a child's life as the key to developing readiness for school. This reflects a movement toward a more holistic view of school readiness that encompasses each of the domains of development. Building on the work of NAEYC and Head Start, Arizona defines school readiness as:

Arizona's young children will demonstrate school readiness through the Essential Domains of Language and Literacy development, Cognition and General Knowledge (including early mathematics and early scientific development), Approaches to Learning (curiosity, initiative, persistence, creativity, problem-solving and confidence), Physical Well-Being and Motor Development and Self-Regulation of Attention and Emotion (including Social and Emotional Development). Intentional development of skills and knowledge in these domains establishes a critical foundation for children to engage in and benefit from opportunities to learn.

In seeking a common definition for school readiness, Arizona has adopted a comprehensive approach to describing what readiness looks like for young children entering kindergarten. The definition of school readiness used in ASRF emphasizes both the knowledge and attributes children need in order to attend to challenging curriculum presented in the kindergarten classroom.

The general knowledge component expected of a student ready to enter kindergarten relates directly to the *Arizona Early Learning Standards* 3rd Edition. Examples might include recognizing one's written name, counting using one to one correspondence, or identifying some letters of the alphabet from their name. The general knowledge goals specifically focus around language and literacy development, early mathematics and scientific thinking as outlined in the corresponding standards. (http://www.azed.gov/early-childhood/files/2011/11/arizona-early-learning-standards-3rd-edition.pdf).

The *Arizona Early Learning Standards* highlights the Approaches To Learning as a standard. This standard relates to children's abilities to think and problem-solve and includes more abstract constructs such as memory and attention. Being able to attend and process information are critical to a child's learning and achievement. If Identifying how a child approaches a new learning situation is an

important piece of their school readiness.

Self-regulation, found in the Social and Emotional Early Learning Standard, holds particular importance for a child's capacity for school success. Several studies have shown a strong, predictive correlation between self-regulation and academic success. iii Specifically, self-regulation sets the stage for managing one's own behavior, focusing on tasks, and undertaking challenges presented. iv.

Current research suggests that self-regulation provides a significant link between a child's emotional and cognitive competencies. Self-regulation may be seen as the ability to monitor one's own

thinking and behaviors. Vi Self-regulation encompasses the skills and attributes children need to appropriately respond to their environment by controlling and adjusting: their emotions, their behavior in social interactions, and their attention during cognitive experiences. Viii In regard to school readiness, self-regulation supports children in their ability to:

- Inhibit impulsivity and follow school rules and social norms;
- Cope with challenges and engage in difficult cognitive tasks;
- Develop intentionality and plan for and communicate their needs;
- Demonstrate awareness of their environment and others around them to effectively interact with people and spaces within various settings; and
- Maintain attention and motivation for learning activities to occur.^{ix}

Self-regulation crosses multiple domains of development and therefore plays a critical role in a child's academic achievement. For example, a child who develops emotional competence in the ability to cope with making mistakes will more likely be able to persist at challenging tasks involving critical thinking and problem solving. Through new research, it is becoming increasingly clear that the ability to self-regulate is essential for ongoing achievement as students respond to the challenges beyond K-12 education.

Effective Instruction

Successful teachers of young children promote growth in all developmental domains identified in the ASRF. Effective instructional strategies for all young learners change as children grow and develop. Young learners preparing for kindergarten must have access to varying learning activities that the adults in their lives intentionally plan. Children must have the opportunity to use play as an effective instructional strategy. In connection, adults need to strategically build children's skills that are representative of the *Arizona Early Learning Standards*. Providing support and scaffolding for the developmental domains of learning is the instruction that leads to school competence for young learners. In practice, effective instruction includes a combination of environmental design, provision of engaging materials, and nurturing and responsive interactions between adults and children. To best prepare young children for academic instruction in a K-12 setting, teachers and other adults must provide children with multiple experiences that are child-centered, experiential, and focused on problem-solving rather than rote learning. Early learning experiences should include a balance between child-directed and adult-directed activities. Affording children various opportunities to become confident in their independent problem solving increases their capacity to self-regulate and thus expands their preparedness for school entry.

Standards

As a precursor, the first guiding document outlining child outcomes begins with the *Arizona*Infant and Toddler Developmental Guidelines for children birth to the age of three. As children get closer

to formalized school experience there is a shift towards more intentional instruction that will lead to school readiness. The *Arizona Early Learning Standards* have been developed to provide a framework for the planning of quality learning experiences for all children three to five years of age. The standards cover a broad range of skill development and provide a useful instructional foundation for children from diverse backgrounds and varying abilities. The standards are intended for use by all those who work with young children in any early care and education setting in urban, rural and tribal communities. They are a tool to be used by teachers and caregivers, and are applicable to parents and families as well. The standards documents are based on the premise that learning occurs on a continuum and that developmental domains are highly interrelated. Children succeed to their highest potential in nurturing environments that support their learning across domains and through the standards continuum.

The *Arizona Early Learning Standards* are divided into eight standards. Each standard is divided into strands, concepts and indicators. See the following chart for your convenience, which headlines the standards, strands, and concepts.

Standard	Strand		Concept
Social Emotional	1.	Self	Self-awareness
			Recognizes and expresses feelings
			Self-regulation
	2.	Relationships	Attachment
			Social interactions
			Respect
Approaches to	1.	Initiative and Curiosity	Initiative
Learning			Curiosity.
	2.	Attentiveness and	Attentiveness
		Persistence	Persistence
	3.	Confidence	Confidence.
	4.	Creativity	Creativity
	5.	Reasoning and	Reasoning
		Problem-Solving	Problem-solving
Language and Literacy	1.	Language	Receptive Language Understanding
			Expressive Language and
			Communication Skills
			Vocabulary

	2.	Emergent Literacy	Concepts of Print
			Book Handling Skills
			Phonological Awareness
			Alphabet Knowledge
			Comprehension
	3.	Emergent Writing	Early Writing, Writing Processes, and
			Writing Application
Mathematics	1.	Counting and	Counts Out Loud
		Cardinality	Knows Number Names and Symbols
			Counts to Tell Number of Objects
			Compares Numbers and Quantities
	2.	Operations and	Explores Addition and Subtraction
		Algebraic Thinking	Patterning
	3.	Measurement and Data	Sorts and Classifies
			Data Analysis
			Measures.
	4.	Geometry.	Spatial Reasoning
			Shapes.
Science.	1.	Inquiry and	Exploration, Observations, and
		Application	Hypotheses
			Investigation
			Analysis and Conclusions
			Communication
Social Studies	1.	Family	Understands Family
	2.	Community.	Understands Community
			Rights, Responsibilities, and Roles
			within Community.
			Geography
	3.	Historical Thinking	Understands Time – Past, Present and
			Future.
Physical Development,	1.	Physical and Motor	Gross Motor Development
Health and Safety		Development	Fine Motor Development

	2. Health	Personal Health and Hygiene Practices
	3. Safety	Safety and Injury Prevention
Fine Arts.	1. Visual Arts	Creates and Understands Visual Arts
	2. Music and Creative	Creates and Understands Music,
	Movement	Movement and Dance
	3. Drama	Creates Dramatic Activities

Curriculum

The Arizona Early Learning Standards provide an essential first step for identifying an effective, high quality preschool curriculum. The curriculum should be researched-based, align with the Arizona Early Learning Standards, and support the goals of the local program. The National Association for the Education of Young Children defines curriculum as consisting of the knowledge, skills, abilities and understandings children are to acquire and the plans for the learning experiences through which those gains will occur.

Any chosen curriculum should be developmentally appropriate for all young learners. A quality curriculum should promote the use of effective instruction. It should address hands on activities, play, small and large group times, planning for robust learning centers, and outdoor learning time. The curriculum should also include a list of learning materials that the adult may use to intentionally scaffold the learning of children. The curriculum should be based on the interest and varying abilities of the children in the classroom. The curriculum should prompt the teacher to connect the learning to children's experiences and provide multiple opportunities for practice and demonstration of skills and knowledge.

Assessment

Assessments are used to document and understand children's growth and learning to inform every day experiences. Effective assessment is conducted in an ongoing manner and used to guide instruction to best meet children's individual needs. As the assessment data is gathered in authentic and meaningful ways, information is used to intentionally plan instruction and build stronger relationships to support children's knowledge acquisition and self-regulation skills. Assessment generates information for and from parents, teachers, caregivers, and health professionals who all have a stake in preparing children for school entry. Through effective assessment practices adults receive vital information about what children know and can do as well as what they are ready to learn. Having a clear picture of children's needs upon kindergarten entry allows teachers to appropriately plan curriculum throughout the year so that children can meet the rigor of the K-12 setting...

Family Engagement Partnerships

Families play a critical role in supporting children's school readiness. They are the child's first teacher and expert on their child. Establishing a reciprocal relationship with families is critical to the development of healthy, successful learners. Open communication between early childhood professionals and families allows for the development of strong relationships and collaboration.

In a high quality early education program, frequent two-way communication is established and maintained, and families are presented with multiple opportunities to participate in activities and decisions that concern their children. Developing mutual respect, cooperation, and a shared responsibility for the child helps the family to see that they are a valued partner within the learning community. Effective family engagement requires an ongoing interaction that provides opportunities for information sharing, goal setting, and identification of needed supports and services. Offering families multiple opportunities to be involved with their child's education early on sets the stage for long-term, effective and collaborative family-school relationships throughout children's academic experiences.^{si}

Quality Transition into Kindergarten for all Children

Too often discontinuities exist between the birth to five years and kindergarten experiences. As such, creating smooth transitions that better prepare children and their families for shifts in expectations and curriculum must be considered as part of a strong school readiness framework. Effective kindergarten transitions are those that ensure collaborative, planned efforts among schools, teachers, families, and communities. Effective transitions utilize ongoing communication to form strong relationships over the full course of the year prior to kindergarten entry rather than considering transition as a single event activity. Additionally, transitions that best prepare children for entering school occur especially when there is a shared vision of readiness and the transition process.

How Arizona Approaches School Readiness

Arizona stakeholders must be strategic and intentional in ensuring improved school readiness for its youngest learners. Children's earliest experiences, especially those during a child's first three years, shape the brain and create the structures necessary for learning. Therefore, recognizing the significance of a strong birth to five system is fundamental to the development of the Arizona School Readiness. Framework. The ASRF provides common goals for the varying parts of the Arizona early childhood system and supports and builds upon the growing body of research demonstrating the relationship between high quality early education and later academic achievement. The successful implementation of Arizona's Readiness Framework is dependent upon building partnerships with families, improving kindergarten transitions, and building knowledge appropriately matched to the varying stakeholders (through a robust and high quality professional development track).

Conclusion

The early years are an exciting time in a child's development, and the transition into kindergarten is filled with both opportunity and challenge. Arizona recognizes that students today must attain the knowledge and skills needed to be college and career ready.

Evidence of the importance of quality early care and education during a child's first five years is clear. Making a commitment to ensure all of Arizona's children enter school ready to learn requires acknowledging that school readiness begins in infancy. As infant-toddler developmental specialist, Ron Lally points out, "...the first building blocks of learning are laid down during the first two years of life through early social and emotional exchanges, and future learning is built on this foundation." When the adults in a child's life provide high quality early learning experiences, children have stronger communication skills, creativity, initiative, and the confidence to approach new challenges.

The ASRF encourages collaboration between families, services, and the various components of the early childhood system. As outlined, the framework reflects the purpose of identifying readiness, and builds on the state's efforts to establish a system in which all children have access to quality experiences leading to school success. Building a coordinated, statewide effort to establish common understandings of school readiness will ensure Arizona's children receive a solid foundation to successfully engage in the rigorous academic demands of K-12 education. Arizona's School Readiness Framework both prepares children for academic success in kindergarten and also puts them on a path to lifelong success.

Designing the Kindergarten Developmental Inventory.

Lastly, Arizona's School Readiness Framework provides the groundwork needed to design and develop Arizona's Kindergarten Developmental Inventory (KDI). The purpose of the KDI is to provide a tool that allows parents, teachers and administrators to understand the extent of a child's learning and development at the beginning of kindergarten to develop instruction that will lead to the child's academic success. The tool that is developed or adopted will align with the *Arizona Early Learning Standards* and *Arizona's College and Career Ready Standards* for kindergarten, cover all essential domains of school readiness (Physical & Motor Development, Social & Emotional Development, Approaches To Learning, Language Development, and Cognitive Development), and will be reliable and valid for its intended use. Knowing the attributes and expectations for children's entry to school through the use of the Arizona School Readiness Framework allows for the creation of an assessment mechanism that provides a valid measure of children's readiness at school entry. To date, predicting children's academic success through measurement of readiness indicators has been difficult. But aligning readiness concepts with the assessment to reliably measure those concepts is a first step in designing a more effective achievement predictor.

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Notes

¹ Kyle L. Snow, "Integrative Views of the Domains of Child Function: Unifying School Readiness," <u>School Readiness and the Transition to Kindergarten in the Era of Accountability</u>, eds. R.D. Pianta, M.J. Cox., & K.L. Snow (Baltimore: Paul H. Brookes, 2007) 197-211.

NAEYC (Maxwell & Clifford 2004, 42).

ⁱⁱ Timothy Konold and Robert Pianta, "Empirically-Derived, Person-Oriented Patterns of School Readiness in Typically-Developing Children: Description and Prediction to First-Grade Achievement," *Applied Developmental Science*, V9 N4, 2005: 174-187.

iii Judi Boyd, W. Steven Barnett, Elena Bodrova, Deborah J. Leong, and Deanna Gomby, Promoting Children's Social and Emotional Development Through Preschool Education, (National Institute for Early Education Research, New Brunswick NJ: 2005).

iv Boyd et. al.

v Blair

vi Clancy Blair, "Self-Regulation and School Readiness," ERIC Digest, 2003.

vii Ida Rose Florez, "Developing Young Children's Self-Regulation through Everyday Experiences," *Young Children*, July 2011: 46-51

viii Blair

ix Florez

x Florez

xi Robert C. Pianta & Marcia Kraft-Sayre, <u>Successful Kindergarten Transition: Your Guide to Connecting Children</u>, Families, & Schools, (Baltimore: Paul H. Brookes, 2003) p. 41.

xii Pianta & Kraft-Sayre, p.2

xiii Pianta & Kraft-Sayre, p.87

xiv J. Ronald Lally, "School Readiness Begins in Infancy," Kappan v92 N3, 2010: 17-21.

xv Lally, p.18

xvi Maryland Committee for Children

Scoring Rubric and Scoring Form

Implementation Standards - Enrollment Eligibility, Child Screening, Child Assessment Excellent: Notes: Shows clear understanding of the expectation and readily agrees to comply with all requirements including: Verifying child's age and legal residency; copy of child's birth certificate will be maintained in the child's file Determining and clearly documenting family income eligibility; copies of documentation used. to determine income eligibility will be maintained o Hearing and vision screenings will be obtained for all children within the first 45 days of programming; documentation will be maintained in the child's file o A 45 day developmental screening will be conducted on all children; documentation will be maintained in the child's file The program conducts quality ongoing progress monitoring on all children to ensure continuous improvement The program is prepared to use the formative. assessment tool and already has the necessary technology in place as well as available to staff Satisfactory: Notes: Shows understanding of the expectation and agrees to comply with all requirements including: o. Verifying child's age and legal residency; copy of child's birth certificate will be maintained in the child's file o. Determining and clearly documenting family income eligibility; copies of documentation used to determine income eligibility will be maintained Hearing and vision screenings will be obtained for all children within the first 45 days of programming, support was requested to ensure compliance; documentation will be maintained in the child's file o. A 45 day developmental screening will be conducted on all children, support was requested to ensure compliance; documentation will be maintained in the child's file The program conducts quality ongoing progress monitoring on all children to ensure continuous. improvement o. The program is willing to use the formative assessment tool and will ensure that the necessary technology is available for staff. Needs Improvement: Notes: Acknowledges expectations and feels they can comply with requirements including:

Appendix, G.

	child's birth certificate will be maintained in the	
	child's file	
0	Determining and clearly documenting family	
	income eligibility; copies of documentation used	
	to determine income eligibility will be maintained;	
	program may require support	
0	<u>Hearing and vision screenings</u> will be obtained for	
	all children within the first 45 days of	
	programming, support will likely be required;	
	documentation will be maintained in the child's	
	file.	
Ο.	A 45 day developmental screening will be	
	conducted on all children, support will likely be	
	required; documentation will be maintained in the	
	child's file	
0	The program shows concerns with quality ongoing	
	process monitoring on all children	
0	The program shows concerns regarding the use of	
	the <u>formative assessment</u> tool; technology is not	
	readily available for staff	
Unsatisfact	•	Notes:
	not acknowledge or show understanding of	
	ctations and it is questionable if the program can	
-	oly with requirements;	
	Unwilling to verify child's age and legal residency	
0	Unwilling to determine and document family	
	income eligibility	
0	Unwilling to obtain hearing and vision screenings	
	for all children	
Ο.	Unwilling to conduct a 45 day developmental	
	screening	
0	Unwilling to conduct ongoing process monitoring	
	on all children	
0	Unwilling or unable to participate in using the	
	new formative assessment tool	

Implementation Standards – Ratios and Total Group Size, Environment, Curriculum and AZ Early Learning Standards

stan	dards	
Exce	llent:	Notes:
•,	Shows clear understanding of the expectation and	
	readily agrees to comply with all requirements; upon	
	visiting the site it appears that:	
	 The program will operate a minimum of 180 days. 	
	or the equivalent of a minimum of 450 hours per	
	school year for half day programs or a minimum	
	of 900 hours per school year for full day	
	programs	
	 The program will be able to meet all required 	
	teacher/child ratios of 1 to 10 as well as maintain	
	total class size of 20 at all times	
	 The environment clearly demonstrates high 	
	quality with clearly defined well stocked centers,	
	and teachers are culturally and linguistically.	
		0.440.84.50000

- responsive to children. When children with special needs are present, appropriate furniture and equipment is available to ensure the full access and participation of all children in the program activities
- The curriculum is designed around children's interests and needs; curriculum clearly aligns with the Arizona Early Learning Standards
- Lesson plans are in place and being utilized; the lesson plans reflect individualized instruction in order to meet children's specific needs.
- Use of the Arizona early Learning Standards is clearly documented and demonstrated
- The program provides interactive and continuous adult supervision and is in compliance with state licensing and/or program accreditation requirements.
- The program will fully implement the AZ DHS.
 Empower Program.

Satisfactory:

- Shows, understanding of the expectation and agrees to comply with all requirements; upon visiting the site it appears that:
 - The program will operate a minimum of 180 days or the equivalent of a minimum of 450 hours per school year for half day programs or a minimum of 900 hours per school year for full day programs
 - o The program will be able to meet all required teacher/child ratios of 1 to 10 as well as maintain total class size of 20 at all times
 - o. The environment clearly demonstrates high quality with clearly defined well stocked centers, and teachers are culturally and linguistically responsive to children. When children with special needs are present, appropriate furniture and equipment is available to ensure the full access and participation of all children in the program activities
 - The curriculum is designed around children's interests and needs; curriculum appears to align with the Arizona Early Learning Standards
 - Lesson plans are in place and being utilized; at times they reflect individualized instruction in order to meet children's specific needs
 - Use of the Arizona early Learning Standards is documented and/or demonstrated
 - The program provides interactive and continuous adult supervision and is in compliance with state licensing and/or program accreditation requirements.
 - o. The program will fully implement the AZ DHS. Empower Program.

Notes:

Needs Improvement:

Notes:

Appendix G

Acknowledges expectations and feels they can comply	
with requirements; upon visiting the site it appears that:	
 The program will operate a minimum of 180 days. 	
or the equivalent of a minimum of 450 hours per	
school year for half day programs or a minimum	
of 900 hours per school year for full day	
programs	
 The program may have difficulty meeting the 	
required teacher/child of 1 to 10 ratio as well as	
maintenance of total class size of 20	
o The environment demonstrates quality; some	
centers are clearly defined; some centers are well	
stocked	
o A curriculum is in place; curriculum somewhat	
aligns with the Arizona Early Learning Standards	
 Program is aware of the Arizona Early Learning 	
Standards and uses them on occasion	
 The program is aware of the need to provide. 	
interactive and continuous adult supervision and	
is in compliance with state licensing and/or	
program accreditation requirements	
 The program may have difficulty implementing. 	
the AZ DHS Empower Program	
Unsatisfactory:	Notes:
 Does not acknowledge or show understanding of 	
expectations; upon visiting the site it is questionable if	
the program can comply with requirements:	
 Required teacher/child ratios and maximum class 	
size will be difficult or impossible to maintain	
 Environment does not contain centers; lacks 	
manipulatives	
 No curriculum is in place. 	
 Lesson plans are not in place and/or not utilized 	
 Program does not use the Arizona Early Learning 	
Standards	
Staff Qualifications	
Excellent:	Notes:
Shows clear understanding of the expectations and	110165.
meets all requirements including:	
Director/Administrator (those responsible for	
direct supervision of the program staff) holds, at	
a minimum, a bachelor's degree in Early	
Childhood, Child Development and/or Family	
Studies, or Early Childhood Special Education;	
or hold a principal's certificate through ADE	
 Teacher holds a bachelor's degree in Early. 	
Childhood with a teacher's certificate through	
ADE, Child Development or Elementary	
Education with an endorsement in early	
childhood	
 Teaching Assistant has a Child Development 	
Associate Credential (CDA) or an associate's	

degree in Early Childhood Education or Child	
Development	
 Instructional staff salaries are comparable to the 	
salaries of local K-12 instructional staff	
Satisfactory:	Notes:
 Shows understanding of the expectation and is 	
prepared to meet requirements including:	
 Director/Administrator (those responsible for 	
direct supervision of the program staff) holds, at	
a minimum, a bachelor's degree in an unrelated	
field and is currently enrolled in a program to	
obtain a degree in Early Childhood, Child	
Development and/or Family Studies, Early	
Childhood Special Education, or educational	
leadership with the intent of pursuing a	
principal's certificate through ADE; a waiver and	
action plan will be put in place and will demonstrate consistent progress.	
Teacher holds at a minimum an associate's.	
degree in Early Childhood or Child	
Development, and is currently enrolled in an	
approved bachelor's degree program leading to	
carly childhood certification; a waiver and action	
plan will be put in place and will demonstrate	
consistent progress	
o. Teaching Assistant has a Child Development	
Associate Credential (CDA) or an associate's	
degree in Early Childhood Education or Child	
Development or is currently enrolled in a	
program to meet these requirements; a waiver	
and action plan will be put in place and will	
demonstrate consistent progress.	
 Instructional staff salaries are comparable to the salaries of local K-12 instructional staff 	
	Notes:
Needs Improvement: • Acknowledges expectations and is willing to work	Notes.
towards meeting requirements including:	
o. Director/Administrator (those responsible for	
direct supervision of the program staff) does not	
hold, at a minimum, a bachelor's degree in a	
related field but is currently enrolled in a	
program to obtain a degree in Early Childhood,	
Child Development and/or Family Studies, or	
Early Childhood Special Education; a waiver and	
action plan will be put in place and progress will	
be demonstrated	
o. Teacher holds, at a minimum, an associate's	
degree in Early Childhood or Child Development	
and is looking at enrolling in an approved	
bachelor's degree program leading to early childhood certification; a waiver and action plan	
will be put in place and progress will be	
demonstrated	
o. Teaching Assistant is currently enrolled in a	
	S419A150009

Appendix G.

program to obtain a Child Development Associate Credential (CDA) or an associate's degree in Early Childhood Education or Child Development; a waiver and action plan will be put in place and progress will be demonstrated Supervision is seeking instructional staff salaries to be comparable to the salaries of local K-12 instructional staff	
Unsatisfactory:	Notes:
 Does not acknowledge or show understanding of expectations and does not appear to be willing to meet requirements: Director/Administrator (those responsible for direct supervision of the program staff) does not hold, at a minimum, a bachelor's degree and is not interested in pursuing further education in order to meet this requirement Teacher does not hold, at a minimum, an associate's degree, and is not interested in 	
pursuing further education in order to meet this	
requirement Teaching Assistant does not currently hold nor is enrolled in a program to obtain a Child Development Associate Credential (CDA) or an associate's degree in Early Childhood Education or Child Development and is not interested in pursuing further education in order to meet this requirement	
 Supervision in not uninterested in supporting 	

local K-12 instructional staff

instructional staff salaries being comparable to

Supervision and Professional Development Standards				
Excellent:	Notes:			
 Shows clear understanding of the expectation and 				
readily agrees to comply with all requirements				
including:				
 Providing program personnel with regular, 				
high quality, professional development				
opportunities				
 Providing program personnel opportunities 				
to participate in professional development				
on the Arizona Early Learning Standards				
 Supervisor supports program personnel in 				
demonstrating competency on the use of				
the Arizona Early Learning Standards				
 Program is implementing the Early 				
Childhood Quality Improvement Practices				

(ECQUIP) which includes community	
partners (i.e. Head Start, Title I, Special	
Education, Private Child Care, K-3	
teachers, etc.)	
 Program is implementing the Program 	
Guidelines for High Quality Early	
Education: Birth Through Kindergarten	
Satisfactory:	Notes:
 Shows understanding of the expectation and agrees 	
to comply with all requirements including:	
 Providing program personnel with regular, 	
high quality, professional development	
opportunities	
 Providing program personnel opportunities 	
to participate in professional development	
on the Arizona Early Learning Standards	
 Supervisor support program personnel in 	
demonstrating competency on the use of	
the Arizona Early Learning Standards	
 Program is implementing the Early 	
Childhood Quality Improvement Practices	
(ECQUIP) which includes community	
partners (i.e. Head Start, Title I, Special	
Education, Private Child Care, K-3	
teachers, etc.)	
 Program is implementing the Program 	
Guidelines for High Quality Early	
Education: Birth Through Kindergarten	
Needs Improvement:	Notes:
 Acknowledges expectations and feels they can 	
comply with requirements including:	
 Providing program personnel with some 	
professional development opportunities	
 Providing program personnel with 	
information on how to participate in	
professional development on the Arizona	
Early Learning Standards	
 Program had been provided with 	
information regarding implementing the	
Early Childhood Quality Improvement	
Practices (ECQUIP) which includes	
community partners (i.e. Head Start, Title	
I, Special Education, Private Child Care,	
K-3 teachers, etc.).	
 Program had been provided with 	
information regarding implementing the	
Program Guidelines for High Quality Early	
Education: Birth Through Kindergarten	
Unsatisfactory:	Notes:
 Does not acknowledge or show understanding of 	
expectations and it is questionable if the program	
can comply with requirements:	
 Program personnel receive few or no 	
professional development opportunities	

Appendix G

- o. Program personnel will not be encouraged to participate in professional development on the Arizona Early Learning Standards
 o. Program supervisor/personnel is not interested in participating in the Early Childhood Quality Improvement Practices (ECQUIP)
 o. Program supervisor/personnel is not
 - Program supervisor/personnel is not interested in participating in the Program Guidelines for High Quality Early Education: Birth Through Kindergarten

Scoring Form.

Program:	High Needs Community:	
Contact Name:	Contact Phone Number:	
Contact Email Address:	Date Form Completed:	
Criteria Area Enrollment Eligibility, Child Screening, Child Assessment Comments:		Score.
Ratios and Total Group Size, Environment, Curriculum an Early Learning Standards Comments:	Excellent = 20 Satisfactory = 15 Needs Improvement = 10 Unsatisfactory = 5	
Staff Qualifications Comments:	Excellent = 20. Satisfactory = 15 Needs Improvement = 10 Unsatisfactory = 5	
Supervision and Professional Development Comments:	Excellent = 20 Satisfactory = 15 Needs Improvement = 10 Unsatisfactory = 5	
Total Score		
Quality First (QF). Does program currently participate in QF: If so, what is their star rating: Name of QF Coach:	Comments:	
K- Transition Does program currently participate in K-transition; If so, who is part of the team:	Comments:	
Program Guidelines for High Quality Early Education: Bi Kindergarten (PGHQ) Is program aware of the PGHQ:	irth through Comments:	
Inclusion Are children currently placed in the Least Restrictive Environn	ment (LRE):	

Early Childhood Quality Improvement Process (ECQUIP)

	District/School: . CTDS Number:	Date of Visit: ADE-ECE Team Members: 1. 2.	
	District/Charter Team Members	Titles	
·			

Standard Chosen for Improvement (Circle One):

Standard 1: School and District Leadership.

Standard 2: Curriculum, Instruction and Professional Development

Standard 3: Classroom and School Assessments

Standard 4: School Culture, Climate and Communication

COMMENTS:

		Falls Far Below the Standard Approaches the Standard Meets the Standard		
	ceeds the Standa			
1.1 Leadership has led an inclusive process of developing a sustained and shared vision and mission as well as a written philosophy that is the basis for program planning, implementation, evaluation and modification.	3	2	1	0
1.2 The Leadership meets regularly with the Early Education staff to formulate, review, or revise the ECQUIP process/plan.	3	2	1	0

Appendix H

Leadership focuses on improved student achievement supported by the management practices as the basis for improvement.		Fa	lls Far Below th	ne Standard
Exceed				
Indicators				
1.3 Leadership promotes and sustains continuous school improvement by verifying staff qualifications, providing organizational structure, allocating funding, and monitoring the use of resources (e.g., fiscal, professional development, planning time).	3	2	1	0
1.4 Leadership ensures systems are in place to monitor the integrity and accuracy of child assessment data collected and reported by the program.	3	2	1	0
Comments:				

Appendix H

Standard 1: School and District Leadership
Leadership focuses on improved student achievement supported by the ECQUIP process to assess the effectiveness of program
management, practices, as the basis for improvement.
Falls Far Below the Standard Approaches the Standard Meets the Standard Exceeds the Standard
Indicators
1.5 Leadership provides and supports professional 3 2 1 0 development opportunities for early education program staff to strengthen their competencies in planning and implementing appropriate and effective educational programs for young children. Staff are committed to long-term professional growth that is continuous and job-embedded.
Comments:

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT				
The program uses the ECQUIP process to assess the quality of curricul Early Learning Standards (Preschool) and Arizona College and Career				
Exceeds	Approaches the Standard Meets the Standard			
Indicators				
2.1 Curriculum, instruction and professional development align with the Arizona Early Learning Standards (Preschool) or the Arizona College and Career Ready Standards(K-3).	3 2 1			
2.2 An ongoing process is in place for monitoring and evaluating curriculum, instruction and professional development and the results are communicated to all stakeholders and used to acknowledge the program's strengths and address challenges.	3 2 1			
Comments:				

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT The program uses the ECQUIP process to assess the quality of curriculum and instruction that leads to meeting or exceeding Arizona. Early Learning Standards (Preschool) and Arizona College and Career Ready Standards (K-3). Falls Far Below the Standard **Approaches the Standard** Meets the Standard **Exceeds the Standard Indicators** 2.3 Related Technology, instructional materials, and 3 2 1 0 resources are integrated effectively into classroom instruction and used as a teacher productivity tool. 2.4 Curriculum includes daily opportunities to learn 3 2 1 through a balance of child initiated and teacher directed experiences that match the needs, interests and developmental levels of all children. Comments:

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT The program uses the ECQUIP process to assess the quality of curriculum and instruction that leads to meeting or exceeding Arizona Early Learning Standards (Preschool) and Arizona College and Career Ready Standards (K-3)... Falls Far Below the Standard Meets the Standard Exceeds the Standard **Indicators** 2.5 The early childhood environment is valued as an 3 2 1 integral part of the curriculum that facilitates child independence, interactions, and learning. 2.6 The district has a LEA Literacy Leadership Team 3 2 1 0 and K-3 Literacy Plan that has been submitted to the State Board of Education. Comments:

Standard 3: CLASSROOM AND SCHOOL ASSESSMENTS The program uses multiple standards-based assessments, strategies, and data to measure and monitor child progress in an ongoing manner. Data collected is used to guide instruction, determine individual needs of children, and assess program effectiveness. Falls Far Below the Standard Approaches the Standard Meets the Standard Exceeds the Standard Indicators 3.1 Children's growth in all developmental and standard 3 2 1 0 content areas is assessed in an ongoing and authentic manner, to modify curriculum and individual instruction, and identify children's needs and/or make appropriate referrals. 3.2 Teachers communicate the results of individual child 3 2 1 0 assessments regularly with families and other stakeholders. Comments:_____

Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION

The program functions as an effective learning community and possesses an ongoing communication system supported by the ECQUIP process to assess the adequacy of facilities and to make decisions regarding school culture, climate and communication.
Falls Far Below the Standard Approaches the Standard Meets the Standard Exceeds the Standard
Indicators
4.1 A safe and orderly environment ensures that children's health and safety are a priority throughout each program day.
4.2 Program personnel build positive nurturing relationships with children and parents, and work to improve inclusive practices, and parent and community involvement.
Comments:

Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION.

The program functions as an effective learning community and possesses an ongoing communication system supported by the ECQUIP process to assess the adequacy of facilities and to make decisions regarding school culture, climate and communication.

	Falls Far Below the Standard Approaches the Standard as the Standard	
Exceeds the Standard Exceeds the Standard		
Indicators		
4.3 Children and program personnel are valued, and their work is recognized and acknowledged.	21 0.	
4.4 Anti-bias practices are evident which celebrate and are inclusive of linguistic, multicultural, and individual abilities within the school community.		
Comments:		

Appendix I

Standard Module Professional Development
Opportunities through Arizona Department of Education

Social Emotional	Approaches to Learning	Language and Literacy	Mathematics	Science	Social Studies	Physical Development, Health and Safety	Fine Arts
Social Emotional 6 hours	Approaches to Learning 6 hours	Language and Literacy 6 hours	Mathematics 6 hours	Science 4 hours	Social Studies 4 hours	Physical Development, Health and Safety 4 hours	Fine Arts 6 hours
Conflict Resolution 2 hours		Concept Development – 2 hours	Math and Gold 2 hours	Ramps and Pathways 2 hours	Cultural Competency 2 hours	Music and Movement 2 hours	Music and Movement 2 hours.
		Dialogic Reading 2 hours		Creating a Science Rich Environment 2 hours			Process vs Product- 2 hours
		Dramatic Play 2 hours					Dramatic Play. 2 hours
		Language and Gold 2 hours					
·		Language Modeling 2 hours					
·		Let's Talk 2 hours	·				
·		Phonological Awareness 2 hours					
		Quality Feedback 2 hours					
·		Concept Development 2 hours					

Appendix L

Introduction Series

Introduction to the Arizona Early Learning Standards	Introduction to Arizona's Infant/Toddler Developmental Guidelines	Introduction to the Program Guidelines for High Quality Early Education: Birth Through	
2 hours	2 hours	Kindergarten	
		2 hours	
Arizona's College and Career Ready Standards and	Social Emotional Development – 6 hours	Program Administration & Qualifications – 6 hours	
the Early Learning Standards 3 rd Edition	Approaches to Learning – 6 hours	Daily Routines & Schedules – 4 hours	
2 hours	Language Development & Communication – 6	Program Practices – 6 hours	
	hours	Linguistic & Cultural Integration – 4 hours	
	Cognitive Development – 6 hours	Family Engagement – 4 hours	
	Physical & Motor Development – 4 hours	Health & Nutrition – 4 hours.	
		Community Outreach & Collaboration – 4 hours	
		Program Evaluation – 4 hours	

Arizona School Readiness Indicators

The following indicators are designed to guide and measure progress in building an effective early childhood system in Arizona. Taken collectively, they provide a comprehensive picture of how our state is preparing its youngest children for success in kindergarten and beyond.



Well-Child Visits

% of Arizona children receiving at least six well-child visits within the first 15 months of life

2010: 64% 2020 Goal: 80%

Healthy Weight

% of Arizona children age 2-4 with body mass index (BMI) in healthy, weight range

2010: 65% 2020 Goal: 75%

Dental Health

% of Arizona children age 5 with untreated tooth decay

2007: 35% 2020 Goal: 32% or less



Confident Families

% of Arizona families report they are competent and confident about their ability to support their child's safety, health and well being

2012: 42% 2020 Goal: 52%



School Readiness

Benchmark related to developmental domains of socialemotional, language and literacy, cognitive, and motor and physical to be recommended in FY17 based on baseline data from Arizona kindergarten developmental inventory

Quality Early Education

% of Arizona children enrolled in an early care and education program with a Quality First rating of 3-5 stars

2013: 9% 2020 Goal: 29%

Quality Early Education – Special Needs

% of Arizona children with special needs/rights enrolled in an inclusive early care and education program with a Quality First rating of 3-5 stars

2013: 53% 2020 Goal: 73%

Affordability of Quality Early Education

Benchmark related to Arizona families that spend no more than 10% of the regional median family income on quality early care and education programs to be recommended in FY15.

Developmental Delays Identified in Kindergarten

Benchmark to be recommended in fall 2014 after completion of the comprehensive opportunity analysis on the Arizona early intervention system for children birth to age 5

Transition from Preschool Special Education to Kindergarten

% of Arizona children exiting preschool special education enrolled in kindergarten regular education

2010: 22% 2020 Goal: 30%



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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. 84.419A)

Legal Name of Applicant	Applicant's Mailing Address:
(Office of the Governor):	Executive Tower
Office of the Asiana Community IV Down	1700 West Washington Street
Office of the Arizona Governor Janice K. Brewer	Phoenix, AZ 85007
Employer Identification Number:	Organizational DUNS:
86-6004791	8047460970000
Lead Agency: Arizona Department of Education	Lead Agency Contact Phone:602-364-2347
Contact Name: Elliot Hibbs	Lead Agency Contact Email Address:
(Single point of contact for communication)	Elliott.Hibbs@azed.gov
Insert additional signature blocks as needed below Application Assurance forms.): To the best of my knowledge and belief, all of the i	information and data in this application are true and correct.
Application Assurance forms.): To the best of my knowledge and belief, all of the i I further certify that I have read the application, am	information and data in this application are true and correct. If fully committed to it, and will support its implementation:
Application Assurance forms.): To the best of my knowledge and belief, all of the i I further certify that I have read the application, am Governor or Authorized Representative of the Gov	information and data in this application are true and correct. fully committed to it, and will support its implementation: ernor (Printed Name): Telephone:
Application Assurance forms.): To the best of my knowledge and belief, all of the in the second of the I further certify that I have read the application, among the Governor or Authorized Representative of the Governor Janice K. Brewer Scott A. Smith	information and data in this application are true and correct. If fully committed to it, and will support its implementation: ernor (Printed Name): Telephone: TH, CHIEC OF STAFF (602) 542-4331
Application Assurance forms.): To the best of my knowledge and belief, all of the i I further certify that I have read the application, am Governor or Authorized Representative of the Gov	information and data in this application are true and correct. If fully committed to it, and will support its implementation: ernor (Printed Name): Telephone: TH, CHIEC OF STAFF (602) 542-4331
Application Assurance forms.): To the best of my knowledge and belief, all of the in the second of the I further certify that I have read the application, among the Governor or Authorized Representative of the Governor Janice K. Brewer Scott A. Smith	information and data in this application are true and correct. If fully committed to it, and will support its implementation: ernor (Printed Name): Telephone: TH, CHIEC OF STAFF (602) 542-4331 ve of the Governor: Date:
Application Assurance forms.): To the best of my knowledge and belief, all of the it. I further certify that I have read the application, am Governor or Authorized Representative of the Governor Janice K. Brewer Signature of Governor or Authorized Representative.	information and data in this application are true and correct. If fully committed to it, and will support its implementation: ernor (Printed Name): Telephone: TH, CHIEF OF STAFF (602) 542-4331 The of the Governor: Date:
Application Assurance forms.): To the best of my knowledge and belief, all of the in the Interpolation of the Interpolation of the Interpolation of Authorized Representative of the Governor Janice K. Brewer Scott A. Smith Signature of Governor or Authorized Representative (Printed November 2017).	information and data in this application are true and correct. If fully committed to it, and will support its implementation: ernor (Printed Name): Telephone: TH, CHIEC OF STOFF (602) 542-4331 ve of the Governor: Date: IO (1) (1) (1) (1) (1) (1) (1) (1) (1) (1)
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Application Assurance forms.): To the best of my knowledge and belief, all of the in the Interpolation of the Interpolation of the Interpolation of Authorized Representative of the Governor Janice K. Brewer Scott A. Smith Signature of Governor or Authorized Representative (Printed November 2017).	information and data in this application are true and correct. If fully committed to it, and will support its implementation: ernor (Printed Name): Telephone: TH, CHIEC OF STAFF (602) 542-4331 ve of the Governor: Date: IO (1) (1) Agency Name:



INDIRECT COST RATE AGREEMENT STATE EDUCATION AGENCY

Organization

Arizona Department of Education 1535 West Jefferson, BIN 28 Phoenix, AZ 85007 Date:

Agreement No: 2013-088(A)

Filing Reference: Replaces previous

Agreement No. 2013-088

Dated: 4/16/2013

The approved indirect cost rates herein arc for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and issued by the U.S. Department of Education pursuant to the authority in Attachment A of Office of Management and Budget Circular A-87.

Section I - Rates and Bases

<u>Type</u>	<u>From</u>	<u>To</u>	Rate	<u>Base</u>	Applicable To
Fixed Fixed	07/01/2012 07/01/2013	06/30/2013 06/30/2014	12.6% 13.8%	MTDC MTDC	APwR APwR
Provisional	07/01/2014	09/30/2014	13.8%	MTDC	APwR

Distribution Base:

MTDC

Modified Total Direct Cost - Total direct costs excluding equipment, capital expenditures, participant support costs, pass-through funds and the portion of each subaward (subcontract or subgrant) above \$25,000 (each award; each year).

Applicable To:

APwR

The rates herein are applicable to All Programs including those that require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Treatment of Fringe Benefits:

Fringe benefits applicable to direct salaries and wages are treated as direct costs. Pursuant to OMB Circular A-87-Attachment B Paragraph 8.d.(3), unused leave costs for all employees will be allocated as an indirect cost except for those employee salaries designated as a direct cost for the restricted rate calculation.

<u>Capitalization Policy</u>: Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than \$5,000.

Section II - Particulars

Limitations: Application of the rates contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payments of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rates agreed to herein is predicated on the following conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have been accorded consistent accounting treatment.

Accounting Changes: The rates contained in this agreement are based on the organizational structure and the accounting systems in effect at the time the proposal was submitted. Changes in organizational structure or changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rates in this agreement, require the prior approval of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowance.

<u>Provisional/Final/Predetermined Rates:</u> A proposal to establish a final rate must be submitted. The awarding office should be notified if the final rate is different from the provisional rate so that appropriate adjustments to billings and charges may be made. Predetermined rates are not subject to adjustment.

<u>Fixed Rate:</u> The negotiated fixed rate is based on an estimate of the costs that will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to a subsequent rate calculation to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

<u>Notification to Other Federal Agencies</u>: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

<u>Audit:</u> All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based may be compensated for in a subsequent negotiation.

Reimbursement Ceilings/Limitations on Rates: Awards that include ceiling provisions and statutory/ regulatory requirements on indirect cost rates or reimbursement amounts are subject to the stipulations in the grant or contract agreements. If a ceiling is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.

ORGANIZATION: Arizona Department of Education

Section III - Special Remarks

Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

<u>Submission of Proposals</u>: New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal years. The next indirect cost rate proposal is due six months prior to the expiration dates of the rates in this agreement.

Section IV - Approvals

For the State Education Agency:	For the Federal Government:
Arizona Department of Education 1535 West Jefferson, BIN 28 Phoenix, AZ 85007	U.S. Department of Education OCFO / FIPAO / ICG 550 12th Street, SW Washington, DC 20202-4450
Signature	Signature
 Name	Frances Outland Name
	Director, Indirect Cost Group
Title	Title
Date	Date
	Negotiator: Nelda Barnes Telephone Number: (202) 245-8005

ORGANIZATION: Arizona Department of Education

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. O
If yes to question 1, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):
From: <u>07/01/2014</u> To: <u>09/30/2014</u>
Approving Federal agency:x_EDHHSOther (Please specify agency): U.S Department of Education

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:



September 19, 2014

Rebecca Marek Preschool Development Grants Office of Early Learning (OEL) US Department of Education 400 Maryland Avenue, SW, Rm. 3E344 Washington, DC 20202-6200

Dear Ms. Marek:

I am writing to express my support and the support Helios Education Foundation for Arizona's application for the Preschool Development Grant. The Foundation invests in education across the continuum from early childhood through postsecondary and takes a statewide approach in Arizona.

This proposal is of interest to Helios because this grant will allow Arizona to address a critical need in the Early Childhood Education System, specifically the delivery of high-quality preschool services to children. In addition, grant funds provided by this opportunity, will strengthen the enhancement and development of the infrastructure for a statewide Professional Development System and Arizona's Quality Rating and Improvement System, Quality First. More importantly, this opportunity allows for the creation of high quality preschool opportunities in Arizona's high needs communities.

Helios Education Foundation's mission to enrich the lives of individuals in Arizona and Florida by creating opportunities for success in postsecondary education begins in early childhood where the foundation is laid for all future learning. As a key partner in the development of Arizona's early childhood system through the work of BUILD AZ and a portfolio of aligned investments, Helios fully supports the overall goals and direction set forth by the State's Preschool Development Grant.

Sincerely,	_			
(b)(6)				
Karen Ortiz, Pl	1.D.			
Vice President	and Program	m Director	for Early Grad	a Success

Page e226



Alhambra School District No. 68

4510 North 37th Avenue • Phoenix, Arizona 85019 (602) 336-2920 • Fax (602) 336-2266

September 25, 2014

Rebecca Marek
Preschool Development Grants
Office of Early Learning (OEL)
US Department of Education
400 Maryland Avenue, SW, Rm. 3E344

Washington, DC 20202-6200

Ms. Marek,

We are delighted to provide a letter support for Arizona's application for the Preschool Development Grant that will directly support our High Needs Community.

This grant opportunity will help us to strengthen the infrastructure of the local community's ability to ensure high quality early learning experiences for children and increase access through expanded preschool opportunities.

In order to support this effort, this community will coordinate to increase access to quality. In addition, we agree to collaborate in order to ensure plans for continued improvement by participating in the local education agency's Early Childhood Quality Improvement process. We will work together to implement tasks and activities designed to assist children and their families with a smooth and successful transition from preschool into the K-3 system.

This community will be diligent in working toward achieving the overall goals set forth by the State's Preschool Development Grants. We look forward to working with the Arizona Department of Education and the First Things First on all efforts related to this endeavor.

The following community organizations recognize the importance bringing this opportunity to this high needs community serving the zip codes of: 85015, 85017, 85019, 85031, 85301 (b)(6); (b)(7(C) (b)(6))

(b)(6)

LEA Representative (b)(6)

XXXXX Child Care Representative

	Alhambra Community Support Letter page _
(b)(6)	
Rehoboth Children (b)(6)	ns Learning Chr.
Compass Educati	ative
(b)(6)	
Al han bia Re Schoo Program · Teacher	ative
(b)(6) Child Care Replesent	ative
Alhambra Preschool Dogram - Teacher	
(b)(6) Child Care Representa	ative
Strong Foundations Early Courring +	Resiliercy Bound)

October 1, 2014

Rebecca Marek

Preschool Development Grants
Office of Early Learning (OEL)
US Department of Education
400 Maryland Avenue, SW, Rm. 3E344
Washington, DC 20202-6200

Ms. Marek,

I, Dawn Craft, am delighted to provide a letter of support for Arizona's application for the Preschool Development Grant on behalf of my organization.

As the State Affiliate Board President of the AZ Association of Education of Young Children a national membership for professionals working with young children. I strongly believe this grant will allow Arizona to address a critical need in the Early Childhood Education System. Grant funds provided by this opportunity will strengthen the infrastructure of our statewide Professional Development System and Arizona's Quality Rating and Improvement System, Quality First. More importantly, this opportunity will help address children in the cycle of poverty and experiencing a lack of Early Education opportunities.

As a partner in the development of Arizona's Early Childhood system, AzAEYC cannot overstate that helping ANY CHILD with these resources will make a BIG difference. WE are thrilled that AZ is taking advantage of any opportunity to create both systems and touch AZ'S children and families.

Sincerely_	\hat{A}
(b)(6)	
Ms. Dawn Craft	/1
	[/
AzAEYC State Boar	d President



ML 3 D SYARY AND FARLY MEAD SYART SPRYICES 502 F. 22nd Steer Housson Av. 85715 Tel: (520) 882-0100 • Fan: (520) 623 1939

October 6, 2014

Pinta County

- * Alo
- Cotarina
- Marand
- ♥ Ťucsos

Cochise County

- Benson
- Bisbee
- Douglas
- Sierra Vista
- Willcox

Graham County

- · Pima
- Sofford

Greenlee County

Dyncan

Santa Cruz County

- Nogales
- Rio Rico

Rebecca Marek
Preschool Development Grants
Office of Early Learning (OEL)
US Department of Education
400 Maryland Avenue, SW, Rm. 3E344
Washington, DC 20202-6200

Ms. Marek,

We are delighted to provide a letter support for Arizona's application for the Preschool Development Grant that will directly support our High Needs Community. This grant opportunity will help us to strengthen the infrastructure of the local community's ability to ensure high quality early learning experiences for children and increase access through expanded preschool opportunities.

In order to support this effort, this community will coordinate to increase access to quality. In addition, we agree to collaborate in order to ensure plans for continued improvement by participating in the local education agency's Early Childhood Quality Improvement process. We will work together to implement tasks and activities designed to assist children and their families with a smooth and successful transition from preschool into the K-3 system.

This community will be diligent in working toward achieving the overall goals set forth by the State's Preschool Development Grants. We look forward to working with the Arizona Department of Education and the First Things First on all efforts related to this endeavor.

Child-Parent Centers, Inc. recognizes the importance of bringing this opportunity to this high needs community serving zip codes 85607, 85621, 85648, 85706, and 85643 and provides our full support.

Sincerely,	
(b)(6)	
Maria Bonilla Mooney	7)

Program Services Unit Director

PR/Award # S419A150009 Page.e230

Children's Action Alliance

A Voice for Arizona's Children since 1988

Board Chairman Greg Wells

Board of Directors Rhonda Anderson Maxine Brandenburg René Diaz, EdD Kay Ekstrom Gregory Ensell Hon. (Ret.) Patricia Escher Joanie Flatt Joseph Garcia Jack Gibson Nora Hannah Jill Harrison Jenny Holsman Tetreault Kimberly LaMar, ND/DNP Gifford Loda Tania Torres Marquez H. Brinton Milward Janice E. Myers Elizabeth Reich Hon. Claudia Walters Hon. Carolyn Warner

President and CEO Dana Wolfe Naimark

Hon, Corey Woods

Judith Weiss

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Win Holden
Eldon Kramer
Susan Navran
Christine Nowaczyk
Dan Schweiker
Jacque Steiner (deceased)

Tucson Office 33 S Fifth Avenue Tucson, AZ 85701 (520) 329-4930 dhiguera@azchildren.org October 1, 2014

Rebecca Marek

Preschool Development Grants Office of Early Learning (OEL) US Department of Education 400 Maryland Avenue, SW, Rm. 3E344 Washington, DC 20202-6200

Dear Ms. Marck,

I am delighted to provide a letter of support for Arizona's application for the Preschool Development Grant.

As the President and CEO of Children's Action Alliance, I believe that this grant will allow Arizona to address a critical need in the Early Childhood Education System. Grant funds provided by this opportunity will strengthen the infrastructure of our statewide Professional Development System and Arizona's Quality Rating and Improvement System, Quality First. More importantly, this opportunity allows for the creation of high quality preschool opportunities in some of Arizona's highest need communities.

Children's Action Alliance has been an independent voice at the state capitol and in the community for Arizona's children for over 25 years. CAA works to improve children's health, education, and security through information and action. Through research, publications, media campaigns, and advocacy, CAA seeks to influence policies and decisions affecting the lives of Arizona children and their families on issues related to health, child abuse and neglect, early care and education, budget and taxes, juvenile justice, children and immigration, and working families. CAA is also a strong partner in helping to expand access to high quality preschool.

As a partner in the development of Arizona's Early Childhood system, I fully support the overall goals and direction set forth by the State's Preschool Development Grant. CAA is committed to working to ensure sustainability of this important work. We believe that all children should have access to quality, affordable preschool opportunities that will help them to succeed both in school and in life.

Sincerely,	
(b)(6)	
Dana Wolfe Naimark	ъ.
President and CEO	



Creighton Elementary School District

2702 East Flower Street Phoenix, Arizona 85016 602-381-6000 Fax 602-381-6019

Charlotte Boyle, Ed.D. Superintendent

James Bogner, Ed.D. Assistant Superintendent

Quality Instruction... Caring Teachers... Successful Students...

www.creightonschools.org

September 18, 2014

Rebecca Marek

Preschool Development Grants
Office of Early Learning (OEL)
US Department of Education
400 Maryland Avenue, SW, Rm. 3E344
Washington, DC 20202-6200

Ms. Marek,

We are delighted to provide a letter support for Arizona's application for the Preschool Development Grant that will directly support our High Needs Community. This grant opportunity will help us to strengthen the infrastructure of the local community's ability to ensure high quality early learning experiences for children and increase access through expanded preschool opportunities.

In order to support this effort, this community will coordinate to increase access to quality. In addition, we agree to collaborate in order to ensure plans for continued improvement by participating in the local education agency's Early Childhood Quality Improvement process. We will work together to implement tasks and activities designed to assist children and their families with a smooth and successful transition from preschool into the K-3 system.

This community will be diligent in working toward achieving the overall goals set forth by the State's Preschool Development Grants. We look forward to working with the Arizona Department of Education and the First Things First on all efforts related to this endeavor. The following community organizations recognize the importance bringing this opportunity to this high needs community serving the zip codes of: 85006, 85008, 85016 and 85018.

Sincerely,

Charlotte Boyle, Ed.D.

Superintendent

Phoening Christian San Carl	(b)(6)	-UMOM
Child Care Representative (b)(6) (b)(6)	Early Childhoo	od Education Representative
Early Childhood Education Representative (b)(6)		
Child Care Representative		
(b)(6) Balsz School District Child Care Representative		
(b)(6) Ninas Child Care Early Childhood Representative	-	
(b)(6) Child Care Representative Magical Star Preschool		
(b)(6) - Magical Star Preschool Child Care Representative		
(b)(6) Just We forme Daywee 4 P165.		
(b)(6) William A Hora (1)		

hild Care Representative



Janice K. Brewer Governor Clarence H. Carter Director

October 6, 2014

Rebecca Marek
Preschool Development Grants
Office of Early Learning
US Department of Education
400 Maryland Avenue, SW, Room 3E344
Washington, DC 20202-6200

Dear Ms. Marek:

The Arizona Department of Economic Security (ADES) fully supports the Arizona Department of Education's application for a Preschool Development Grant.

The ADES, Child Care Administration, as the Arizona Child Care & Development Fund Lead Agency, is responsible for quality set-aside activities through contracts with both private and community-based organizations. These include programs that provide professional development, quality improvement and help to inform the community about high quality care. Quality set-aside activities include Child Care Resource & Referral, Arizona Self-Study Project, Family Child Care Provider Recruitment, Enhanced Rate for High Quality, and multiple contracts for provider training and technical assistance. The Child Care Administration also administers the state's Child Care Subsidy Program, serving more than 12,000 families monthly in Arizona.

The ADES Child Care Administration is pleased to advocate for Arizona's application for the Preschool Development Grant. This project would address the need to move forward on increasing professional development and high quality child care in Arizona.

Respectfully,	
(b)(6)	
Brad Willis, M.P.A.	
Program Administrator	
Child Care Administration	



Janice K. Brewer Governor

Clarence H. Carter Director

September 25, 2014

Rebecca Marek

Preschool Development Grants
Office of Early Learning (OEL)
US Department of Education
400 Maryland Avenue, SW, Rm. 3E344
Washington, DC 20202-6200

Ms. Marek,

I am delighted to provide a letter of support for Arizona's application for the Preschool Development Grant.

As the Director of the Arizona Early Intervention Program, I believe that this grant will allow Arizona to address a critical need in the Early Childhood Education System. Grant funds provided by this opportunity will strengthen the infrastructure of our statewide Professional Development System and Arizona's Quality Rating and Improvement System, Quality First. More importantly, this opportunity allows for the creation of high quality preschool opportunities in Arizona's high needs communities.

As a partner in the development of Arizona's Early Childhood system, I fully support the overall goals and direction set forth by the State's Preschool Development Grant.

(b)(6)	
4	
	v · m 1
	Karie Taylor
	Executive Director
	DES/AzEIP



Division of Public Health Services

Office of the Assistant Director Public Health Prevention Services

150 N. 18th Avenue, 320 Phoenix, Arizona 85007 (602) 364-1400 (602) 364-1494 FAX

JANICE K. BREWER, GOVERNOR WILL HUMBLE, DIRECTOR

September 29 2014

Rebecca Marek
Preschool Development Grants
Office of Early Learning (OEL)
US Department of Education
400 Maryland Avenue, SW, Rm. 3E344
Washington, DC 20202-6200

Ms. Marck:

I am delighted to provide a letter of support for the Arizona Department of Educations' application for the Preschool Development Grant. As the Chief of the Bureau of Women's and Children's Health and the Title V Director at the Arizona Department of Health Services, I believe that this grant will allow Arizona to address a critical need in the Early Childhood Education System.

The Bureau of Women's and Children's Health has a strong history of working with the Arizona Department of Education Farly Childhood system. This grant will help solidify the coordination of health and wellness activities for young children in early care and education settings for all of Arizona's children, including children with special health care needs.

Grant funds provided by this opportunity will strengthen the infrastructure of our statewide Professional Development System and Arizona's Quality Rating and Improvement System, Quality First. More importantly, this opportunity allows for the creation of high quality preschool opportunities in Arizona's high needs communities.

As a partner in the development of Arizona's Early Childhood system, I fully support the overall goals and direction set forth by the State's Preschool Development Grant.

(b)(6)

Mary Ellen Cunningham MPA, RN Chief

Bureau of Women's and Children's Health



DOUGLAS UNIFIED SCHOOL DISTRICT # 27

Administrative Offices ~ 1132 12th Street

Douglas, Arizona 85607

(520) 364-2447 ~ Fax: (520) 224-2470

Sheila A. Rogers Superintendent

September 18, 2014

Rebecca Marek

Preschool Development Grants
Office of Early Learning (OEL)
US Department of Education
400 Maryland Avenue, SW, Rm. 3E344
Washington, DC 20202-6200

Ms. Marek.

We are delighted to provide a letter of support for Arizona's application for the Preschool Development Grant that will directly support our High Needs Community.

This grant opportunity will help us to strengthen the infrastructure of the local community's ability to ensure high quality early learning experiences for children and increase access through expanded preschool opportunities.

in order to support this effort, this community will coordinate to increase access to quality. In addition, we agree to collaborate in order to ensure plans for continued improvement by participating in the local education agency's Early Childhood Quality Improvement process. We will work together to implement tasks and activities designed to assist children and their families with a smooth and successful transition from preschool into the K-3 system.

This community will be diligent in working toward achieving the overall goals set forth by the State's Preschool Development Grants. We look forward to working with the Arizona Department of Education and the First Things First on all efforts related to this endeavor.

The following community organizations recognize the importance bringing this opportunity to this high needs community serving the zip codes of: <u>85607</u>, <u>85608</u>, <u>85626</u>

(b)(6)	
,	Sheifa Roge
LEA Representative	Superintendent

Working together, raising standards, and developing leaders

Douglas Unified School District #27 does not discriminate against any individual on the basis of race, color, religion, sex, age, disability or national origin in its educational and employment practices or programs.

El Distrito Escolar #27 de Douglas no discriminara a ninguna persona por motivos de raza, color, religión, sexo, edad, discapacidad u origen nacional en sus centros de enseñanza y las prácticas de empleo o programas.



October 6, 2014

Rebecca Marek
Preschool Development Grants
Office of Early Learning (OEL)
US Department of Education
400 Maryland Avenue, SW, Rm. 3E344
Washington, DC 20202-6200

Ms. Marek,

I am delighted to provide a letter of support for Arizona's application for the Preschool Development Grant.

As the Chief Operating Officer of Expect More Arizona, I believe that this grant will allow Arizona to address a critical need in the Early Childhood Education System. Grant funds provided by this opportunity will strengthen the infrastructure of our statewide Professional Development System and Arizona's Quality Rating and Improvement System, Quality First. More importantly, this opportunity will allow for the creation of high quality preschool opportunities in Arizona's high needs communities.

Strengthening our early education system in Arizona will ensure that all Arizona children will have the opportunity to attain a world-class education. The early years are the most critical and formative in the development of our children. The stronger our early education programs and services are, the stronger our K-12, higher education, and ultimately our economy will become. Given these things, we are pleased to support this project and look forward to serving as a continued champion for early education.

As a partner in the development of Arizona's Early Childhood system, I support the overall goals and direction set forth by the State's Preschool Development Grant. Should you have any questions, please do not hesitate to contact me at erin@expectmorearizona.org or 602-381-2272.

With thanks,	
(b)(6)	
Erin Hart, Chief Operating	Officer



FIRST THINGS FIRST

4000 North Central Avenue, Suite 800 Phoenix, Arizona 85012

> Phone: 602-771-5100 Fax: 602-274-7040

> > www.azftf.gov

Chair

Janice Decker

Vice Chair

Dr. Pamela Powell

Members

Nadine Mathis Basha Gayle Burns Steven W. Lynn Hon. Cecil Patterson Vivian Saunders Ruth Solomon

Ex-Officio Members

Clarence H. Carter Director DES Will Humble

Director ADHS

John Huppenthal Superintendent ADE

Chief Executive Officer Sam Leyvas

October 6, 2014

Rebecca Marek
Preschool Development Grants
Office of Early Learning (OEL)
US Department of Education
400 Maryland Avenue, SW, Rm. 3E344
Washington, DC 20202-6200

Dear Ms. Marek:

I am delighted to provide a letter of support for Arizona's application for the Preschool Development Grant.

The Arizona Early Childhood Development and Health Board, also known as First Things First, is a key partner in the development of Arizona's Early Childhood Education System. We work in partnership with other agencies and organizations in creating a family-centered, comprehensive, collaborative and high-quality early childhood system that supports the development, health and early education of all Arizona children birth to age five.

As the Chief Executive Officer of First Things First, I believe that this grant will allow Arizona to address a critical system need by providing our state with the opportunity to further strengthen the infrastructure of our statewide Professional Development System and Arizona's Quality Rating and Improvement System – Quality First. More importantly, this opportunity allows for the creation and enhancement of high quality preschool opportunities in Arizona's high needs communities.

First Things First will continue to coordinate and collaborate with the other Arizona state agencies and organizations in support of this comprehensive approach to address the early learning gap in our state and will be available to plan and participate in the development and implementation of grant activities. Moreover, First Things First appreciates the opportunity to serve the children and families of Arizona by fully supporting the overall goals and strategic direction set forth by the State's Preschool Development Grant.

Please contact me at <u>sleyvas@azftf.gov</u> or 602.771.5091 if you have any questions or are in need of additional information related to the support of First Things First for this grant.

With kind regards,	
(b)(6)	
Sam Leyvas	
Chief Executive Officer	

PR/Award # S419A150009

SL/kw

Page.e239



FIRST THINGS FIRST

4000 North Central Avenue, Suite 800 Phoenix, Arizona 85012

Phone: 602-771-5100 Fax: 602-274-7040

www.azftf.gov

Chair

Janice Decker

Vice Chair

Dr. Pamela Poweli

Members

Nadine Mathis Basha Gayle Burns Steven W. Lynn Hon. Cecil Patterson Vivian Saunders Ruth Solomon

Ex-Officio Members

Clarence H. Carter Director DES Will Humble Director ADHS

John Huppenthal
Superintendent ADE

Chief Executive Officer Sam Leyvas October 6, 2014

Rebecca Marek
Preschool Development Grants
Office of Early Learning (OEL)
US Department of Education
400 Maryland Avenue, SW, Rm. 3E344
Washington, DC 20202-6200

Dear Ms. Marek:

As Chair of Arizona's State Advisory Council, I am very pleased to provide this letter in support of Arizona's application for the Preschool Development Grant. The State Advisory Council also serves a dual role as appointed members of the Arizona Early Childhood Development and Health Board (also known as First Things First) — an alliance of children's champions that represent the geography and diversity of our entire state.

The Preschool Development Grant will allow Arizona to address a critical need in the Early Childhood Education System by providing our state with the opportunity to further strengthen the infrastructure of our statewide Professional Development System and Arizona's Quality Rating and Improvement System, known as Quality First. More importantly, this opportunity allows for the creation and enhancement of high quality preschool opportunities in Arizona's high needs communities.

The Arizona State Advisory Council is wholly committed to supporting the strategic direction and goals of Arizona's Preschool Development Grant by continuing to collaborate with partners of the grant to invest in and advocate on behalf of Arizona's children and families.

Please contact me at 602.771.5100 if you have any questions or are in need of additional information related to the State Advisory Council's support for this grant.

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(b)(6)

Janice L. Decker, Chair Arizona State Advisory Council PR/Award # S419A150009 Page e240

GADSDEN ELEMENTARY SCHOOL DISTRICT NO. 32

1453 N. Main Street, Suite Γ P.O. Box 6870 San Luis, AZ 85349 (928) 627-6540 FAX: (928) 627-3635

Dr. Raymond V. Aguilera, Superintendent Olivia E. Zepeda, Associate Superintendent

"STUDENT CENTERED LEARNING IN AN ENGLISH LEARNING COMMUNITY" Governing Board Luis Marquez, President Tadeo De La Hoya, Clerk Martina Lope Gloria Torres Rosa Varela

September 25, 2014

Rebecca Marek Preschool Development Grants Office of Early Learning (OEL) US Department of Education 400 Maryland Avenue, SW, Rm. 3E344 Washington, DC 20202-6200

Dear Ms. Marek.

Gadsden Elementary School District #32 is delighted to provide a letter of support for Arizona's application for the Preschool Development Grant that will directly support our High Needs Community.

This grant opportunity will help us to strengthen the infrastructure of the local community's ability to ensure high quality early learning experiences for children and increase access through expanded preschool opportunities. In order to support this effort, this community will coordinate to increase access to quality. In addition, we agree to collaborate with other early childhood programs in order to ensure plans for continued improvement by effectively utilizing our Early Childhood Quality Improvement Process. We will work together to implement tasks and activities designed to assist children and their families with a smooth and successful transition from preschool into the K-3 system.

Gadsden Elementary School District #32 will be diligent in working toward achieving the overall goals set forth by the State's Preschool Development Grants. We look forward to working with the Arizona Department of Education and the First Things First on all efforts related to this endeavor.

Gadsden Elementary School District #32 recognizes the imp community.	ortance of bringing this opportunity to this high needs (b)(6)
Dr. Raymond V. Aguilera Superintendent of Schools	Chicanos for la Causa
Gadsden Elementary School District #32 (b)(6)	(b)(6)
	Chicanos Br La Chera
Micanic de Sterom Hild Westlot	MontBess Man Hopkins University

ARIZONA DESERT ELÉMENTARY CESAR CHAVEZ ELEMENTARY DESERT VIEW ELEMENTARY

EDPASTOR ELEMENTARY GADSDEN ELEMENTARY RÍO COLORADO ELEMENTARY

SANILLIS MIDDLESCHOOL SAN LUIS PRESCHOOL SOUTHWEST



District Office

7301 N. 58th Avenue Glendale, AZ 85301 (623) 237-7100

Bicentennial North

7237 W Missouri (623) 237-4009

7240 W. Colter [623] 237-4012

> Challenger 6905 W. Maryland (623) 237-4011

Coyote Ridge 7677 W. Bethany Home (623) 237-4015

> Desert Garden 7020 W. Ocotillo (623) 237-4014

Desert Spirit

7355 W. Orangewood (623) 237-4016

> **Discovery** 7910 W. Maryland (623) 237-4013

Don Mensendick 5535 N 67th Avenue (623) 237-4006

Glendale American 8530 N. 55th Avenue (623) 237-4008

Glendale Landmark 5730 W. Myrtle (623) 237-4001

> Glenn F. Burton 4801 W. Maryland (623) 237-4007

Harold W. Smith 6534 N 63rd Avenue (623) 237-4003

Horizon 8520 N. 47th Avenue (623) 237-4010

Isaac E. Imes 6625 N 56th Avenue (623) 237-4002

> Melvin E. Sine 4932 W. Myrtle (623) 237-4004

Sunset Vista 7775 W. Orangewood (623) 237-4017

> William C. Jack 6600 W. Missouri (623) 237-4005

September 25, 2014

Rebecca Marek

Preschool Development Grants
Office of Early Learning (OEL)
US Department of Education
400 Maryland Avenue, SW, Rm. 3E344
Washington, DC 20202-6200

Ms. Marek,

We are delighted to provide a letter of support for Arizona's application for the Preschool Development Grant that will directly support our High Needs Community.

This grant opportunity will help us to strengthen the infrastructure of the local community's ability to ensure high quality early learning experiences for children and increase access through expanded preschool opportunities. In order to support this effort, this community will coordinate to increase access to quality. In addition, we agree to collaborate in order to ensure plans for continued improvement by participating in the local education agency's Early Childhood Quality Improvement process. We will work together to implement tasks and activities designed to assist children and their families with a smooth and successful transition from preschool into the K-3 system. This community will be diligent in working toward achieving the overall goals set forth by the State's Preschool Development Grants. We look forward to working with the Arizona Department of Education and the First Things First on all efforts related to this endeavor.

The following community organizations recognize the importance bringing this opportunity to this high needs community serving the zip codes of: 85301, 85302, and 85303

65502, and 85303.	
(b)(6) Lady Bug Child Cay	(b)(6)
Child Care Representative	Head Start Representative
(b)(6)	(b)(6)
LEA Special Ed Director	Pirst Things Representative
(b)(6)	
LEA Preschool Coordinator	

Inspiring Learners as Leaders Engage • Explore • Enrich • Empower

Page ___a__ of letter support for <u>Glen</u>dale High Needs Community

OLP H Gentale Preschool Director ECE Program, Title	(b)(6) (UWNER)
Kinder Kollege Dayschool (b)(6) (Director) ECE Program, Title	
(b)(6) CUILD CARE [ECE Program, Title	Happy Kids child Care (b)(6) ECE Program, Title



Supporting Head Start quality today, impacting Arizona's tomorrow!

Rebecca Marek

Preschool Development Grants
Office of Early Learning (OEL)
US Department of Education
400 Maryland Avenue, SW, Rm. 3E344
Washington, DC 20202-6200

Ms. Marek,

September 5, 2014

I am pleased to provide a letter of support for Arizona's application for the Preschool Development Grant.

I believe, as the Director of The Arizona Head Start Association, that this grant will help Arizona address a critical need in the Early Childhood Education System. Funding provided by the Preschool Development Grant will strengthen the infrastructure of Arizona's Professional Development System and the Quality Rating and Improvement System known as Quality First.

More importantly, this opportunity allows for the creation of high quality preschool opportunities in Arizona's high needs communities, where increased capacity is needed for ongoing success.

As a partner in the development of Arizona's Early Childhood system, I fully support the overall goals and direction set forth by the State's Preschool Development Grant.

Respectfully,

Jonathon Gonzales, Director

Jonathon Ganzales

Arizona Head Start Association

N U S D

Nogales Unified School District No.1

Sept. 25, 2014

Rebecca Marek
Preschool Development Grants
Office of Early Learning (OEL)
US Department of Education
400 Maryland Avenue, SW, Rm. 3E344
Washington, DC 20202-6200

Ms. Marek:

We are delighted to provide a letter support for Arizona's application for the Preschool Development Grant that will directly support our High Needs Community.

This grant opportunity will help communities where few preschool opportunities exist and/or where the economic situation in that community is such that few families can afford preschool services to strengthen the infrastructure of the local community's ability to ensure high quality early learning experiences for children and increase access through expanded preschool opportunities. NUSD has a poverty count of 86 percent and so fits the profile of the zip codes that would most benefit.

Nogales Unified School District works directly with Head Start and First Things First, and in fact, both of these agencies have facilities on three of our elementary school campuses. Currently, the only pre-school services provided directly by NUSD are those within the Exceptional Preschool for three and four year olds with special needs. NUSD itself does not have the facilities or teachers to expand our offerings to all four year olds, but it does support the efforts of this grant to make this a reality for at least some of the needlest students.

We look forward to working with the Arizona Department of Education and the First Things First on all efforts related to this endeavor.

9/4/2014 Date

LEA Representative

Assistant Supt. Fernando Parra

310 W. PLUM STREET * NOGALES * ARIZONA * 85621 (520) 287-0800 * FAX (520) 287-6618



...where tradition and innovation merge to create the future

1817 North 7° Street Phoenix, Arizona 85006 602-257-3755 www.phxelem.k12.az.us

September 30, 2014

Rebecca Marek

Preschool Development Grants
Office of Early Learning (OEL)
US Department of Education
400 Maryland Avenue, SW, Rm. 3E344
Washington, DC 20202-6200

Ms. Marek,

We are delighted to provide a letter of support for Arizona's application for the Preschool Development Grant that will directly support our High Needs Community.

This grant opportunity will help us to strengthen the infrastructure of the local community's ability to ensure high quality early experiences for children and increase access though expanded preschool opportunities.

In order to support this effort, this community will coordinate to increase access to qualify. In addition, we agree to collaborate in order to ensure plans for continued improvement by participating in the local education agency's Early Childhood Quality Improvement Process. We will work together to implement tasks and activities designed to assist children and their families with a smooth and successful transition from preschool into the K-3 system.

This community will be diligent in working toward achieving the overall goals set forth by the State's Preschool Development Grants. We look forward to working with the Arizona Department of Education and the First Things First on all efforts related to this endeavor.

The following community organizations recognize the importance bringing this opportunity to this high needs community serving the zip codes of: 85006, 85015.

(b)(6)

Booker T. Washington Head Start Representative

(b)(6)

PESD #1 Representative

(b)(6)

Southwest Human Development Representative

(b)(6)



September 19, 2014

Rebecca Marek
Preschool Development Grants
Office of Early Learning (OEL)
US Department of Education
400 Maryland Avenue, SW, Rm. 3E344
Washington, DC 20202-6200

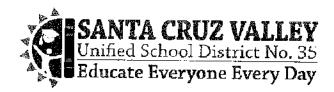
Dear Ms. Marck:

As the Arizona Literacy Director for Read On Arizona I am pleased to support Arizona's application for the Preschool Development Grant.

I believe this grant will allow Arizona to address a critical need in the Early Childhood Education System. Grant funds provided by this opportunity will strengthen the infrastructure of our statewide Professional Development System and Arizona's Quality Rating and Improvement System, Quality First. More importantly, this opportunity allows for the creation of high quality preschool opportunities in Arizona's high needs communities. Read On Arizona has identified the lack of access to high quality preschool opportunities as a specific barrier to success in our goal to increase literacy and language outcomes for Arizona's children.

As a partner in the development of Arizona's Early Childhood system, Read On Arizona looks forward to supporting this exciting opportunity and overall goals and direction set forth by the State's Preschool Development Grant.

Sincerely,
(b)(6)
Terri Clark
Arizona Literacy Director



September 26, 2014

Rebecca Marek

Preschool Development Grants Office of Early Learning (OEL) US Department of Education 400 Maryland Avenue, SW, Rm. 3E344 Washington, DC 20202-6200

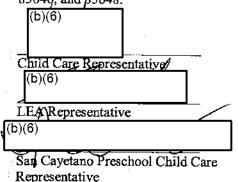
Ms. Marck,

We are delighted to provide a letter support for Arizona's application for the Preschool Development Grant that will directly support our High Needs Community. This grant opportunity will help us to strengthen the infrastructure of the local community's ability to ensure high quality early learning experiences for children and increase access through expanded preschool opportunities.

In order to support this effort, this community will coordinate to increase access to quality. In addition, we agree to collaborate in order to ensure plans for continued improvement by participating in the local education agency's Early Childhood Quality Improvement process. We will work together to implement tasks and activities designed to assist children and their families with a smooth and successful transition from preschool into the K-3 system.

This community will be diligent in working toward achieving the overall goals set forth by the State's Preschool Development Grants. We look forward to working with the Arizona Department of Education and the First Things First on all efforts related to this endeavor.

The following community organizations recognize the importance bringing this opportunity to this high needs community serving the zip codes of: 85645, 85640, 85646, and 85648.



(b)(6)

Head Start Representative
(b)(6)

First Things First Representative
(b)(6)

Read on AZ Representative

David Y. Verdugo Superintendent

Stephen Schadler Assistant Superintendent

1374 W. Frontage Rd. Rio Rico, AZ 85648 520•281•8282 www.santacruz.k12.az.us



Someron School Discour No 7)

"Children, Our Priority-Personal Best, Our Goal"
343 N. Carlisle Avenue • P.O. Box 3200 • Somerton, AZ. 85350-3200
Phone (928) 341-6000 • Fax (928) 341-6090
www.ssd11.org

September 25, 2014

Rebecca Marek

Preschool Development Grants Office of Early Learning (OEL) US Department of Education 400 Maryland Avenue, SW, Rm. 3E344 Washington, DC 20202-6200

Ms. Marek,

We are delighted to provide a letter support for Arizona's application for the Preschool Development Grant that will directly support our High Needs Community.

This grant opportunity will help us to strengthen the infrastructure of the local community's ability to ensure high quality early learning experiences for children and increase access through expanded preschool opportunities.

In order to support this effort, this community will coordinate to increase access to quality. In addition, we agree to collaborate in order to ensure plans for continued improvement by participating in the local education agency's Early Childhood Quality Improvement process. We will work together to implement tasks and activities designed to assist children and their families with a smooth and successful transition from preschool into the K-3 system.

This community will be diligent in working toward achieving the overall goals set forth by the State's Preschool Development Grants. We look forward to working with the Arizona Department of Education and the First Things First on all efforts related to this endeavor.

The following community organizations recognize the importance bringing this opportunity to this high needs community serving the zip codes of: 85350.

(b)(6)	(b)(6)
Chicanos Por la Causa Representative (b)(6)	Head Start Representative (b)(6)
LEA Representative /	First Things First Representative

Administration: Laura Noel, Ed.D., Superintendent

Governing Board: C. David Gonzalez, President • Araceli Juarez, Clerk • Fern Soto • Fernando Villegas • Leticia Yepez



September 18, 2014

Rebecca Marek

Preschool Development Grants Office of Early Learning (OEL) US Department of Education 400 Maryland Avenue, SW, Rm. 3E344 Washington, DC 20202-6200

Ms. Marek,

We are delighted to provide a letter of support for Arizona's application for the Preschool Development Grant that will directly support our High Needs Community.

This grant opportunity will help us to strengthen the infrastructure of the local community's ability to ensure high quality early learning experiences for children and increase access through expanded preschool opportunities.

In order to support this effort, this community will coordinate to increase access to quality. In addition, we agree to collaborate in order to ensure plans for continued improvement by participating in the local education agency's Early Childhood Quality Improvement process. We will work together to implement tasks and activities designed to assist children and their families with a smooth and successful transition from preschool into the K-3 system.

This community will be diligent in working toward achieving the overall goals set forth by the State's Preschool Development Grants. We look forward to working with the Arizona Department of Education and the First Things First on all efforts related to this endeavor.

The following community organizations recognize the importance of byinging this opportunity to this high needs community serving the zip codes of: (b)(6)85706 (b)(6)Head Start Representative Child Care Representative (b)(6)(b)(6)SPED Director
Executive Director LEA Representative First Things First Representative (b)(6)(b)(6)Child Care Representative Mulcalm MMCA Read on AZ Representative

Union Elementary School District #62

3834 S. 91st Avenue Tolleson, AZ 85353



Rebecca Marek
Preschool Development Grants Office of Early Learning (OEL)
US Department of Education
400 Maryland Avenue, SW, Rm. 3E344
Washington, DC 20202-6200

Dear Ms. Marck,

The Union Elementary School District staff/community fully supports the 2014 Preschool Development Grant for Arizona. Ninety-five percent of the District's students come from minority families with 100% of the students qualifying for federally funded meal programs. This grant which supports State and local efforts to build, develop, and expand High-Quality Preschool Programs is critical so local agencies, such as Union Elementary School District, may serve more preschool children from low-and moderate-income families, preparing them to enter kindergarten ready to succeed in school by providing an early education foundation to prosper in life.

We know that children coming from low income families entering kindergarten without the preschool experience enter kindergarten academically behind their peers who had the early preschool experience. Not only are preschool children more successful academically, but their self-esteem is much higher than their peers who did not attend preschool, providing them with long-term success because of their opportunity to attend preschool.

Preschool children who have attended the Union preschool program have experienced much academic success during their elementary school years. We fully support the overall goals and direction set forth by the State's Preschool Development Grant so more preschool children can experience the same school success from High-Quality Preschool Programs.

Sincerely,

Ipr/ James W. Rice Superintendent

Union Elementary School District

ames M. Ricy

Union Elementary School District #62

3834 S. 91st Avenue Tolleson, AZ 85353



The following community organizations recognize the importance of bringing this opportunity to our high needs community servicing the zip code of 85353.

Dr. Lupita Hightower

Superintendent

Tolleson Elementary School District

(b)(6)	
(b)(0)	
Larry Campbell	1
Director of Westside Head Start	Zero-Five Program
Catholic Charities - Westside H	
(b)(6)	
Robert Orsi	
Chief Development Officer	
Sunrise Preschools	
1.1/0	
b)(6)	

Rebecca Fields

Director

JC's Learning Center, Preschool and Daycare



BOARD OF TRUSTERS James D. Bruner José A. Cárdenas September 26, 2014 Paul N. Critchfield Arthur W. DeCabooter, Ud.D. Laura R. Grafman Rebecca Marek Sharon C. Harper Preschool Development Grants Office of Early Learning (OEL) Judy Jolley Mohraz, Ph.D. US Department of Education Stephen J. Zabilski 400 Maryland Avenue, SW, Rm. 3E344 Washington, DC 20202-6200 CRESIDENT Dear Ms. Marek, Susan M. Pepin, M.D. I am delighted to provide a letter of support for Arizona's application for the Preschool Development Grant. As the Vice President of Programs at Virginia G. Piper Charitable Trust, I believe that this grant will allow Arizona to address a critical need in the Early Childhood Education System. Grant funds provided by this opportunity will strengthen the infrastructure of our statewide Professional Development System and Arizona's Quality Rating and Improvement System, Quality First. More importantly, this opportunity allows for the creation of high quality preschool opportunities in Arizona's high needs communities. As a partner in the development of Arizona's Early Childhood system, I fully support the overall goals and direction set forth by the State's Preschool Development Grant. Sincerely, (b)(6)

Marilee L. Dal Pra

Vice President of Programs



Administrative Services

4650 W. Sweetwater Ave. - Giendale. AZ 85304 602 347-2600 - Fax: 602-347-2720 - wesdschools.org

October 1, 2014

Rebecca Marek

Preschool Development Grants
Office of Early Learning (OEL)
US Department of Education
400 Maryland Avenue, SW, Rm. 3E344
Washington, DC 20202-6200

Ms. Marek,

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This community will be diligent in working toward achieving the overall goals set forth by the State's Preschool Development Grants. We look forward to working with the Arizona Department of Education and the First Things First on all efforts related to this endeavor.

The following community organizations recognize the importance bringing this opportunity to this high needs community serving the zip codes of: 85302, 85304, 85306, 85015, 85017, 85020, 85021, 85023, 83029, and 85051.

(b)(6)

Head Start Representative
(b)(6)

LEA Representative

First Things First Representative

Governing Board: Tee Lambert, President Bill Adams, Vice President Clorinda Graziano, Member Aaron Jahneke, Member Chris Maza, Member

Dr. Susan J. Cook, Superintendent



September 18, 2014

Rebecca Marek

Preschool Development Grants
Office of Early Learning (OEL)
US Department of Education
400 Maryland Avenue, SW, Rm. 3E344
Washington, DC 20202-6200

Ms. Marek,

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This community will be diligent in working toward achieving the overall goals set forth by the State's Preschool Development Grants. We look forward to working with the Arizona Department of Education and the First Things First on all efforts related to this endeavor.

The following community organizations recognize the importance bringing this opportunity to this high needs community serving the zip codes of:85643, 85644, 85606

(b)(6)	
LEA Representative	_

Non Responsive			

Budget Narrative File(s)

I	Balan Mandatan Balan Manas I	No. 1
	Delete Mandatory Budget Narrative	View Mandatory Budget Narrative

PR/Award # S419A150009 Page e257

G. Budget and Sustainability

	C	VERALL STATE	WIDE BUDGET		_
Budget Table 1-1: 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	Total (e)
1, Personnel	S239,900	\$239,900.	\$239,900.	\$239,900.	\$959,600
2. Fringe Benefits	S., 86,364 .	\$86,364.	\$86,364.	\$ 86,364	\$345,456.
3. Travel	S 39,168.	\$19,584.	\$ 19,584.	\$ 19,584	\$97,920
4. Equipment	S12.900.				\$ 12,900
5. Supplies.	S7.000.	\$7,000.	\$7,000.	\$7.000.	\$ 28,000
6. Contractual	S9,472,827.	\$7,509,794	\$5,509,794	\$ 3,509,794.	\$26,002,209.
7. Training Stipends	S	\$	\$	\$	\$
8, Other	S46,850	\$46,850.	\$46,850.	\$46,850.	\$187,400
9. Total Direct Costs (add lines 1-8).	\$9 , 905,009	\$7,909,492.	\$5,909,492	\$3,909,492	\$ 27,633,485
10. Indirect Costs*.	S69,991.	\$65,508.	\$65,508.	\$65,508.	\$266,516.
11. Funds to be distributed to Subgrantees	S10,000,000.	\$ 12,000,000.	\$ 14,000,000.	\$ 16,000,000.	\$52,000,000.
12. Funds set aside for participation in grantee technical assistance	S25,000	\$25,000.	\$25,000.	\$25,000.	\$100,000.
13. Total Grant Funds Requested (add lines 9- 12)	\$ 20,000,000	\$ 20,000,000	\$ 20,000,000	\$ 20,000,000	\$ 80,000,001
14. Funds from other sources used to support the State's plan	(b)(4)				
15. Total Statewide Budget (add lines 13-14)					

Arizona's ambitious but achievable plan is to implement and sustain high-quality preschool programs to reach and serve eligible children in 15 targeted HNCs. Table I-1 details how Arizona plans to use the funds from this grant and any matching contributions to serve those children and coordinate the use of existing funds from federal sources that support early learning and development.

G1. Personnel

ADE/ECE will be the administrative home of the grant. We view this as an opportunity to increase the quality of the HNCs we already work with. These programs will receive additional supports toward quality and the opportunity to participate in QF. ECPS are currently regionally assigned to support programs. The ECPS will be responsible for reviewing grant applications and proposals, monitoring and coordination of the HNCs, providing support to sub-grantees, and assisting with the coordination of comprehensive services. These will ensure the ECQUIP processes are being conducted. Based on the "time and effort" to be undertaken by ADE/ECE staff, it is anticipated the human resource investment in the administration of the grant will cost \$239,900 per year for a total of \$959,600 over the grant period. Specifically, personnel resources have been allocated for the following 4.25 full time employee (FTE) ADE positions:

- Deputy Associate Superintendent for Early Childhood Education (0.25 FTE @ \$20,855 per year): Responsible for leading ADE/ECE unit, provide guidance and information to statewide partners working to make ECE a priority in Arizona thus ensuring sustainability, statewide coordination with partners on ECE systems-building, coordination with the institutes of higher education to increase certification opportunities and improved quality student-teaching and practicum options, and ensuring MOUs between ADE and FTF are fulfilled.
- Early Childhood Director (0.25 FTE @ \$15,520 per year): Responsible for providing coordination and oversight of the high-quality preschool programming implementation, ensuring new slots are utilized in the HNCs, collaboration with the statewide professional development group and workforce registry, monitoring of the identified infrastructure-building activities, coordinating professional development activities and technical assistance to be provided by the ECPS in the HNCs, as well as providing supervision of the ECPS....

- Finance Program Specialist (0.25 FTE @ \$11,025 per year): Responsible for fiscal oversight of the grant during the grant period, working directly with sub-grantees to ensure HNCs receive ADE issued County, Type, District and School numbers.
 (CTDS) and SAIS numbers and participate in the SLDS.
- Early Childhood Program Specialist (0.50FTE @ \$27,500 per year): Responsible for
 grant implementation activities that include reviewing sub-grantee proposals,
 determining allocations, and coordinating informational meetings in the HNCs each
 year.
- Early Childhood Program Specialist-PD (3.0FTE @\$55,000 per year). Responsible
 for providing professional development, technical assistance, coaching, and support
 to targeted HNCs.

G2. Fringe Benefits.

Funding for the employee-related expenses (ERE) portion of the budget is based on standard ERE required by ADE. The rate for ADE is 36% of the total salary for a staff position and includes actual rates that are consistent with other funds charged, as well as actual costs designated by the State of Arizona for all standard benefits offered to employees and charged to agencies (FICA, Medicare, Retirement, Long Term Disability, Workers Compensation, etc.). The total benefits cost for personnel during the four years of the grant period will be \$345,456.

G3. Travel

Travel is essential to the success of the implementation of the grant. The 15 targeted HNCs are spread over 5 counties in Arizona, stretching over significant land mass. The State of Arizona has a travel policy that is consistent with other mandated travel policies across all State agencies. This policy has a mandatory application of costs for employee-related travel and includes meal per diems, reimbursement of mileage, lodging, and other travel-related expenses. The projected travel expenses for year 1 will cost \$39,168 for 48 one-night, two-day in-state trips for 1.0 FTE. For the remaining years of the grant, the annual cost will be \$19,584 for 24 one-night, two-day in-state trips for 1.0 FTE. This amount is anticipated to decrease as quality is achieved and sustained in the HNCs. These travel funds are essential for enabling the ECPS to deliver critical high-quality preschool programming, targeted professional development, provide

technical assistance, conduct HNC collaborative meetings, and grant compliance monitoring to participating ELPs. The factors used to calculate the in-state travel costs to the counties of the HNCs are:

County.	Per Night Lodging	Per Day Motor Pool	Per Diem Meal
Cochise	66.	26	34.
Pima	119	26	44
Santa Cruz	60	26	34
Maricopa	N/A	26	34
Yuma	71.	26	34.

G4. Equipment

The State of Arizona classifies "equipment" as a cost that is more than \$500. Equipment that costs more than \$5,000 is identified as "capital equipment." Equipment expenditures are being requested for the first year of the grant period, for a total budget amount of \$12,900. This amount includes \$10,500 for three laptops, three computer monitors and three docking stations for laptops, and \$2,400 for three projectors for use in the delivery of quality professional development and coaching to the HNCs by the ECPS. These equipment needs are consistent with the needs of other staff doing comparable work. Since the ECPS will use this equipment in various HNCs, the equipment must be easy to handle and transport. These requirements will be considered when equipment is purchased.

G5. Supplies

A reasonable, limited amount of office and project materials and supplies are needed for the effective, efficient implementation of the grant and is consistent with other federal grant applications. Office materials and supplies include small, expendable, daily use items such as paper, post-its, binders, staplers, writing utensils, organization file folders, and stationary/envelopes. These are estimated to cost \$1,000 per year for a total of \$4,000 over the grant period. Project materials and supplies include items necessary to help facilitate professional development for teachers and administrators in the HNCs. ADE/ECE unit understands adult learning theory and the need for adult learners to be actively involved in professional learning experiences. Thus, professional development is provided with materials necessary for meaningful, active, hands-on learning experiences. These materials include, but are not limited

to: books, dramatic play, science, math, language, arts and crafts, blocks, and construction materials. The estimated cost is \$6,000 per year for a total of \$24,000 over the grant period. The overall supplies line item total is \$28,000 for all four years of the grant.

G6. Contractual

All contracting done by ADE is conducted through established state statutes for entering into a financial agreement with another entity. ADE utilizes financial and procurement processes that are consistently used across all funding sources and allowed by State Procurement Laws, under the Code of Federal Regulations (34CFR Parts 74.40- 74.48 and Part 80.36), and provide the greatest public benefit. The State of Arizona also has specific paths that ADE must follow in order to procure a good or service based on the type of good or service that is needed. ADE follows State procurement requirements to determine if standard procurement contractual agreements are established or if other procurement processes must be executed to achieve financial agreement with another entity. ADE is proposing contractual commitments that are necessary to build a statewide infrastructure; this investment will target the following areas:

- Professional Development Sponsored by ADE: This includes payment to enterprises or national speakers for providing focused professional development transitions from Part C to Part B of IDEA and from preschool to kindergarten, family engagement supports, and LETRS, detailed in Table E in Section C. These in-depth training opportunities are provided by recognized professionals with specialized expertise. The services are essential for enabling ADE staff and LEAs/ Child Care Providers/Head Start/Charter Schools to develop and enhance their ELPs' infrastructure, building capacity of ELPs to provide a continuum of services to all children, including children with special needs, and continuing to build upon Arizona's ECE system. The estimated contractual cost is \$250,000 per year to deliver one 3-day conference, with a total cost of \$1,000,000 and is based on recent actual expenses for similar contractual agreements and vendors.
- Quality First: One part of Arizona's ambitious but achievable plan to provide high-quality preschool programs in our targeted HNCs is to invest \$9,840,000 for ELPs full participation in QF. Details of this investment are provided in Table D in Section C. The estimated cost for full-participation is \$30,000 per site. Year one will have a cost of \$3,270,000 to support participation of the 109 new classrooms in the QF.

- system. Year two will have a cost of \$3,930,000 to keep supporting the improvement of quality of the 109 classrooms for year one and start the support of 22 new classrooms in year two. Years three and four will have a cost of \$1,320,000 each to support 22 new classrooms added each year and the continued support of the improvement of the 44 classrooms of years two and three.
- students on a pathway to an ECE or ECSE teaching certificate. In some instances, students will have an associate's degree and be working on a bachelor's degree in ECE or ECSE; in other instances a student will have a bachelor's degree and be working on obtaining a teaching certificate in ECE or ECSE. Additionally, ADE will work with FTF to recruit students to pursue master's degrees in an effort to develop leaders for Arizona's ECE community. Since education levels are so varied, Arizona's ambitious but achievable plan is to invest in 14,188 300-level credit hours at \$900 per credit hour over the four year grant period for a total of \$12,769,009 spent on scholarships. The expected result of supporting continuing education and degree completion is elevating and professionalizing the field, recruiting and retaining a quality early childhood workforce, and supporting and increasing the quality of services provided to young children.
- Institutions of Higher Ed. Arizona will invest \$190,000 in years one and two of the grant period in contracting with Arizona's 7 State Board approved IHEs to provide professional development academies for ECE/ECSE faculty on the components of a high-quality preschool program linking directly to Arizona's documents in the early learning continuum (ITDG, Azels, PGHQ, and the Azces for K-3), and child development spanning the ages of birth to 8. Arizona's ambition is to increase the quality of the placement options identified for students entering the practicum or student teaching portions of their degree programs.
- Data Linkages. In order to carry out the activities required to meet the deliverables and scope of work of this project, it is necessary for ADE to contract for additional resources for the development of a secure data network and the system platform needed to facilitate the transfer and exchange of data. Development efforts will include one (1) Structured Query Language (SQL) Developer at an hourly rate of \$55

at 1.0 FTE, and one (1) Software Developer at an hourly rate of \$55 at 0.5 FTE. These two positions will work on the design and deployment of a common, secure, web-based portal where end users (i.e., providers, educators, and parents) can enter using a valid username and password. End users will access consent forms, information they are permitted and authorized to view, and parents will have the ability to opt-out their child's pre-K data from being collected and/or linked to the Arizona's SLDS if families select this option. The timeline for developing and implementing a common, secure, web-based Grant portal and estimated costs is detailed in Table G in Section C. The overall Contract line item total is \$26,002,209 for all four years of the grant (\$9,472,827 in year one, \$7,509,794 in year two, \$5,509,794 in year three, and \$3,509,794 in year four).

G7. Training Stipends

ADE is not proposing any training stipends at this time. The overall Training Stipends Total is \$0 for all four years of the grant.

G8. Other Operating Expenses

ADE has projected the four-year budget total for "other" to be \$187,400 with the amount being \$46,850 per year of the grant period as detailed in Table I-2. These expenses paid under this grant will be minimized by come costs being shared with other ECE funding sources. The estimated "Other Operating Expenses" are based on recent actual costs for similar federal grant project budgets determined by ADE and the Arizona Department of Administration for all State agencies.

Table I-2. Other Operating Expenses							
Operating Expenses	Year l.	Year 2	Year, 3	Year, 4			
Telephones/Communications Services (\$750/ FTE)	\$3,188	\$3,188	\$3,188	\$3,188			
Internet Access (Mgmt, Info Sys) (\$1,385/ FTE)	\$5,886	\$5,886	\$5,886.	\$5,886			
Rent/Occupancy. (\$7,752/FTE)	\$32,946	\$32,946.	\$32,946.	\$32,946.			
Postage	\$300	\$300.	\$300	\$300			
Printing/Copying	\$3,000	\$3,000	\$3,000	\$3,000			
Insurance/ Risk Management (\$345/ FTE)	\$1,466	\$1,466	\$1,466	\$1,466			
Program incentives (\$15/FTE) (Reach Event / Human Resources)	\$64.	\$64.	S64.	S64.			
TOTAL	\$46,850	\$46,850	\$46,850	\$46,850.			

G9. Total Direct Costs

The Total Direct Funds amount is \$27,633,485 for all four years of the grant (\$9,905,009 in year one; \$7,909,492 in year two; \$5,909,492 in year three; and, \$3,909,492 in year four). Ninety-five percent of the funds for infrastructure are for improvements to quality and capacity-building. The remaining 5% is for the administration of the grant by ADE.

G10. Indirect Costs

ADE has an Indirect Cost Rate Agreement (#2013-088) for a fixed rate of 13.8% of Total Direct Costs. The total Indirect Costs amount is \$266,516 for all four years of the grant period (\$69,991 in year one, \$65,508 in years 2, 3, and 4 respectively).

G11. Funds to be distributed to Sub-grantees through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws

Through a competitive process, ADE will contract with LEAs and/or sub-grantee and/or Head Starts to provide high-quality education services to 4 year old children that are 200% below the federal poverty level. This will be monitored through ADE's GME, which ADE considers a binding agreement. Funds will be used to implement a high-quality preschool programming service model that aligns with the AzELS and the PGHQ. Sub-grantees will be required to utilize their funding to sustain participation in QF in years 3 and 4 as ADE infrastructure spending decreases. Additionally, sub-grantees will be required to offer comprehensive services including, but not limited to: inclusion of children with disabilities, child screening, family engagement; participate in local ECQUIP meetings, and participate in the State level assessment system for ECE, currently Teaching Strategies Gold. The overall Contract line item total is \$52,000,000 for all four years of the grant (\$10,000,000 in year one, \$12,000,000 in year two, \$14,000,000 in year three, and \$16,000,000 in year four).

G12. Funds set aside for participation in grantee technical assistance

The annual set aside amount for technical assistance is in the amount of \$25,000 to participate in activities by the US Department of Education or the US Department of Health and Human Services.

G13. Total Funds Requested

The Total Funds Requested amount is \$80,000,000 for all four years of the grant (\$20,000,000 in year one; \$20,000,000 in year two; \$.20,000,000 in year three, and, \$20,000,000 in year four). Thus, ensuring a total of 35% of the funds is spent on state level infrastructure and 65% is directly sub-granted to ELPS in the HNCs.

G14. Other Funds Allocated to the State's plan

The funding match will be obtained through a (b)(4) in-kind contribution from FTF. These matching funds will support the quality of early education by helping those working with young children to sharpen their teaching and administration skills. Of the (b)(4) in-kind contribution from FTF:

- (b)(4) will support the community-based professional development for ECE professionals.
- (b)(4) will support the Director/ Mentor training strategy.
- (b)(4) will be invested in keeping the best teachers with our youngest children by rewarding longevity and continuous improvement of their skills.
- (b)(4) will be invested in expanding access to training and career counseling for potential early education workers.
- (b)(4) will be invested in providing scholarships for higher education and credentialing for early care education teachers and family support professionals.

G15. Total Budget

The Total Funds Requested amount is (b)(4) for all four years of the grant (b)(4) in year one, (b)(4) in year two, (b)(4) in year three, and (b)(4) in year four).

G16. Sustainability through Broad Support from Partner Organizations

Arizona has received significant support for the grant application. This will support the early childhood infrastructure in specific, targeted ways as well as allow for increased access to high-quality preschool programming in HNCs. Arizona recognizes that although this opportunity is timely and appreciated there is still much work to be done to create the sustained system we

envision. Arizona is ready and able to take advantage of the grant opportunity now, and with advocacy work through relationships, partnerships, and collaborations, build support for future years when Arizona is ready to consider additional funding for preschool expansion.

Due to the generosity of Arizona's philanthropic community, Arizona has been identified as a BUILD state. Build Arizona is comprised of both public and private sector leaders who have come together to make early childhood a priority. Representatives from government agencies, business, K-12 schools, child care, and higher education have come together to strategize specific goals for moving forward an early childhood education agenda. Goals are focused on communicating the importance of the early childhood investment, improved access to quality early learning experiences across a wide spectrum, improved professional development, increased preventative health initiatives with a focus on school readiness, and creating sustainable systems that support Arizona's children in early grade success. This group is convened to look at the ECE system as a whole with focused attention on issues of access and equity.

The Early Childhood Development and Health Board, which is Arizona's State Advisory Committee, continues to be the leading advocate for quality early learning systems. The state board is made up of 9 members chosen to represent the state's diversity. The AZDES, AZDHS and the Superintendent of Public Instruction, or their chosen designees, serve as non-voting *ex officio* members. The appointees include men and women, Democrats, Republicans, and an Independent from six counties. Each member brings experience in early education, K-12 education, health care, juvenile justice, higher education, philanthropy, business and Tribal government. All members have been confirmed by the Senate.

The 28 FTF Regional Councils meet the diverse needs of Arizona communities. Not only do they make decisions about which early childhood strategies will be funded but they work within their communities to ensure that what children in their community get what they need to arrive at school healthy and ready to succeed. FTF Regional Councils actively advocate for both statewide local attention to ECE issues.

Children's Action Alliance has been a voice for children for over 25 years. Children's Action Alliance (CAA) is an independent voice for Arizona children at the state capitol and in the community. CAA works to improve the health, education, and security of children through information and action. Through research, publications, media campaigns, and advocacy, CAA

seeks to influence policies and decisions affecting the lives of Arizona children and their families on issues related to health, child abuse and neglect, early care and education, budget and taxes, juvenile justice, children and immigration, and working families. CAA works toward a future in which all children have health insurance, no child is raised in poverty and hunger, every child enters school ready to learn and succeed, no child endures the ravages of abuse and neglect, every child has a place to call home, and struggling teens have the support they need to become responsible adults. CAA is a strong partner in helping to increase funding and improving both access and quality of preschool slots.

Expect More Arizona is a partnership organization that believes all Arizona children deserve a world-class education, which gives them the opportunity to succeed in life. To ensure a strong economic future for Arizona and a higher quality of life for everyone, we have to make education a top priority in our state. The partners understand that a world-class education system is one in which every Arizona child, regardless of background, income, or zip code, is able to:

- Access high-quality early learning that prepares him/her for Kindergarten,
- Read proficiently by the 3nd grade,
- Graduate from high school ready for college or career, and
- Attain a college degree and/or certificate or industry credential.

These organizations are key partners in Arizona being able to move forward the opportunity provided in this grant. Arizona has many champions for a sustainable early childhood system that ensures that children who may benefit from a preschool experience can find not only affordable and accessible slots, but quality in the program their family has chosen for them.

U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS

OMB Number: 1894-0008 Expiration Date: 04/30/2014

Name of Institution/Organization				questing funding for only one				
Arizona Department of Educati	on			"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	239,900.00	239,900.00	239,900.00	239,900.00	0.00	959,600.00		
2. Fringe Benefits	86,364.00	86,364.00	86,364.00	86,364.00	0.00	345,456.00		
3. Travel	39,163.00	19,584.00	19,584.00	19,584.00	0.00	97,920.00		
4. Equipment	12,900.00	0.00	0.00	c.00	0.00	12,900.00		
5. Supplies	7,000.00	/,000.00	7,000.00	7,000.00	0.00	28,000.00		
6. Contractual	9,472,827.00	7,509,794.00	5,509,794.00	3,509,794.00	0.00	26,002,209.00		
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00		
8. Other	46,850.00	46,850.00	46,850.00	46,850.00	0.00	187,400.00		
9. Total Direct Costs . (lines 1-8)	9,905,009.00	7,909,492.00	5,909,492.00	3,909,492.00	0.00	27,633,485.00		
10. Indirect Costs*	69,991.00	65,508.00	65,508.00	65,508.00	0.00	266,515.00		
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00		
12. Total Costs (lines 9-11)	9,975,000.00	7,975,000.00	5,975,000.00	3,975,000.00	0.00	27,900,000.00		
*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: 07/01/2014 To: 09/30/3014 (mm/dd/yyyy) Approving Federal agency: ED Other (please specify): The Indirect Cost Rate is 13.66 %.								
	(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 %.							

PR/Award # \$419A150009 Page e269

Name of Institution/Organization	Applicants, requesting funding for only one, year	
Arizona Department of Education	should complete the column under "Project Year	
	Applicants requesting funding for multi-year grants should complete all applicable columns.	
	Please read all instructions before completing .	
	form.	

SECTION B - BUDGET SUMMARY. NON-FEDERAL FUNDS

Budget Categories	Project Year 1	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	00.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	\$.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	9.00	0.00	0.00
7. Construction	0.00	0.00	0.00	9.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	9.00	9.00	0.00
12. Total Costs . (lines 9-11)	0.00	0.00	0.00	0.00	5.00	0.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED Form No. 524

PR/Award # \$419A150009 Page e270

OMB Number: 1894-0007 Expiration Date: 07/31/2014

U.S. DEPARTMENT OF EDUCATION SUPPLEMENTAL INFORMATION FOR THE SF-424

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Miss	Amy		Corriveau	
Address:				
.Street1:	1535. W. Jefferson St	Bin #15		
Street2:				
City: [Phoenix			
County:				
State: [MZ: Arizona			
Zip Code: [8	850074			
Country: [USA: UNITED STATES			
Phone Number	(give area code) F	ax Number (give area code)		
602 542 87		ax reamber (give area sode)	\neg	
Email Address:				
	reau@azed.gov			
. Novice Applica	ant:			
Are you a novid			(and included in the definitions p	page in the attached instructions)?
Yes	No Not applicable	e to this program		
. Human Subjec	cts Research:			
a. Are any rese	earch activities involving hu	iman, subjects, planned, at any, tin	ne during the proposed project P	eriod?
Yes	No No			
b Are ALL the	research activities propose	ed designated to be exempt fron	n the regulations?	
Yes Prov	vide Exemption(s) #:			
No Prov	ـــــــ vide: Assurance: #,, if. availal	ole:		
				
	, please attach your "Exem the definitions page in the		esearch", narrative to this form as,	
			I	

PR/Award # S419A150009 Page e271