

U.S. Department of Education
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Preschool Development Grants - Expansion

CFDA # 84.419B

PR/Award # S419B150025

Grants.gov Tracking#: GRANT11762369

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

Closing Date: Oct 15, 2014

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

Non Responsive

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
--	--	--

* 3. Date Received: <input type="text" value="10/15/2014"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="71-6007389"/>	* c. Organizational DUNS: <input type="text" value="0025591720000"/>
--	---

d. Address:

* Street1:	<input type="text" value="700 Main St"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Little Rock"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="AK: Arkansas"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="72201-1437"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text" value="Division of Childcare & Early"/>
--	--

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

Prefix: <input type="text" value="Mrs."/>	* First Name: <input type="text" value="Tonya"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Williams"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="501-320-8953"/>	Fax Number: <input type="text" value="501-682-4897"/>
---	---

* Email:

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:

S4.419

CFDA Title:

Preschool Development Grants

*** 12. Funding Opportunity Number:**

ED-GRANTS-081814-002

* Title:

Office of Elementary and Secondary Education (OESE): Preschool Development Grants: Expansion Grants. CFDA Number: S4.419B

13. Competition Identification Number:

S4 419B2015 1

Title:

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

[Add Attachment](#)

[Delete Attachment](#)

[View Attachment](#)

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

Arkansas Preschool Development Grants - Expansion Grants Application Funding

Attach supporting documents as specified in agency instructions.

[Add Attachments](#)

[Delete Attachments](#)

[View Attachments](#)

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="59,872,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="(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
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

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

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: NA
* Street 1: NA Street 2: _____
* City: NA State: _____ Zip: _____
Congressional District, if known: _____

6. * Federal Department/Agency: NA	7. * Federal Program Name/Description: Economic Development Grants CFDA Number, if applicable: 84.409
--	--

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$. _____
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10. a. Name and Address of Lobbying Registrant:

Prefix: _____ * First Name: NA Middle Name: _____
* Last Name: NA Suffix: _____
* Street 1: _____ Street 2: _____
* City: _____ State: _____ Zip: _____

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

Prefix: _____ * First Name: NA Middle Name: _____
* Last Name: NA Suffix: _____
* Street 1: _____ Street 2: _____
* City: _____ State: _____ Zip: _____

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

* Signature: Laura Webb
* Name: Prefix: Mrs. * First Name: Tonya Middle Name: _____
* Last Name: Williams Suffix: _____
Title: Librarian Telephone No.: 810-770-9503 Date: 07/15/2014

Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # S419B150025

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

Section 427 GEPA.pdf

Delete Attachment

View Attachment

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

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

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

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Division of Child Care and Early Childhood Education

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

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

* Last Name: Webb Suffix:

* Title: Chief Fiscal Officer

* SIGNATURE: Laura Webb

* DATE: 10/15/2014

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

Project Abstract

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

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

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

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

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

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

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

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

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

Preschool Development Grants—Expansion Grants

Application for Initial Funding

CFDA Number: 84.419B



Submitted by:

Mike Beebe

Governor

Tonya Williams

*Director, Division of Child Care
and Early Childhood Education*

Submission Date: October 15, 2014

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A Guide to Acronyms in Arkansas

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

A. Executive Summary

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

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

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

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

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

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

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

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

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

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

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

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

A(1) The State’s progress to date

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

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

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

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

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

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

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

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

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

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

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

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

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

A(4) Characteristics of HQPPs

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

A(5) Set expectations for the school readiness

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

State’s Target Goals for HQPPs

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

<p>KEA school readiness indicators (current: <i>QELI</i>; new TBD, see C(3))</p>	<p>50.68% children rated “developed” across all domains on <i>QELI</i></p>	<p>60% rated equivalent of “developed” across domains on new KEA</p>	<p>70% rated equivalent of “developed” across domains on new KEA</p>	<p>80% rated equivalent of “developed” across domains on new KEA</p>
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A(6) Supported by a broad group of stakeholders

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

A(7) Allocation of funds

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

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

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

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

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

B. Commitment to State Preschool Programs

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

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

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

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

expectations for children’s development and learning and are accompanied by a number of resources² to support the developmentally appropriate use of the standards. The Frameworks first describe the strong foundational base or “Elements of Quality” that should be present in ECE programs in order to support children’s learning and development. The Elements of Quality articulated in the documents are: Caregiver-Family and Caregiver-Child Relationships; Physical and Social/ Emotional Environments; Nutrition, Health & Safety; Quality Experiences; Respect for Diversity and Individual Differences; Attention to Family Structure and Family Partnerships; and Strategies that Support Learning. Building on these foundational supports, the Frameworks describe expectations for what children should be able to understand, know, and do at different ages across a set of domains that align with the Essential Domains of School Readiness defined in the application. The *ITC Framework* describes children’s developmental progress from birth to age three across the Developmental Strands of Language Development (to learn to communicate), Cognitive Development (to learn to think), Physical Development (to learn to move and do), Emotional Development (to learn about feelings), Social Development (to learn about others), and Self-Concept (to learn about themselves). The expectations for learning and development for three- and four-year-olds build upon the infant and toddler progressions and include the developmental strands of Language Development, Cognitive/Intellectual Learning, Physical Development, Social/Emotional Development, and Creative/Aesthetic Learning. For each of the strands in both *Frameworks*, developmental benchmarks are identified and vignettes are provided illustrating the various learning strands. Appendix B.1.1 provides an additional description of the Arkansas ELDS taken directly from the documents, as well as an alignment of the Arkansas ELDS domains to the Essential Domains of School Readiness to illustrate how the standards meet the definition.

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

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

