

**Race to the Top - Early Learning Challenge
Application for Initial Funding
CFDA Number: 84.412**



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Paperwork Burden Statement

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V. ELIGIBILITY REQUIREMENTS

The State must meet the following requirements to be eligible to compete for funding under this program:

(a) The Lead Agency must have executed with each Participating State Agency a Memorandum of Understanding (MOU) or other binding agreement that the State must attach to its application, describing the Participating State Agency's level of participation in the grant. (See section XIII.) At a minimum, the MOU or other binding agreement must include an assurance that the Participating State Agency agrees to use, to the extent applicable--

- (1) A set of statewide Early Learning and Development Standards;
- (2) A set of statewide Program Standards;
- (3) A statewide Tiered Quality Rating and Improvement System; and
- (4) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

List of Participating State Agencies:

Participating State Agency Name (* for Lead Agency)	MOU Location in Application	Funds/Program(s) administered by the Participating State Agency
*First Things First	Attachment PPP	Dedicated state tobacco tax revenues, state-funded preschool, home visitation, State Advisory Council funds through the Improving Head Start for School Readiness Act in 2007, HHS Maternal and Child Health Bureau Early Childhood Comprehensive Systems grant
Arizona Department of Economic Security	Attachment PPP	IDEA Part C, CCDF, home visitation
Arizona Department of Education	Attachment PPP	IDEA Part B, Title I of ESEA, Head Start Collaboration Office grant, state education agency
Arizona Department of Health Services	Attachment PPP	Title IV Maternal/Child Block Grant, child care licensing, tobacco settlement education fund

(b) The State must have an operational State Advisory Council on Early Care and Education that meets the requirements described in section 642B(b) of the Head Start Act (42 U.S.C. 9837b).

The State certifies that it has an operational State Advisory Council that meets the above requirement. The Departments will determine eligibility.

Yes

No

(c) The State must have submitted in FY 2010 an updated MIECHV State plan and FY 2011 Application for formula funding under the Maternal, Infant, and Early Childhood Home Visiting program (see section 511 of Title V of the Social Security Act, as added by section 2951 of the Affordable Care Act of 2010 (P.L. 111-148)).

The State certifies that it submitted in FY 2010 an updated MIECHV State plan and FY 2011 Application for formula funding, consistent with the above requirement. The Departments will determine eligibility.

Yes

No

VI. SELECTION CRITERIA

Selection criteria are the focal point of the application and peer review. A panel of peer reviewers will evaluate the applications based on the extent to which the selection criteria are addressed.

Core Areas -- Sections (A) and (B)

States must address in their application all of the selection criteria in the Core Areas.

A. Successful State Systems

(A)(1) Demonstrating past commitment to early learning and development. (20 points)

The extent to which the State has demonstrated past commitment to and investment in high-quality, accessible Early Learning and Development Programs and services for Children with High Needs, as evidenced by the State's—

- (a) Financial investment, from January 2007 to the present, in Early Learning and Development Programs, including the amount of these investments in relation to the size of the State's population of Children with High Needs during this time period;
- (b) Increasing, from January 2007 to the present, the number of Children with High Needs participating in Early Learning and Development Programs;
- (c) Existing early learning and development legislation, policies, or practices; and
- (d) Current status in key areas that form the building blocks for a high quality early learning and development system, including Early Learning and Development Standards, Comprehensive Assessment Systems, health promotion practices, family engagement strategies, the development of Early Childhood Educators, Kindergarten Entry Assessments, and effective data practices.

In the text box below, the State shall write its full response to this selection criterion. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

Evidence for (A)(1):

- The completed background data tables providing the State's baseline data for--
 - The number and percentage of children from Low-Income families in the State, by age (see Table (A)(1)-1);
 - The number and percentage of Children with High Needs from special populations in the State (see Table (A)(1)-2); and
 - The number of Children with High Needs in the State who are enrolled in Early Learning and Development Programs, by age (see Table (A)(1)-3).

- Data currently available, if any, on the status of children at kindergarten entry (across Essential Domains of School Readiness, if available), including data on the readiness gap between Children with High Needs and their peers.
- Data currently available, if any, on program quality across different types of Early Learning and Development Programs.
- The completed table that shows the number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years (2007-2011) (see Table (A)(1)-4).
- The completed table that shows the number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years (2007-2011) (see Table (A)(1)-5).
- The completed table that describes the current status of the State's Early Learning and Development Standards for each of the Essential Domains of School Readiness, by age group of infants, toddlers, and preschoolers (see Table (A)(1)-6).
- The completed table that describes the elements of a Comprehensive Assessment System currently required within the State by different types of Early Learning and Development Programs or systems (see Table (A)(1)-7).
- The completed table that describes the elements of high-quality health promotion practices currently required within the State by different types of Early Learning and Development Programs or systems (see Table (A)(1)-8).
- The completed table that describes the elements of a high-quality family engagement strategy currently required within the State by different types of Early Learning and Development Programs or systems (see Table (A)(1)-9).
- The completed table that describes all early learning and development workforce credentials currently available in the State, including whether credentials are aligned with a State Workforce Knowledge and Competency Framework and the number and percentage of Early Childhood Educators who have each type of credential (see Table (A)(1)-10).
- The completed table that describes the current status of postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators (see Table (A)(1)-11).
- The completed table that describes the current status of the State's Kindergarten Entry Assessment (see Table (A)(1)-12).
- The completed table that describes all early learning and development data systems currently used in the State (see Table (A)(1)-13).

<i>Narrative</i>

(A)(1) Demonstrating past commitment to early learning and development

In February 2012, Arizona will celebrate 100 years of statehood, an opportunity to reflect on our past and future. Our history is one of grit and determination. From the wisdom of our native ancestors to the pioneering spirit of our early state leaders to current efforts to re-invent our economy despite the ongoing national fiscal crisis, Arizonans meet every challenge with

conviction, innovation, and hope. Since Arizona's frontier days, our population and economy have prospered and advanced, evolving from an agricultural powerhouse to be a leader in bio- and environmental technology. With an employment landscape transforming from cotton and cattle to solar farms and leading-edge genetic research centers, we stand ready to capitalize on our best resources and advance a competitive 21st-century workforce. This requires that our citizens be prepared to lead and compete in new, globally-connected ventures that demand advanced knowledge and technical skills, a process that begins in the critical early years.

The time is now, and Arizona is ready.

Arizona is home to a high number of young children at-risk for school failure, including the 27% of children birth to age five who live in poverty and the 47.6% of our young children who are English language learners (see Table (A)(1)(1)). These risk factors have spurred a sense of urgency among Arizonans to build a foundation for success for every child in our state. **In the past five years alone**, we have made enormous progress in establishing a comprehensive, statewide early childhood system, including many initiatives that mirror those proven to close racial and ethnic gaps in school readiness. For example:

- **A statewide, voter-protected funding stream for early childhood.** A 2006 voter-approved tax increase on tobacco products raises approximately \$130 million per year to support a statewide early childhood development system and expand early education and health services to all children, with an emphasis on Children with High Needs. Arizona is the only state in the nation that has a dedicated early childhood funding stream and governance model that is protected by law. Voters re-affirmed their commitment last year with 69% of the vote, keeping these funds intact for young children. In the same year, with more than 64% of the vote, the state increased the sales tax to fund K-12 education.
- **Significant stakeholder and public engagement in the early childhood system.** Arizona's State Advisory Council includes representatives from across the state and from various political parties, as well as the various state agencies administering early childhood programs. The state council's 31 regional councils include 350 volunteer members engaged in leading local early childhood initiatives, including parents of young children, representatives of 19 of Arizona's 22 federally recognized tribes, child care

providers including Head Start, educators, health professionals, and members of the faith, business, and philanthropic communities.

- **An unprecedented commitment to serve American Indian tribes.** Five percent of Arizona's young children are members of American Indian tribes, who consistently remain one of our most socioeconomically disadvantaged groups. State law guarantees their right to participate in decisions regarding the early childhood system; to date, 19 of the 22 tribes are actively participating through regional councils, providing important input on our strategic plan weighting in on our proposed School Readiness Indicators, and making funding decisions for their own communities.
- **A tiered, quality rating and improvement system.** In just two years of implementation, more than 20% of state regulated Early Learning and Development Programs (including public, private, and faith-based settings) and 11% of family child care homes are enrolled in the Tiered Quality Rating and Improvement System (TQRIS), an achievement that rivals TQRIS programs in other states that have been operating for 10 years. Through this system, 36,000 children throughout Arizona are being served by providers dedicated to quality improvement.
- **Scholarships to increase credentials/degrees among the early childhood workforce.** In two years, more than 740 teachers and caregivers have been awarded scholarships for coursework toward an early childhood certification or associate's degrees, including many who serve in rural and tribal communities. In its first two years, scholars in Arizona's program earned 25% of the credits earned by students in a similar North Carolina program in 20 years (Teacher Education and Compensation Helps Early Childhood[®] [T.E.A.C.H.], 2010).
- **Birth-to-Five program standards and guidelines aligned with K–12 Curriculum.** Arizona has developed early learning standards and infant/toddler guidelines that align with the state's K–12 curriculum standards, as well as professional development for early learning providers on how to integrate those standards in their programs. The standards are incorporated into the Ratings Scale used by TQRIS.
- **Early childhood information and resources for all new parents.** To help build parents' confidence as their children's first and best teacher, Arizona provides early

childhood resource kits to the parents of every newborn in Arizona before they leave the hospital (about 58,000 kits per year) and a free statewide telephone “warmline” staffed by nurses and early childhood experts to answer caregivers’ toughest questions (about 2,300 calls per year).

- **Nearly 90% participation by licensed child care providers in Empower, a Department of Health Services 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 (National Resource Center for Health and Safety in Child Care and Early Education, 2011) as one of only three states utilizing high impact obesity prevention regulations in child care licensing.

Successes like these are why, in 2009, Arizona was named the Most Promising State for Young Children at the National Smart Start Conference. This recognition by early childhood peers nationwide acknowledges Arizona’s political leadership and support, establishment of a state and local infrastructure to support early childhood system-building, and exemplary collaboration across partner organizations.

Arizona’s early childhood system is at an important developmental stage — we have built a solid foundation for success, but our system is also new enough to be receptive and ready for new ideas, programs and structure — and not entrenched in historic barriers and limitations. Going forward, Arizona’s High-Quality Plan builds on these successes — and others described further in this document — to catapult our statewide early childhood system to a place where parents have true choice in quality, and children are equipped for the rigor they will face when they enter kindergarten.

(A)(1)(a) A Growing Commitment and Financial Investment — 2007 to Present

First, it is essential to understand the context for our growing commitment to early childhood learning. Arizona is known by many as a retiree state, but few realize that the proportion of young children living in Arizona exceeds the national average. Children from birth to age five make up 7.1% of Arizona’s population, compared to 6.9% nationally (United States Census

Bureau, 2010). Many of the roughly 455,000 Arizona children under age five face barriers to school readiness, including poverty (23%), trouble speaking and understanding English (47.6%), and lack of exposure to books and other literacy materials. More than half of Arizona's children ages birth to five live in low-income families, as compared to 44% nationally (Table (A)(1)-1). Approximately 5% of children in Arizona live on tribal lands, more than double the national average of 1.9% (United States Census Bureau, 2005–2009). Children who live on tribal lands face particular challenges that increase their risk for school failure. These include poverty, parental unemployment, and lack of access to quality health care. These risk factors are exacerbated by geographic isolation — the poverty rate is higher among families on reservations than among American Indian families in other areas (National Center for Education Statistics Institute of Educational Sciences., 2008). The programs that serve them may also face challenges related to geographic isolation and limited resources (National Child Care Information and Technical Assistance Center, n.d.a).

Arizona is also home to many children whose first language is not English. More than 47% of Arizona children ages birth to five are English language learners, as compared to 33.1% nationally (Population Reference Bureau, 2007–2009). Children who are English language learners are less likely than English speakers to have access to child care and early education services, in part because their parents are more likely to have low levels of English proficiency and less likely to be aware of child care assistance programs and resources (National Child Care Information and Technical Assistance Center, n.d.b). As a result, many of our English language learners receive care in informal, unregulated settings, as opposed to center-based care (KidsCount, 2006). Further, when these young children enter school, many have been exposed to little or no English (National Child Care Information and Technical Assistance Center, n.d.b), placing them at a disadvantage when they start kindergarten. According to a 2011 report by the Arizona Auditor General, in FY2010, nearly half of English Language Learners in Arizona's public schools were in grades K-2 (State of Arizona Office of the Attorney General, 2011). English language and vocabulary proficiency by kindergarten is an essential element of school readiness and sets young learners on a trajectory for academic success.

Across the nation, the ongoing economic crisis has hit young families especially hard, and in Arizona the struggles are particularly urgent. Nationwide, 4% of children live in homes hit by foreclosure. Arizona's rate is twice that, 8% (212,000 children) (Annie E. Casey Foundation, 2011a). Arizona's 23% child poverty rate exceeds the national child poverty rate of 20%; the *2011 KidsCount* report (Annie E. Casey Foundation, 2011b) ranked Arizona 38th of 50 on the child poverty indicator. Arizona also has high numbers of children living in low-income households, with more than half of all Arizona children from ages birth to five — more than 300,000 children — living in low-income families. There was a significant increase in the number of Arizona children from ages birth to five living in low-income families over the past decade, up from 48.7% in 2000 to 55.7% in 2010 (see Table (A)(1)-1).

Child poverty in Arizona is distributed disproportionately across ethnic groups. Thirty-nine percent of Arizona's young children are white, 47% are Hispanic, 5% are American Indian, 4% are black, and 2% are Asian (National Center for Children in Poverty, 2011). But according to the National Center for Children in Poverty (2009),

- 73% of young American Indian children in Arizona live in low-income families
- 64% of young Hispanic children in Arizona live in low-income families
- 55% of young black children in Arizona live in low-income families
- 30% of young white children in Arizona live in low-income families

The high percentage of Arizona children in poverty and the disproportionate number of poor children who are minorities only heightens the need for a strong early childhood system in our state. The close links between race/ethnicity and family socioeconomic status on the one hand, and socioeconomic status and school readiness on the other, help explain much of the racial/ethnic achievement gap. Family socioeconomic status also impacts many parental behaviors such as the likelihood that parents will talk to and read with their children — as well as individual factors such as environmental stress, health, early care experiences, and low birth weight — that impact cognitive development and school readiness (Duncan & Magnuson, 2005). For these reasons, we propose focusing our efforts on English language learners and children living on tribal lands, those who are more likely to live in poverty and, subsequently, most likely to suffer an academic achievement gap.

More than one in three children in Arizona lives with a single parent, and more than half of all Arizona children under age six live in households in which all available adults are in the workforce, making out-of-home care a necessity (Annie E. Casey Foundation, 2011c; Annie E. Casey Foundation 2011d). As a result, nearly 75% of children younger than 5 years old with employed parents are in child care arrangements other than parental care (Center for Competitiveness and Prosperity Research, 2004). To maximize parental employment, families need safe, reliable child care, but the cost of care exceeds the budgets of many low-income families. In 2010, full-year, full-time child care cost \$9,493 (statewide median) for an infant, \$8,526 for a toddler, and \$7,350 for a preschooler (Arizona Department of Economic Security, 2010 - Attachment D). By comparison, the median household income in Arizona was \$46,789 in 2010 (United States Census Bureau 2010b).

As a result of Arizona's strong, mixed delivery system, many children have their preschool experience in private or nonprofit-based child care settings (Annie E. Casey Foundation, 2011e). Currently 8% of 3 year olds and 20% of 4 year olds are enrolled in state pre-K, Head Start or special education programs before starting kindergarten (National Institute for Early Education Research, 2010). While Arizona-specific data is not available, we know that nationally almost 42% of children who are not cared for by their parents spend all or part of their days in Family Friend & Neighbor (FFN) care rather than a center-based setting (Annie E. Casey Foundation, 2006). We also know that children from low-income families are most likely to be in FFN care (Porter & Kearns, 2005; Brandon, 2005). The goal of our plan is to create high-quality opportunities for all families to choose the best care for their children, and ensure that they enter kindergarten with every possible advantage.

Building a unified system. Arizona's early childhood system has been fragmented, with little coordination among agencies and funding streams. As part of Arizona's bold early childhood reform agenda, over the last decade we've made substantial progress building a unified early childhood system. The Race to the Top-Early Learning Challenge (RTT-ELC) offers an unprecedented opportunity to dramatically advance our system-building efforts. In early 2001, the Smart Beginnings project engaged a community-based steering committee to plan a coordinated, public/private family support system (Children's Action Alliance & Southwest

Human Development, 2001 - Attachment A). The following year, a Governor's Executive Order created the State Board on School Readiness to reduce duplication and fragmentation, leverage public and private investments, and advise the governor and legislature on ways to ensure Children with High Needs start school ready to succeed. The School Readiness Board developed a five-year action plan (Arizona State Board on School Readiness, Governor's Office for Children, Youth and Families, 2004 - Attachment B) laying out the vision for a well-funded, collaborative statewide system for early childhood education and health.

In November 2006, Arizona voters passed Proposition 203, a citizens' initiative that created the Early Childhood Development and Health Board, also known as First Things First (FTF) (Janice K. Brewer, Secretary of State, 2006; Arizona Secretary of State, 2006). FTF exists to increase the quality of, and access to, the early childhood development and health system to ensure that all children enter school healthy and ready to succeed. The passage of Proposition 203 marked the beginning of a voter-protected, dedicated funding stream for early childhood, a statewide governance structure with diverse representation, and a local delivery mechanism for early childhood education in Arizona (see Attachment RR for a funding flow diagram and Attachment SS for a graphic of the governance structure). The initiative was supported by a diverse coalition of community organizations, educators, philanthropists, and business leaders, including the Arizona Hispanic Chamber of Commerce, Chicanos por la Causa, and the Tucson Urban League. FTF continues to nurture this broad-based support and participation.

Voters re-affirmed their commitment to high-quality early childhood development and health with 69% of the vote in 2010 when those funds were at risk (Arizona Secretary of State, 2010). Also in 2010, Arizona voters expressed their overwhelming support for the K-12 education system by passing Proposition 100, a ballot initiative that authorized a temporary revenue increase to fund public education, health, and safety, with two-thirds of the revenues designated for public education (Arizona Secretary of State, 2010). Support for this initiative was led by the state's chief executive, Governor Jan Brewer. The fact that Arizona voters re-affirmed their commitment to funding for early childhood and approved a funding increase for K-12 education during a massive recession underscore the state's commitment to children even during the toughest times.

FTF was designated as Arizona's State Advisory Council in 2008. Through FTF, Arizona has established a participatory governance model that balances centralized accountability for education and health outcomes with local flexibility and decision making to serve the needs of children in diverse communities. The model is built on a commitment to Children with High Needs, including those with disabilities or developmental delays, English language learners, and children who are low-income, migrant, wards of the court or live in rural communities, including American Indian lands. Governor Jan Brewer has designated First Things First as the Lead Agency for Arizona's Race to the Top Early Learning Challenge grant.

Deep commitment to tribal partnerships. Our commitment to cultural inclusiveness and collaboration has been successful. Across all of these areas and throughout our High-Quality Plan, we are committed to strong partnerships and government-to-government relationships with Arizona's 22 American Indian tribes. Over the course of U.S. history, American Indians and Alaskan Natives have consistently remained among the most socioeconomically disadvantaged groups among an array of indicators from income and employment to health care and life expectancy to educational attainment.

As explicitly stated in the statute that created FTF, all of Arizona's 22 tribes are invited to play an active role in the governance of Arizona's emerging early childhood system (Ariz. Revised Statute §8-1151 *et seq* - Attachment J). FTF's regional governance approach gives tribes significant autonomy and decision-making authority about whether and how they wish to be involved — either as separate councils or by participating in their larger geographic regions. To date, 19 have opted to participate in regional councils, 10 having developed their own regional councils. As of October 12, 2011, First Things First had 36 current contracts with tribal governments for FY2012.

FTF has adopted a formal Tribal Consultation policy (First Things First, 2009 - Attachment K) and has to date conducted two formal tribal consultations, one to obtain feedback on the Arizona Early Childhood System Model and a second for feedback on the Arizona School Readiness Indicators.

An ambitious P-20 education reform agenda. To develop capacity among our citizenry, Arizona's leaders have embarked on an ambitious agenda to reform public education and ensure

“all Arizona students are prepared to succeed in college and career and lead this state in the next 100 years and beyond” (Office of Governor Janice K. Brewer, 2011 - Attachment C). Arizona’s P–20 reform agenda builds on four foundations: standards and assessments, effective use of data to track progress, great teachers and leaders, and support for struggling schools. As part of this agenda, Governor Jan Brewer and then-Senator John Huppenthal (current state school superintendent) led a comprehensive legislative effort that included “Move on When Reading”—so that all 3rd grade children in Arizona are reading at grade level. The measure passed in early 2010 and applies to all students who will be in 3rd grade during and after the 2013–2014 academic year. Success will require ensuring that young children in Arizona have strong early childhood experiences — rich in literacy and language acquisition and a strong social-emotional foundation.

Financing our commitment. Through a tax on tobacco products, Arizonans have invested \$402 million over the past four years through FTF. FY2009–2012 investments include \$41.8 million for a TQRIS, \$61.1 million for child care scholarships, \$18.1 million for early childhood educators scholarships and compensation enhancements, \$22.3 million for health and mental health consultation, and \$6.1 million for technical assistance and capacity-building for health professionals serving young children, particularly those working in Arizona’s rural areas and American Indian lands.

Simultaneous to FTF’s inception, the state general fund budget was hit hard. In January 2010, Arizona faced a \$1.2 billion deficit, almost 12% of its 2009 General Fund appropriation; this was the second highest budget deficit in the nation (My Budget 360. n.d.). This forced painful cuts across the state budget. As a result, the share of federal funding for children’s programs increased from 75.2% in 2005 to 83.7% in 2010.

While Temporary Aid to Needy Families (TANF) spending on early learning and development programs increased dramatically during the economic boom between 2007 and 2008, it leveled off and has now dropped below 2007 levels. But through FY2012, FTF has allotted more than \$50 million to Quality First and Prekindergarten scholarships. In FY2011, those scholarships helped more than 6,100 infants, toddlers, and preschoolers access quality early care and education programs, many of which would have otherwise been eliminated (FTF, 2011b --

Attachment E). All told, in spite of the economic downturn, state investments in early learning and development increased by more than \$46 million between 2007 and 2011, due significantly to tax revenues directed by Arizona voters (Table (A)(1)-4).

Strong philanthropic support. In addition to public investment in Children with High Needs, Arizona's philanthropic community invests substantially in early childhood education. Major philanthropic foundations with a longstanding commitment to early childhood include the Virginia G. Piper Charitable Trust, which has invested more than \$23 million in support of early childhood health and education since its inception in 2002, the Helios Education Foundation, which invested more than \$3.8 million in early childhood projects in Arizona and Florida in 2010, and the Arizona Community Foundation and Nina Mason Pulliam Charitable Trust, each of which has invested more than \$1 million in early childhood efforts since 2008. Philanthropic investments built the infrastructure to support the creation of FTF. By design, many regional coalitions originally organized and funded by philanthropic dollars evolved into what are now the 31 FTF regional councils.

Philanthropic dollars also incubated successful programs that are now sustained through public funding. For example, Parent Kits, provided to all parents of newborns as they leave hospitals and birthing centers, were originally funded by the Virginia G. Piper Charitable Trust and are now funded by FTF. The newest Educare site (13 operating nationally), which combines private and public funds, opened in Phoenix this fall. Educare focuses on closing the achievement gap for Children with High Needs in high-risk communities.

(A)(1)(b) Increases in Children with High Needs in Early Learning Programs Since 2007

Despite the severe economic downturn, the number of Arizona Children with High Needs participating in early learning and development programs has remained relatively steady over the last five years — underscoring the state's commitment to its neediest young children even during the toughest economic times. There has been a very small increase in Head Start enrollment, a slight decline in children participating in programs funded by IDEA Part B, and a slightly larger increase in the number of children in programs funded by IDEA Part C (Table (A)(1)(5)). The child care subsidy program caseload reduced by more than 15,000 children between 2007 and 2010 due to the decline in state revenues that forced reductions in spending (Table (A)(1)(5)).

FTF tobacco revenue maintained access to preschool programs that may otherwise have been eliminated. Since 2009, FTF has funded slots in public prekindergarten programs to increase the number of Children with High Needs enrolled in high-quality preschool programs. In FY2011, this program funded public preschool for 2,407 children (FTF, 2011b) -- Attachment E). FTF also provides scholarships to children of low-income families who receive child care and education in Quality First settings. In FY2011 3,764 scholarships were given to Children with High Needs (FTF, 2011b- Attachment E).

(A)(1)(c) Legislation, Policies, and Practices

The most notable statutory accomplishment has been the creation of FTF, to coordinate and oversee the development of a statewide, high-quality early childhood development and health system. The statewide program was created after passage of Proposition 203, which created a new, steady source of tobacco funding. The \$130 million generated per year is protected by law and must be spent on early education and health services for children from birth to age five. In addition, no more than 10% of the funds generated can be spent on administrative costs. As of October 7, 2011, FTF was funding 137 external grantees through 273 contracts to provide direct programs and services for young children in every corner of Arizona, from the ponderosa pine forests of the White Mountains to the mesas of Window Rock and the urban deserts of Phoenix and Tucson.

FTF's primary goal is to ensure every child begins kindergarten prepared in all domains of development. The intent is to create a coordinated infrastructure of early childhood providers and stakeholders to help address the longstanding fragmentation of the state's early childhood system. After leading a year-long strategic planning process that involved multiple stakeholders and input from more than 300 individuals, organizations, agencies, and tribal councils, in 2010 FTF agreed on eight strategic priorities. These include increasing the quality, access and affordability of regulated early care and education settings; enhancing families' access to support services; creating a comprehensive and coordinated professional development system; improving access to high-quality health care and health coverage; securing adequate and sustainable funding; building a comprehensive, aligned, and accountable system; adopting quality standards,

curriculum, and assessments; and cultivating public awareness and support for early childhood development and health (First Things First 2011g – Attachment N).

(A)(1)(d) Current Status of Building Blocks of High-Quality Early Learning System

Early learning standards

Arizona has a comprehensive early learning framework in all essential domains of school readiness that is developmentally, culturally, and linguistically appropriate for planning high-quality early learning experiences. The Arizona Early Learning Standards (Arizona Department of Education, 2005- Attachment F) were adopted by the State Board of Education in 2005 to provide a framework for the planning of quality learning experiences for children ages three to five. 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 aligned with Arizona's academic standards for kindergarten and Head Start standards, and will be further aligned with English language arts and math Common Core State Standards in kindergarten. *Arizona's Infant and Toddler Developmental Guidelines*, aligned to our Quality First (TQRIS) rating scale will be finalized by January 2012 (First Things First 2011t – Attachment EE).

Comprehensive assessment systems

Quality First uses two validated classroom and program assessment tools, the Early Childhood Environmental Rating Scale (ECERS) and Classroom Assessment Scoring System (CLASS) to determine where child care programs are ranked on the five-star scale. Formative assessments and screening measures are embedded in the Quality First Point Scale (FTF, 2011c- Attachment G) and are required for implementation of Early Learning and Development Programs rated at the 3-, 4-, and 5-star levels as indicated on the scale. Participating programs are required to assess children's growth and development through portfolio assessment using screenings, anecdotal records, work samples, and developmental checklists. Arizona also has adopted a common child-level formative assessment system for early childhood programs funded by the Arizona Department of Education (ADE).

Health promotion practices

Prestigious national organizations, including the Center for Law and Social Policy and the National Center for Children in Poverty, have recognized Arizona for its progressive models of health promotion, including care coordination models, commitment to infant/toddler mental health, and movement toward a more comprehensive medical home model. Child care health consultants and mental health consultants provide technical assistance to child care staff, providing information and guidance on the health, safety, and social-emotional development of the children in their care. In FY2011, child care health consultants were providing assistance to nearly 900 providers statewide. We also are committed to improving oral health and nutritional outcomes for young children; FTF has allocated more than \$4.7 million toward oral health and \$1.3 million for nutrition, obesity, and physical education in FY2012. The inaugural Arizona American Indian Oral Health Summit was held this year.

Arizona is part of the prestigious Irving B. Harris infant mental health professional development network, and home to one of only 17 intensive Harris training programs for mental health clinicians and other professionals working with young children. Finally, the Arizona High Risk Perinatal Program has received national acclaim for having contributed to an infant mortality rate that is lower than the national average (St. Luke's Health Initiatives, 2011). Throughout this work, we are connecting the health system to the early learning system through initiatives including Reach Out and Read, which provided 240,000 books to more than 124,000 children from birth to age five in FY2011 (First Things First, 2011d).

Family engagement strategies

Arizona offers a **continuum of services** — across state agencies — that provides culturally relevant and inclusive family support, from community based family support centers to intensive home visiting. These programs stress the importance of early education and health, teach parenting skills such as positive guidance strategies, and promote early literacy skills by teaching parents evidence-based family literacy strategies designed to strengthen young children's language and literacy acquisition. See Attachment H for a breakdown of family support strategies funded by FTF (FTF, 2011e). **On tribal lands**, native language enrichment programs help families preserve heritage and culture for their children. For example, FTF funds a backpack for new parents on the Navajo reservation which includes books in the Dine language, a CD of

Dine lullabies, and a tribal resource guide, and the White Mountain Apache Regional Partnership Council is currently funding a Fathers Project to develop a pilot intervention for fathers with young children.

Arizona also has a robust and highly regarded **home visitation system**, which includes evidence-based programs like Healthy Families, Nurse Family Partnership, Parents as Teachers, and Early Head Start, among others. In FY2010, these agencies provided more than \$60 million in funding for Arizona's network of home visitation programs (Early Childhood Home Visiting Task Force, 2010 - Attachment I). Home visitation is a particular priority for many of our tribal regional partnerships. In September 2011, the Arizona Department of Health Services was awarded \$36 million from the Infant and Early Childhood Home Visiting (MIECHV) Program home visitation grant to develop a systematic approach for planning, funding, and collaborating to provide accessible, high-quality home visiting services. This grant will help build a high-quality statewide system as designed by the Arizona Home Visiting Task Force in their recent five-year action plan (Attachment I).

Development of early childhood educators

To ensure an integrated, statewide approach, FTF is leading a cross-system effort to develop a comprehensive and well-articulated professional development system for Arizona's early childhood professionals. This system will ensure that more early care and education professionals have access to education and training to achieve degrees, credentials, and specialized skills to promote children's cognitive, social, emotional, and physical development. Current efforts are underway to increase access to early childhood certificates and degrees, and retain these highly trained professionals in the field. **T.E.A.C.H. Early Childhood® Arizona is a scholarship program** that gives staff in child care centers and homes access to higher education coursework and supports the cost of tuition and books, as well as a travel stipend and time off from work to attend classes. Since the program began in 2009, more than 743 teachers and caregivers have received T.E.A.C.H. scholarships, and in just two years, Arizona T.E.A.C.H. scholars have earned 25% of the credits earned in T.E.A.C.H. North Carolina in 20 years. T.E.A.C.H. Arizona also is committed to statewide access, investing the highest percentage of funding on direct scholarship costs of any T.E.A.C.H. state in 2011, and is the only state to

concentrate efforts on removing barriers to participation for tribal communities (T.E.A.C.H, 2010). **The Professional REWARDS program** promotes retention of high-quality early care and education professionals by providing financial awards based on educational achievement, wages earned, and hours worked per week. To date, 1,783 stipends have been awarded to REWARDS participants and program coordinators anticipate that another 1,000 will be awarded in the next application cycle (Valley of the Sun United Way, 2011). Both programs require a commitment from staff to continue working in their current program to promote workforce stability and continuity of care for children.

Kindergarten entry assessments

Arizona is strongly committed to the use of assessment to support college and career readiness. Arizona is a leadership state in PARCC (Partnership for Assessment of Readiness for College and Career), which is developing a K-2 assessment. We will leverage that work to create a rubric for districts while providing feedback to the PARCC consortium regarding the need for a diagnostic element during the first quarter of school. Superintendent of Public Instruction John Huppenthal serves on the PARCC Governing board. As a state senator, Superintendent Huppenthal was a key supporter of the “Move on When Reading” legislation, passed in 2010, which created kindergarten reading assessment language in state statute. This framework has created a vehicle by which all domains of a child’s development can be better understood and from there, formative assessments can be integrated into effective instructional strategy. Simultaneously, after a year of extensive, statewide stakeholder input, including a formal tribal consultation, the FTF Board in August 2011 approved **10 school readiness indicators** (First Things First 2011bb – Attachment AA), the first of which is the number/percent of children demonstrating school readiness at kindergarten in all five domains of development. Currently, Arizona school districts use a variety of methods to assess literacy in kindergarten, but no common kindergarten assessment has been adopted by the Arizona Department of Education. A **statewide assessment** will provide kindergarten teachers the information they need for individualized instruction and will provide system stakeholders information about the effectiveness of preschool programs and link existing 3rd–12th grade assessments to K–3 effectiveness.

Effective data practices

Since its inception in 2006, FTF has had the luxury of building data systems from the ground up — not being hampered by decades of legacy systems. To date, FTF has invested \$6 million in building a comprehensive data warehouse system that facilitates grant management, finance and accounting, and the storage and use of Quality First participation and rating data. Additionally, FTF has invested more than \$14.7 million in comprehensive research and evaluation (First Things First 2011ff – Attachment O) on studies including a statewide, longitudinal external evaluation, a child care demand and capacity study, a child care compensation and credentials survey, an early care workforce study, and regular statewide and regional needs and assets assessments.

Arizona's Statewide Longitudinal Data System (SLDS) houses a small amount of early childhood data (those data associated with ADE's targeted preschool programming) and data on children from kindergarten through high school graduation, with links to higher education data systems. The next step is to align data on children starting in preschool.

Many elements of data quality are already fulfilled by the SLDS housed at the ADE. With the building and networking of the Arizona Early Childhood Education data system and the Arizona Early Childhood Professional Development data system (described in section E2), the Arizona SLDS will soon house and offer for analysis and usage data on children from preschool through the workforce. This integrated system will break down the current silos and provide a constructive systemic picture on the effectiveness of supports and programs. The unique statewide child identifier will offer a proven and accurate method of linking data in a coordinated data system. Kindergarten entry data will be entered in the ADE's SLDS and then linked with information back to age 3 – including formative assessment, child demographics, and other data related to service and quality. Parents may choose to not have their children's pre-kindergarten data linked to the K-12 system at kindergarten entry.

Arizona has disproportionate needs: more children from zero to age five, with higher percentages of them living in poverty, on tribal lands, and speaking a language other than English. But

Arizona also has exceptional strengths: a statewide, voter-protected revenue stream; significant stakeholder and public engagement; deep and strong partnerships with American Indian tribes and nations; a tiered quality rating and improvement system that is expanding quickly; scholarships for early childhood providers; strong standards and guidelines aligned with K-12 curriculum; plentiful parent resources; and multiple programs that support children's physical and emotional health.

Arizona has made a substantial, strategic systematic and statewide commitment to early childhood development and health, despite recent economic challenges. The Race to the Top – Early Learning Challenge grant would help leverage those investments to catapult Arizona to the next level of system coordination and development on behalf of young children.

Table (A)(1)-1: Children from low-income¹ families, by age		
	Number of children from low-income families in the State	Children from low-income families as a percentage of all children in the state
Infants under age 1	40,935	52.1%
Toddlers ages 1 through 2	72,046	48.2%
Preschoolers ages 3 to kindergarten entry	110,916	47.8%
Total number of children, birth to kindergarten entry, from low-income families (2000)	223,897	48.7%
Total number of children, birth to kindergarten entry, from low-income families (2010)	300,981	55.7%
<i>Source: Census 2000, public use micro data — sample 1%; Person Age [Range: 0 to 5 years]; Person Poverty Status [Range: Less than 100% FPL to 200% of FPL]</i>		
<i>Source: Census American Community Survey 2010 — Table B17024</i>		

¹ Low-income is defined as having an income of up to 200% of the federal poverty rate.

Table (A)(1)-2: Special populations of Children with High Needs		
<i>The state should use these data to guide its thinking about where specific activities may be required to address special populations' unique needs. The state will describe such activities throughout its application.</i>		
Special populations: Children who . . .	Number of children (from birth to kindergarten entry) in the state who...	Percentage of children (from birth to kindergarten entry) in the state who...
Have disabilities or developmental delays²	Children ages 0–3: 5,372 Children ages 3–5: 14,756	Children ages 0–3: 1.72% Children ages 3–5: 5.3%
Are English learners³	290,426	47.6%
Reside on “Indian Lands”	28,087	5.14%
Are migrant⁴	1,154	.2%
Are homeless⁵	13,848	2.5%
Are in foster care	4,464	.8%
Other as identified by the state Describe: Are Hispanic/Latino	245,188	45%

² For purposes of this application, children with disabilities or developmental delays are defined as children from birth through kindergarten entry that have an Individual Family Service Plan (IFSP) or an Individual Education Plan (IEP).

³ For purposes of this application, children who are English learners are children birth through kindergarten entry who have home languages other than English.

⁴ For purposes of this application, children who are migrant are children birth through kindergarten entry who meet the definition of “migratory child” in ESEA section 1309(2).

⁵ The term “homeless children” has the meaning given the term “homeless children and youths” in section 725(2) of the McKinney-Vento Homeless Assistance Act (425 U.S.C. 11434a(2)).

Table (A)(1)-2: Special populations of Children with High Needs		
<i>The state should use these data to guide its thinking about where specific activities may be required to address special populations' unique needs. The state will describe such activities throughout its application.</i>		
Special populations: Children who . . .	Number of children (from birth to kindergarten entry) in the state who...	Percentage of children (from birth to kindergarten entry) in the state who...
<i>Developmental delays and disabilities – Source: 0-3 year olds, Arizona Early Intervention Program: AZ state FY2010 3–5 year olds, AZ Department of Education Annual Child Count (October 1, 2010)</i>		
<i>Are English language learners — Source: Population Reference Bureau analysis of the 2007–2009 American Community Survey PUMS</i>		
<i>Reside on “Indian Lands” — Source: ACS 2005–2009 Table B09001 including all Indian Lands partially or fully contained in Arizona</i>		
<i>Are migrant — Source: Arizona Department of Education, includes 838 preschool students ages 3–5 and 316 infant/toddlers</i>		
<i>Are homeless — Source: The National Center on Family Homelessness, America’s Youngest Outcasts: State Report Card on Child Homelessness</i>		
<i>Are in foster care — Source: Child Welfare Reporting Requirements — Semi-Annual Report — for the period of: October 1, 2010 through March 31, 2011 Number of children in out of home care (aka-foster care) p.39 (added under 1 total with 1-5 total)</i>		
<i>Are Hispanic/Latino — Source: 2010 Census Summary File 1 Table PCT12H</i>		
<i>Denominator for Percentage Calculations are based on the number of 0-5 year olds reported in 2010 Census Summary File 1 Table QT-P2</i>		

Table (A)(1)-3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age				
<i>Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.</i>				
Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age			
	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
State-funded preschool <i>Specify: ECBG and FTF Pre-K scholarships</i> <i>Data Source and Year: ECBG Funding Distribution Reports and FTF Reporting Data</i>	0	0	1,852	1,852
Early Head Start and Head Start⁶ <i>Data Source and Year: 2010 PIR Data Cumulative Data for 2010 inclusive of Regional, Migrant and Seasonal as well as American Indian/Alaska Native Head Start Programs.</i>	971	1,867	19,384	22,222
Programs and services funded by IDEA Part C and Part B, section 619 <i>Data Source and Year: ADE (October 1, 2010, child count) ADE, AZ State FY2011.</i> <i>Arizona Department of Economic Security, AZ Early Intervention Program pulled on September 23, 2011 from Database (Unpublished Data).</i>	Part C: 587	Part C: 1,570	Part B: 2,608	4,765

⁶ Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

Table (A)(1)-3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age				
<i>Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.</i>				
Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age			
	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
Programs funded under Title I of ESEA <i>Source: Title I, Part A ADE Early Childhood Report 9-13-11. ADE.</i> <i>Note: ADE tracks participation of children from birth to age two as one cohort, the specific age distribution is not available.</i>	<i>See next column</i>	81 (ages 0-2)	3,092	3,173
Programs receiving funds from the state's CCDF program <i>Data Source and Year: DES Arizona Child Care Automated Tracking System, data period is SFY2010 July 1, 2009 through June 30, 2010</i>	4,581	4,246	21,548	30,375
FTF Quality First Scholarships Source: FTF	654	1,405	1,705	3,764

Table (A)(1)-4: Historical data on funding for Early Learning and Development					
Type of investment	Funding for each of the Past 5 Fiscal Years				
	2007	2008	2009	2010	2011
Supplemental State spending on Early Head Start and Head Start⁷	0	0	0	0	0
State-funded preschool <i>Specify: ECBG and FTF Pre-K scholarships</i> <i>Note: In 2010 FTF began contributing to state funded preschool with Pre-K scholarships, and in 2011 FTF took over as the funder of state preschool when ECBG funds were eliminated</i>	\$12,692,000	\$12,508,000	\$12,240,000	\$5,644,000	\$5,595,000
State contributions to IDEA Part C	\$19,563,000	\$22,720,000	\$23,426,000	\$23,791,000	\$24,579,000
State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry Top row: Arizona State Schools for the Deaf and Blind	\$5,397,000	\$4,401,000	\$5,073,000	\$4,641,000	\$0
Total State contributions to CCDF⁸	\$33,658,486	\$34,571,189	\$25,682,903	\$25,343,436	\$25,928,396

⁷ Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

⁸ Total state contributions to CCDF must include Maintenance of Effort (MOE), State Match, and any state contributions exceeding state MOE or Match.

Table (A)(1)-4: Historical data on funding for Early Learning and Development					
Type of investment	Funding for each of the Past 5 Fiscal Years				
	2007	2008	2009	2010	2011
State match to CCDF <i>Exceeded/Met/Not Met (if exceeded, indicate amount by which match was exceeded)</i>	Met	Met	Met	Met	Met
TANF spending on Early Learning and Development Programs⁹	\$ 7,391,204	\$53,004,234	\$31,851,187	\$22,081,230	\$1,492,978
Other state contributions <i>Specify: FTF program expenditures, minus contributions to preschool (accounted for above)</i>	\$0	\$0	\$17,140,874	\$69,410,827	\$93,096,457
Total state contributions:	\$71,310,486	\$74,200,189	\$83,562,777	\$15,0911,493	\$117,675,457
<p><i>Supplemental state spending on Early Head Start and Head Start — Source: ADE</i></p> <p><i>State Funded Preschool — Source: ECBG data Children’s Budget Report (January 24, 2011) Dollars in Thousands</i></p> <p><i>State contributions to IDEA Part C — AZEIP ,</i></p> <p><i>State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry — Source in order they appear in row: AZ State Schools for the Deaf and Blind — Children’s Budget Report, Jan. 24, 2011 pg. B-9</i></p> <p><i>Total State contributions to CCDF — Source: Arizona Department of Economic Security</i></p> <p><i>State match to CCDF — Source: Arizona Department of Economic Security</i></p> <p><i>TANF spending on Early Learning and Development Programs – Source: Arizona Department of Economic Security</i></p> <p><i>Note: All data received from Arizona Department of Economic Security (DES) was obtained by DES Child Care program administration staff</i></p>					

⁹Include TANF transfers to CCDF as well as direct TANF spending on Early Learning and Development Programs.

Table (A)(1)-5: Historical data on the participation of Children with High Needs in Early Learning and Development Programs in the state					
<i>Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.</i>					
Type of Early Learning and Development Program	Total number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years¹⁰				
	2007	2008	2009¹¹	2010¹⁷	2011¹⁷
State-funded preschool <i>(annual census count; e.g., October 1 count)</i> <i>Specify: ECBG 2007–2010, FTF Pre-K 2010–2011 (with one year of overlap)</i>	5,026	5,401	5,447	4,864	1,852
Early Head Start and Head Start¹² <i>(funded enrollment)</i>	19,581	19,649	19,363	20,911	20,959
Programs and services funded by IDEA Part C and Part B, section 619 <i>(annual December 1 count)</i>	Part B: 2,761 (3-5yrs)	Part B: 2,695 (3-5yrs)	Part B: 2,892 (3-5yrs)	Part B: 2,608 (3-5yrs)	Data not yet available
	Part C: 8,962	Part C: 8,962	Part C: 10,670	Part C: 10,429	Part C: 10,176
Programs funded under Title I of ESEA <i>(total number of children who receive Title I services annually, as reported in the Consolidated State Performance Report)</i>	4,748	4,913	5,244	5,038	N/A
Programs receiving CCDF funds <i>(average monthly served)</i>	44,609	45,367	45,957	33,352	29,559
Other <i>Describe: FTF Quality First Scholarships</i>	0	0	7,137	4,773	3,764
<i>State-funded preschool — ADE, FTF</i>					
<i>Early Head Start and Head Start — Source 2010 PIR Data Cumulative Data for 2010 inclusive of</i>					

¹⁰ Include all Children with High Needs served with both federal dollars and state supplemental dollars.

¹¹ Note to Reviewers: The number of children served reflects a mix of federal, state, and local spending. Head Start, IDEA, and CCDF all received additional federal funding under the 2009 American Recovery and Re-investment Act, which may be reflected in increased numbers of children served in 2009–2011.

¹² Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

Table (A)(1)-5: Historical data on the participation of Children with High Needs in Early Learning and Development Programs in the state

Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.

Type of Early Learning and Development Program	Total number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years ¹⁰				
	2007	2008	2009 ¹¹	2010 ¹⁷	2011 ¹⁷
<i>Regional, and Seasonal as well as American Indian/Alaska Native Head Start Programs</i>					
<i>Programs and services funded by IDEA Part C and Part B, section 619 — Part B. ADE (annual December 1 count) email., Part C. Arizona DES, AZ Early Intervention Program pulled on September 23, 2011 from Database (Unpublished Data).</i>					
<i>Programs funded under Title I of ESEA — ADE</i>					
<i>Programs receiving CCDF funds — DES — Child Care Administration</i>					

Table (A)(1)-6 : Current status of the state’s Early Learning and Development Standards

Please place an “X” in the boxes to indicate where the state’s Early Learning and Development Standards address the different age groups by Essential Domain of School Readiness

Essential Domains of School Readiness	Age Groups		
	Infants	Toddlers	Preschoolers
Language and literacy development	X	X	X
Cognition and general knowledge (including early math and early scientific development)	X	X	X
Approaches toward learning	X	X	X
Physical well-being and motor development	X	X	X
Social and emotional development	X	X	X

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the state					
<i>Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.</i>					
Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
State-funded preschool <i>Specify:</i>	X	X	X	X	
Early Head Start and Head Start¹³	X	X	X	X	
Programs funded under IDEA Part C	X	-	-	-	
Programs funded under IDEA Part B, section 619	X	X	X	-	
Programs funded under Title I of ESEA	-	-	-	-	
Programs receiving CCDF funds	-	-	-	-	
Current Quality Rating and Improvement System requirements <i>Specify by tier</i>	<i>See below</i>	<i>See below</i>	<i>See below</i>	<i>See below</i>	
Quality First 1 star	-	-	X	X	
Quality First 2 stars	-	-	X	X	
Quality First 3 stars		X	X	X	
Quality First 4 stars	X	X	X	X	
Quality First 5 stars	X	X	X	X	
State licensing requirements	-	-	-	-	

¹³ Including Migrant and Tribal Head Start located in the state.

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the state					
<i>Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.</i>					
Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
	<p>Screening Measures documentation: <i>State Funded Preschool — as outlined in the Standard of Practice (FTF Prekindergarten Scholarship Grant Guidance Manual), Program Guidelines for High Quality Early Education: Birth through Kindergarten; Head Start — Performance Standards and Policies and Procedures; IDEA Part B Help for Early Learning Professionals (HELP) manual.</i></p> <p>Formative Assessment documentation: <i>State Funded Preschool — FTF Prekindergarten Scholarship Grant Guidance Manual; early childhood assessment manual (Arizona’s Early Childhood Assessment System); Head Start Performance Standards and Policies and Procedures; IDEA Part B Help for Early Learning Professionals (HELP) manual, early childhood assessment manual (Arizona’s Early Childhood Assessment System).</i></p> <p>Measures of Environmental Quality: <i>The following tools are used, along with ECQUIP for State Funded Preschool and IDEA Part B — Observation Protocol, ECERS-R; IDEA Part B also has the option of using Preschool Program Quality Assessment (PQA) or the Early Language and Literacy Classroom Observation (ELLCO); Head Start programs mainly use the ECERS-R and the ITERS-R.</i></p> <p>Measures of Adult-Child Interactions: <i>The following tools are used, along with ECQUIP for IDEA Part B — Preschool Program Quality Assessment (PQA), Scale for Teachers Assessment of Routine Engagement (STARE); State Funded Preschool and Head Start use the CLASS.</i></p> <p>Other: <i>ECQUIP — Early Childhood Quality Improvement Process ECQUIP provides programs with a framework for implementing quality practices. The design of each program’s ECQUIP self-assessment is left to the local administration but must include two components: Quality indicators regarding classroom environment, curriculum, participant outcomes, and administrative practices; Accountability indicators regarding regulatory compliance, data validity, and fiscal integrity. ECQUIP is an ongoing process that begins with a team of stakeholders who use the available data to determine which quality indicators need to be addressed. They then choose a tool that will enable them to further assess quality and further determine strengths and areas of need. Strategies for improvement are implemented. Programs will then re-assess and re-evaluate.</i></p>				

Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the state					
<i>Please place an "X" in the boxes to indicate where the elements of high-quality health promotion practices are currently required.</i>					
Types of Programs or Systems	Elements of high-quality health promotion practices				
	Health and safety requirements	Developmental, behavioral, and sensory screening, referral, and follow-up	Health promotion, including physical activity and healthy eating habits	Health literacy	Other
State-funded preschool <i>Specify</i>	X	X	X	X	
Early Head Start and Head Start	X	X	X	X	
Programs funded under IDEA Part C	-	X	-	-	
Programs funded under IDEA Part B, section 619	X	X	X	X	
Programs funded under Title I of ESEA	X	-	X	-	
Programs receiving CCDF funds	X	-	-	-	
Current Quality Rating and Improvement System requirements <i>Specify by tier</i>	See rows below				
Quality First 1 star	X	-	X	X	
Quality First 2 stars	X	-	X	X	
Quality First 3 stars	X	-	X	X	
Quality First 4 stars	X	X	X	X	

Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the state					
<i>Please place an "X" in the boxes to indicate where the elements of high-quality health promotion practices are currently required.</i>					
Types of Programs or Systems	Elements of high-quality health promotion practices				
	Health and safety requirements	Developmental, behavioral, and sensory screening, referral, and follow-up	Health promotion, including physical activity and healthy eating habits	Health literacy	Other
Quality First 5 stars	X	X	X	X	
State licensing requirements	X	-	X	-	
<p>Health and Safety Requirements: Program Guidelines for High Quality Early Education: Birth through Kindergarten under Daily Routines and Schedules and Health & Nutrition — Programs Funded under IDEA Part B, section 619 *Health and Safety requirements are in place for licensed and inclusive programs although all programs are encouraged to utilize the Program Guidelines.</p> <p>Screening referral and follow up: Program Guidelines for High Quality Early Education under Program Practices; also, outlined in the Standard of Practice (FTF Prekindergarten Scholarship Grant Guidance Manual); Help for Early Learning Professionals (HELP) manual</p> <p>Health Promotion: Program Guidelines for High Quality Early Education: Birth through Kindergarten under Daily Routines and Schedules and Health & Nutrition; Arizona Early Learning Standards Physical Development, Health, & Safety Standard</p> <p>Health Literacy: covered in the Arizona Early Learning Standards Physical Development, Health, & Safety Standard and Program Guidelines for High Quality Early Education: Birth through Kindergarten under Health and Nutrition</p>					

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the state
<p><i>Please describe the types of high-quality family engagement strategies required in the state. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.</i></p>

Types of Programs or Systems	Describe Family Engagement Strategies Required Today
<p>State-funded preschool <i>Specify: FTF Prekindergarten Scholarships</i></p>	<p>Parents are and will remain the primary educator of their child. Local programs are encouraged to instill family engagement practices into their learning communities. Programs in receipt of this funding must create and implement written plans for family engagement. The written plan indicates the myriad of ways that families are engaged throughout the year, such as parenting education classes, home visits, and conferences, family activity nights, volunteer opportunities, coordination of resources, and opportunities for families to participate in programmatic decisions, governance, and advocacy. Programs must also strive to provide children and families with seamless service as they move to kindergarten entry. This is done through the creation and implementation of a comprehensive, written kindergarten transition plan that offers transition activities and parent education throughout the year. Included activities support child-school connections; family-school connections; and school-school connections. (FTF Prekindergarten Scholarship Grant Guidance Manual) Further guidance is evidenced in the Program Guidelines for High Quality Early Education: Birth through Kindergarten within Linguistic & Cultural Integration, Family Engagement & Support as well as within the Community Outreach & Collaboration sections.</p>
<p>Early Head Start and Head Start</p>	<p>Parent engagement is core to Head Start's history and mission. Head Start programs host ongoing parent trainings and special events around topics such as safety, nutrition, child development, and father involvement. Each Head Start grantee is required to have a parent policy council, which gives parents direct authority over many details of the programs' governance and operations such as lesson plans and menus, and gives parents an opportunity to learn and practice leadership skills. Parents also receive regular progress updates on their child's health and developmental issues, and each family works closely with a family service worker around their own individualized goals and plans. Head Start also supports parents by giving them the tools and training they need to be confident advocate for their children's education throughout their lives.</p>
<p>Programs funded under IDEA Part C</p>	<p>Parent engagement is a cornerstone of AzEIP. Parent priorities, interests and desired family and child outcomes define intervention activities with each family. Early intervention coaching, the primary intervention modality, focuses on promoting the confidence and competence of parents and other caregivers in fostering their child's engagement in family/caregiving relationship and routines, so parents are partners, both teach and learning from the early intervention professionals involved with their family.</p>

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the state	
<i>Please describe the types of high-quality family engagement strategies required in the state. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.</i>	
Types of Programs or Systems	Describe Family Engagement Strategies Required Today
	Parents are critical to the design and evaluation of AzEIP. All parents are provided a survey at the time of their Individualized Family Service Plan; the survey asks parent to respond to questions about the efficacy and impact of early intervention. As part of the monitoring process, parents supported by the early intervention program are interviewed about their experience, their knowledge of rights and other requirements and ideas to improve the program. Parents are also members of the Governor-appointed Interagency Coordination Council (ICC) and its Committees, which advises and assists AzEIP in establishing and implementing policies, reviewing performance and compliance data, and developing and monitoring compliance and improvement activities.
Programs funded under IDEA Part B, section 619	Programs in receipt of this funding are encouraged to create and implement plans for family engagement beyond participation in the special education process and the creation of the IEP. As with other high quality early learning programs, parents are and will remain the primary educator of their child. Local programs are encouraged to instill family engagement practices into their learning communities. Programs are encouraged to utilize a myriad of ways that families are engaged throughout the year such as parenting education classes, home visits, and conferences, family activity nights, volunteer opportunities, coordination of resources, and opportunities for families to participate in programmatic decisions, governance, and advocacy. Programs must also strive to provide children and families with seamless service as they exit special education or transition to kindergarten. This is done through the creation and implementation of a comprehensive, written kindergarten transition plan that offers transition activities and parent education throughout the year. Further guidance is evidenced in the Program Guidelines for High Quality Early Education: Birth through Kindergarten within Linguistic & Cultural Integration, Family Engagement & Support as well as within the Community Outreach & Collaboration sections. The HELP Manual is also outlines compliance and best practice recommendations for including families in the special

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the state	
<p><i>Please describe the types of high-quality family engagement strategies required in the state. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.</i></p>	
Types of Programs or Systems	Describe Family Engagement Strategies Required Today
	education process.
Programs funded under Title I of ESEA	Title I Programs must address the engagement of parents as part of their Title I plan submitted for approval through the ADE. Parents must remain well-informed as to their progress of their child and actively engaged as a partner with the learning process. Programs are encouraged to utilize a myriad of ways that families are engaged throughout the year, such as parenting education classes, home visits and conferences, family activity nights, volunteer opportunities, coordination of resources, and opportunities for families to participate in programmatic decisions, governance, and advocacy. Programs are required to create a transition plan to assist families in a seamless transition into kindergarten.
Programs receiving CCDF funds	The state of Arizona child care subsidy program operates a parental choice model, where parents make the decision of the type of early care setting and selection of the individual provider that cares for their child. Information is provided to the parents both verbally and in writing to aid in their decision making and offers tips of what to look for in a quality care environment. All CCDF contracts require the child care provider to allow the parent full access to the facility while their children are in care.
Current Quality Rating and Improvement System requirements <i>Specify by tier</i>	<p>All levels: Quality First requires that programs invite parents into the caregiving area as part of the daily routine, share information about the child’s health and safety, greet each parent and provide a pleasant and orderly departure, and provide written records of infants’ daily feeding, diapering and naps.</p> <p>3-5 star level: At the higher levels, Quality First requires that there be a written process for sharing curriculum with parents, that parent teacher conferences are offered at least once per year, and that there be a written transition plan for transitions from home to child care and from child care to kindergarten. When necessary, families are referred to appropriate health or intervention services.</p>

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the state

Please describe the types of high-quality family engagement strategies required in the state. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.

Types of Programs or Systems	Describe Family Engagement Strategies Required Today
State licensing requirements	None required

Table (A)(1)-10: Status of all early learning and development workforce credentials¹⁴ currently available in the state

List the early learning and development workforce credentials in the state	If state has a workforce knowledge and competency framework, is the credential aligned to it? <i>(Yes/No/Not Available)</i>	Number and percentage of Early Childhood Educators who have the credential		Notes (if needed)
		#	%	
<i>Child Development Associate — Preschool</i>	Yes	131	6%	
<i>Child Development Associate — Infant/toddler</i>	Yes	38	2%	
<i>Child Development Associate — Family Child Care</i>	Yes	18	1%	

¹⁴ Includes both credentials awarded and degrees attained.

Table (A)(1)-10: Status of all early learning and development workforce credentials¹⁴ currently available in the state				
List the early learning and development workforce credentials in the state	If state has a workforce knowledge and competency framework, is the credential aligned to it? <i>(Yes/No/Not Available)</i>	Number and percentage of Early Childhood Educators who have the credential		Notes (if needed)
		#	%	
<i>Child Development Associate — Home Visitor</i>	Yes	25	1%	
Provisional early childhood education, birth through age 8 or grade 3	Yes	570	26%	
Provisional early childhood special ed., 0-5	Yes	100	4%	
Reciprocal provisional early childhood education, birth through age 8 or grade 3	Yes	96	4%	
Reciprocal provisional early childhood special ed, birth-5	Yes	25	1%	
Standard early childhood education, birth through age 8 or grade 3	Yes	593	27%	
Standard early childhood special ed., 0-5	Yes	627	28%	

Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the state that issue credentials or degrees to Early Childhood Educators		
List postsecondary institutions and other professional development providers in the state that issue credentials or degrees to Early Childhood Educators	Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year	Does the entity align its programs with the state's current Workforce Knowledge and Competency Framework and progression of credentials? <i>(Yes/No/Not Available)</i>
ASU–Arizona State University College of Education	111	Yes
Arizona Western College	18	No
Central Arizona College	25	No
Chandler–Gilbert Community College	0	Not Available
Cochise College	8	Yes
Coconino County Community College	4	Yes
Eastern Arizona College	0	Yes
Glendale Community College	23	Yes
Grand Canyon University College of Education	New program no degrees awarded	Not Available
Mesa Community College	6	Yes
Mohave Community College	0	Not Available
NAU–Northern Arizona University	198	Yes
Northland Pioneer	56	Yes

Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the state that issue credentials or degrees to Early Childhood Educators		
List postsecondary institutions and other professional development providers in the state that issue credentials or degrees to Early Childhood Educators	Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year	Does the entity align its programs with the state’s current Workforce Knowledge and Competency Framework and progression of credentials? <i>(Yes/No/ Not Available)</i>
College		
Ottawa University	11	Yes
Paradise Valley Community College	16	Yes
Phoenix College	34	Yes
Pima Community College	27	Yes
Prescott College	15	No
Rio Salado Community College	17	Yes
Scottsdale Community College	1	No
South Mountain Community College	59	Yes
U of A–University of Arizona College of Education	18	Yes
University of Phoenix		Yes
Yavapai College	9	Yes
<p>Note: These data were collected by contacting (email or phone call) directors and deans of post-secondary early childhood credential and degree programs. Because there are no uniform reporting standards, numbers may include CDAs, college certificates, degrees (AA, AAS, BA, BAS, BSEd) that may or not lead to institutional recommendations for ADE credentials.</p>		

Table (A)(1)-12: Current status of the state’s Kindergarten Entry Assessment					
State’s Kindergarten Entry Assessment	Essential Domains of School Readiness				
	Language and literacy	Cognition and general knowledge (including early mathematics and early scientific development)	Approaches toward learning	Physical well-being and motor development	Social and emotional development
Domain covered? (Y/N)	N/A	N/A	N/A	N/A	N/A
Domain aligned to Early Learning and Development Standards? (Y/N)	N/A	N/A	N/A	N/A	N/A
Instrument(s) used? (Specify)	N/A	N/A	N/A	N/A	N/A
Evidence of validity and reliability? (Y/N)	N/A	N/A	N/A	N/A	N/A
Evidence of validity for English learners? (Y/N)	N/A	N/A	N/A	N/A	N/A
Evidence of validity for children with disabilities? (Y/N)	N/A	N/A	N/A	N/A	N/A
How broadly administered? (If not administered statewide, include date for reaching statewide administration)	N/A	N/A	N/A	N/A	N/A
Results included in Statewide Longitudinal Data System? (Y/N)	N/A	N/A	N/A	N/A	N/A
<i>Note: Arizona does not currently have a common kindergarten entry assessment</i>					

Table (A)(1)-13: Profile of all early learning and development data systems currently used in the state							
List each data system currently in use in the state that includes early learning and development data	Essential Data Elements						
	<i>Place an “X” for each Essential Data Element (refer to the definition) included in each of the State’s data systems</i>						
	Unique child identifier	Unique Early Childhood Educator identifier	Unique program site identifier	Child and family demographic information	Early Childhood Educator demographic information	Data on program structure and quality	Child-level program participation and attendance
FTF Quality First Data	-	X	X	X	X	X	-

Table (A)(1)-13: Profile of all early learning and development data systems currently used in the state							
List each data system currently in use in the state that includes early learning and development data	Essential Data Elements						
	<i>Place an "X" for each Essential Data Element (refer to the definition) included in each of the State's data systems</i>						
	Unique child identifier	Unique Early Childhood Educator identifier	Unique program site identifier	Child and family demographic information	Early Childhood Educator demographic information	Data on program structure and quality	Child-level program participation and attendance
System							
REWARDS Data System	-	X	X	-	X	-	-
T.E.A.C.H. Data System	-	X	X	-	X	-	-
Helpline Data System	-	-	-	X	-	-	-
Arizona Department of Education SLDS	X	X	X	X	X	X	X
Longitudinal Child Study of Arizona Data System	X	X	X	X	X	X	X
Department of Health – Licensing Mainframe	-	-	X	-	-	X	-
Department of Economic Security – Subsidy and CCDF Data System	X	-	X	X	-	X	X
Child Care Resource and Referral	-	-	X	-	X	X	-
Head Start	X	X	X	X	X	X	X
Healthy Families Data System	X	X	X	X	-	-	X
Quality First Scholarships Data System	-	-	X	-	-	X	-

Table (A)(1)-13: Profile of all early learning and development data systems currently used in the state							
List each data system currently in use in the state that includes early learning and development data	Essential Data Elements						
	<i>Place an "X" for each Essential Data Element (refer to the definition) included in each of the State's data systems</i>						
	Unique child identifier	Unique Early Childhood Educator identifier	Unique program site identifier	Child and family demographic information	Early Childhood Educator demographic information	Data on program structure and quality	Child-level program participation and attendance
Child Care Health Consultation – CareFacts	-	-	X	-	-	X	-

(A)(2) Articulating the State’s rationale for its early learning and development reform agenda and goals. (20 points)

The extent to which the State clearly articulates a comprehensive early learning and development reform agenda that is ambitious yet achievable, builds on the State’s progress to date (as demonstrated in selection criterion (A)(1)), is most likely to result in improved school readiness for Children with High Needs, and includes--

(a) Ambitious yet achievable goals for improving program quality, improving outcomes for Children with High Needs statewide, and closing the readiness gap between Children with High Needs and their peers;

(b) An overall summary of the State Plan that clearly articulates how the High-Quality Plans proposed under each selection criterion, when taken together, constitute an effective reform agenda that establishes a clear and credible path toward achieving these goals; and

(c) A specific rationale that justifies the State’s choice to address the selected criteria in each Focused Investment Area (C), (D), and (E), including why these selected criteria will best achieve these goals.

In the text box below, the State shall write its full response to this selection criterion. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State’s success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

Evidence for (A)(2)

- The State’s goals for improving program quality statewide over the period of this grant.

- The State's goals for improving child outcomes statewide over the period of this grant.
- The State's goals for closing the readiness gap between Children with High Needs and their peers at kindergarten entry.
- Identification of the two or more selection criteria that the State has chosen to address in Focused Investment Area (C).
- Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (D).
- Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (E).
- For each Focused Investment Area (C), (D), and (E), a description of the State's rationale for choosing to address the selected criteria in that Focused Investment Area, including how the State's choices build on its progress to date in each Focused Investment Area (as outlined in Tables (A)(1)6-13 and in the narrative under (A)(1)) and why these selected criteria will best achieve the State's ambitious yet achievable goals for improving program quality, improving outcomes for Children with High Needs statewide, and closing the readiness gap between Children with High Needs and their peers.

<i>Narrative</i>

(A)(2) Articulating the state's rationale for its early learning and development reform agenda and goals

(A)(2)(a) Six Ambitious Goals

To meet the absolute priority of Promoting School Readiness for Children with High Needs, Arizona's High-Quality Plan advances six bold, interconnected goals:

1. To increase the number of Children with High Needs in high-quality settings and provide parents with more choices, we will expand our TQRIS to raise the quality of the settings in which Children with High Needs are currently served and increase the number of Children with High Needs in our highest-quality programs.
2. To ensure that more of our settings are high-quality, promote early learning outcomes, and support school readiness for Children with High Needs, we will expand effective use of early learning standards and infant toddler guidelines.
3. To ensure that more parents know about the importance of quality preschool, are aware of their choices, and are involved in preparing their children for success in school, we will invest in parental engagement and language and literacy development within early

learning and community-based programs, particularly among English language learners and families living on tribal lands.

4. To ensure that more early care and education professionals provide high-quality care and education, we will remove structural barriers to higher education and start a statewide network of technical assistance centers.
5. To allow us to more accurately measure our results and hold ourselves accountable for continuous improvement, we will develop the capacity to collect and use data system-wide to inform decisions that affect children's lives by implementing a statewide Kindergarten Entry Assessment and a statewide, interoperable data system.
6. And to ensure that we can carry out our commitments, we will strengthen system integration, governance, and public support for early care and education.

Please see Attachment VV - Summary of the High Quality Plan in the Appendix¹⁵ for a detailed breakdown of the key milestones, activities and target dates associated with successful implementation of this plan.

In this section, we introduce the key goals and strategies in the Core Areas and our selected Focused Investment Areas, each of which is further described in the corresponding section of this proposal.

(A)(2)(b) and (c) High-Quality Plan Summary and Rationale for Selected Criteria

Core Area B — High-Quality, Accountable Programs

The relationship among high-quality early care and education, children's development, and their later educational progress is well-established. However, many Children with High Needs receive early care and education in unregulated settings whose quality levels are unknown (Porter and Kerns, 2005). To advance Arizona's High-Quality Plan, we recognize the need to substantially increase the number of Children with High Needs — especially tribal children, English language

15- Note to Reviewers: In accordance with TA guidance, we have included complete copies of our standards, guidelines and core competencies. These documents alone substantially exceed page length recommendations. To keep appendices manageable we abridged several other documents, retaining portions that contain the evidence referred to in the narrative and deleting extraneous information.

learners, low-income children and children with special needs — in high-quality settings. To achieve this goal, we will promote increased participation in Quality First (the state's TQRIS) and support participating providers in increasing quality, while implementing strategies that will enroll more Children with High Needs in these programs.

Promoting Increased Participation in Quality First (B)(2)

We know that TQRIS programs, such as Quality First, provide significant system integrity and promote better outcomes for Children with High Needs. Therefore, we will *increase the number and diversity of programs certified, licensed and enrolled in Quality First, with an emphasis on programs serving low-income children, children with special needs, English language learners and children residing on tribal lands*. To meet this goal, we will develop and implement a rating-only Quality First option for Head Start, IDEA and Title I preschools, most of which are not currently participating in Quality First because FTF focused initially on enrolling community-based providers. The rating-only option will increase the participation of these settings — which serve many Children with High Needs — giving them access to programs funded through ESEA Title I, IDEA, parts B and C, and Head Start, and if necessary for their participation, provide Quality First scholarships at the 3-, 4- and 5-star levels. FTF will contract with the ADE and Arizona Head Start Collaboration Office to provide the coaching component for these participating programs.

We also know that many low-income children, English language learners, immigrant children, and children on tribal lands receive care and education in unregulated FFN care. Nationally, almost 42% of children in out-of-home care spend all or part of their days in a home-based rather than center-based setting (Kids Count, 2006). Of these children in FFN settings, about 39% come from low-income families. Research shows that young, single, and low-income Latina and African American mothers are most likely to choose an FFN setting for their children, second only to parent-only care (Porter & Kearns 2005; Brandon, 2005).

In order to increase the number of FFN providers that are licensed, certified, and enrolled in Quality First, we will significantly invest in improving the knowledge and competencies of these providers. This will build on current efforts already underway to support FFN providers through

training and financial support to improve quality, including work supported by the CCDF quality set aside funds. FTF has allocated \$2.6 million in FY2012 toward improving quality among these settings. With Race to the Top-Early Learning Challenge (RTT-ELC) funds, we will further expand peer networks, offer relevant and accessible professional development opportunities, and incentivize certification and licensing through Quality First. Because allowing FFN providers to take advantage of all Quality First financial and professional benefits requires that they first be certified or licensed, we will provide coaching and financial support to help small FFN providers prepare for licensing. These proposed changes will open an avenue for participation and increase the number of Children with High Needs in Quality First settings.

We will further facilitate the alignment between child care subsidies and Quality First — and the placement of Children with High Needs in high-quality settings — by working collaboratively with DES to explore policies that would link CCDF to Quality First. Strategies may include tiered CCDF reimbursement, alignment of quality set-aside funding with Quality First, and collaborating to align state and tribal policies and practices. See section (B)(2) for further description of these goals and strategies.

Linking information about licensing, Quality First and CCR&R (B)(3)

In order to ensure that families have easy access to the most current and complete information when making choices about care for their child, we will *make licensing, child care subsidy and Quality First Rating information easily accessible and understandable to parents*. A new public website and information system will be linked with Child Care Resource and Referral (CCR&R) and DHS child care licensing to give families a complete picture of program quality. In addition, we will develop and roll out a full Quality First marketing plan to help families understand the components of quality and the meaning of the ratings. See section (B)(3) for further description of these goals and strategies.

Promoting Access to High-Quality Programs (B)(4)

As we increase participation in Quality First, we will *support programs in moving up the levels of quality, and increase the number of Children with High Needs in these high-quality programs*. First, we will increase the number of and funding for Quality First scholarships and make them

automatically available to all participating programs, providing consistent financial supports for low-income families and for high-quality programs serving those families. In FY2013, Arizona will make a 26% increase in funding so that every participating program in TQRIS will receive an allotment of Quality First scholarships.

Starting in FY2013, we will move to a tiered differentiation between the incentives and supports offered at each star level. Programs at the lower quality levels will receive more intensive coaching to aggressively support their move up the star levels. Conversely, programs at higher quality levels will receive less intensive coaching but larger financial incentives, to help motivate programs to move up the levels of quality. In order to increase access among Children with High Needs to Quality First programs, we will increase the number of and funding for Quality First scholarships, with higher quality programs receiving a greater number of scholarships than lower quality programs. This investment will allow us to build the capacity of programs at all levels while providing financial support for child care to low-income families. Starting in 2013, we also will phase out Quality First scholarships after two years in settings that earn only 1 star, and after four years in settings that earn only 2 stars, so that children with the highest need are in the highest-quality settings. We also will require 3-, 4-, and 5-star Quality First providers to reserve 10 percent of their spaces for Children with High Needs from families with incomes at or below 200 percent of federal poverty guidelines. See Section (B)(4) for further discussion of our strategies for increasing the number of Children with High Needs in high-quality settings.

Validating Quality First (B)(5)

To ensure our TQRIS accurately differentiates among settings of various levels of quality, we will expand on previous evaluation efforts and *conduct a validation study of Quality First's Rating Scale*. Arizona's Quality First point system incorporates three evidence-based components in assessing the quality of the State's Early Learning and Development Programs: a) the "Classroom Assessment Scoring System Pre-K" (CLASS) (Pianta, La Paro, & Hamre, 2008); b) three "Environmental Rating Scales" (ERS) (Harms, Clifford & Cryer, 2005, 2006, 2007) selected according to age group and type of child care setting being assessed (the ECERS-R, 2.5-5 years; Center-based settings; ITERS-R, birth-30 months, Center-based settings; FCCERS, Family-based settings); and c) the "Quality First Points Scale Assessment" consisting of

measures of staff qualifications (SQ), administrative practices (AP), and curriculum and child assessment (CA). The first two measures were selected because they incorporate key domains of quality of Early Learning and Development Programs as documented within early childhood research literature (Pianta, LaParo & Hamre, 2008). Spatial surroundings, personal care, language development, activities, program structure, parental involvement and support, educator/child interactions and relationships, staff qualifications (Gomby et al., 1998), administrative practices (Witte & Queralt, 2005) and ongoing child assessment have all been shown to contribute to and be a predictor of the quality of Early Learning and Development Programs.

In 2009, following a large-scale pilot, Quality First was introduced. In the next two years, we will conduct a validation study to examine the overall merit, worth, and significance of the Quality First system as a strategic vehicle of change. In addition to validating the rating scale, the study will also track factors that influence or predict movement of programs between the tiers of quality. See Section (B)(5) for further discussion of the Quality First validation study.

Focused Investment Area C — Promoting Early Learning and Development

In recognition of our system strengths in the areas of early learning and development standards and family engagement, we have elected to respond to selection criteria (C)(1) and (C)(4). The proposals we advance in (C)(1) allow us to leverage prior work to develop an aligned set of early learning standards birth to five and program guidelines to ensure their widespread dissemination and use among diverse providers statewide. Our response to selection criteria (C)(4) builds on Arizona's strong existing framework of family engagement and support services to focus on language and literacy acquisition for English Language Learners and children in tribal communities. In studies based on the Early Childhood Longitudinal Survey (Kindergarten Cohort), Farkas and Hibel (2008) found substantial evidence that family interventions can positively impact school readiness for Children with High Needs, helping to close disparities in readiness at kindergarten entry. Our strategies will invest significant resources toward improving coordinated, community-wide interventions that promote family literacy practices for Children with High Needs and reinforce the confidence of parents as their child's first and best teachers.

Expanding Use of Early Learning Standards(C)(1)

Arizona has a widely vetted and culturally, linguistically, and developmentally appropriate set of early learning standards for children ages three to five, and by January 2012 also will have adopted guidelines for infant-toddler development. Currently, these standards are required in regulated programs and serve as the basis of our Quality First rating system. Because early learning standards define the desired content and outcomes of young children's education, they can lead to greater opportunities for positive development and learning in these early years. To enhance these positive outcomes, our High-Quality Plan will *expand the effective utilization of early learning standards and infant toddler guidelines in settings across the early childhood landscape*. We will increase the number of providers of all types using the early learning standards, assessments and program guidelines by investing in a statewide coaching academy to increase the ADE, Head Start and Quality First coaching cadre's ability to provide direct training, assistance and support early learning providers' use of the state's birth to five standards. See section (C)(1) for a more detailed description of the coaching academy proposal.

Engaging and Supporting Families(C)(4)

Arizona has a well-developed family support system – components range from low-intensity parenting advice available by telephone to community-based family support programs to intensive home visiting. With RTT-ELC funding, we will advance effective parent support and engagement models for English language learners and children who live on American Indian lands, reinforcing the importance of parent engagement at home, in early learning and development programs and across the community. Arizona's early learning program guidelines (FTF, 2011f - Attachment M) include dedicated sections on Family Engagement and Support and Linguistic and Cultural Integration that are designed to help families engage in their children's education and development. Through the coaching academy further described in Section C1, Arizona's early learning coaches and mentors will ensure programs are effectively preparing Arizona's English language learners for academic success, and positioning home environments as resources that help prepare children in all Essential Domains of School Readiness through application of *effective, culturally and linguistically appropriate family engagement strategies*. In addition, through the RTT-ELC funds, a culturally and linguistically appropriate parent companion book to the AzELS and Infant/Toddler Guidelines will be developed for coaches to

use with their programs. This companion book will serve as a tool and resource for programs to effectively partner with all families, especially families of English language learners.

Many young English language learners are cared for by their families in monolingual home settings, with limited exposure to English. Strategies that engage monolingual families around English language acquisition and literacy development can be powerful mechanisms for strengthening children's kindergarten readiness. To advance these strategies we will leverage existing evidenced-based family support programs in regions across the state with an evidence-based early literacy model, Raising A Reader, in partnership with public libraries, low-income apartment communities and First Things First family resource centers across Maricopa, Pima, Yuma and Santa Cruz Counties to reach 5,000 families annually. The infusion of a national early literacy program in these regions will bring together a set of coordinated, community-wide interventions that promote family literacy practices for Children with High Needs. Raising A Reader has been shown to increase at-home language and literacy routines among English Language Learners – a study of the Raising A Reader program in Santa Clara, CA found a 350% increase in the percentage of Spanish-speaking parents taking their preschool children to the library at least once per month as a result of participation (Peninsula Community Foundation, 2001). These coordinated interventions will give parents the tools and confidence they need to be their child's primary teacher, which supports successful English language acquisition; and ultimately contribute to their child's school readiness (Peifer & Perez, 2011; Head Start Bureau, 2005). FTF will invest in an evaluation in these areas, to determine if scope and scale of connected, well-articulated family based literacy services have an impact on school readiness. See section (C)(4) for further details on all three of these family engagement strategies.

Our High Quality Plan will build on our strong partnerships with the Arizona Tribes to promote early language and literacy. Arizona will partner with the Hualapai and Havasupai Tribes, both located in geographically isolated communities, to expand their home visitation programs to integrate a community based early literacy program. The inclusion of early literacy workshops with culturally appropriate books will increase parents' access to early literacy programs and increase their confidence and competence to support their children's early learning. Furthermore,

the RTT-ELC grant is an ideal opportunity to build on the cultural strength of the tribes and ensure young tribal children have access to rich language and literacy experiences in their homes and communities. Therefore we will partner with the Hualapai Tribe, Salt River Pima Maricopa Indian Community, San Carlos Apache Tribe, and Gila River Indian Community to expand tribal language preservation programs. Strategies include identifying or developing materials and curricula in the local tribal language, training early care and education providers to support native language and cultural preservation programs in early care and education settings, and engaging families to help encourage parents to integrate language and literacy into their family routines and build confidence in their role as their child's first and best teacher.

Focused Investment Area D — A Great Early Childhood Education Workforce

Research has shown that well-educated and highly skilled early childhood teachers are strongly linked with children successfully transitioning to kindergarten (Tout, Zaslow & Berry, 2006). Arizona is committed to developing a comprehensive and well-articulated professional development system that ensures more Early Childhood Educators advance along an articulated career pathway that is aligned with a statewide Workforce Knowledge and Competency Framework. We are also committed to increasing the number of postsecondary institutions and professional development providers offering aligned program, and increasing the number of Early Childhood Educators progressing to higher levels of education and credentials in those programs. Because developing and supporting a highly qualified workforce is one of our highest priorities we written to both selection criteria in this focused investment area.

Developing a Workforce Knowledge and Competency Framework and a Progression of Credentials (D)(1)

In order to facilitate career pathways for early childhood professionals, we will *revise, adopt and implement Arizona's Early Childhood Knowledge and Competency Framework (CKEC) and Career Ladder* so that indicators are tiered to align with a progression of career levels and credentials. To support these efforts, FTF and the Arizona Association for the Education of Young Children have reconvened a reconstituted Professional Development Workgroup to begin the revision process. RTT-ELC funds will support this work and provide resources to ensure the revised CKEC is widely distributed and used.

Early childhood professionals face many obstacles to accessing and successfully completing college-level professional development. The current degree progression (associate's degrees in community colleges, bachelor's degrees in universities) does not meet the early childhood system's needs because many early childhood educators opt for the Child Development Associate credential (CDA) rather than the A.A. The CDA is often unattached to college credit and includes courses that do not articulate to a four-year degree. Our High-Quality Plan will allow us to *remove structural barriers to opportunity by developing an accessible CDA to associate's to bachelor's degree progression*. The plan is supported by community colleges and all three universities in the Arizona Board of Regents system (see Attachment HHH for university and community college partner letters and letters of support). Details of the degree progression proposal are described in Section (D)(1) of this plan.

Supporting Early Childhood Educators in improving their knowledge, skills, and abilities (D)(2)

A substantial majority of the early childhood workforce in Arizona are from populations who traditionally encounter challenges enrolling in, staying in, and completing college (Ciyer, Nagasawa, Swadener & Patet, 2010). Many early care providers have never attended college and have few family role models or community models (see Tables (A)(1) 10). To support our wider system goals, we must substantially improve access to professional development at all levels of the education spectrum. A successful and sustainable system must ramp-up capacity on several fronts simultaneously. We must build a system that supports students' efforts at the local level, provide on-going community-based professional development for providers already serving children, and offer a progression of degrees and credentials that allow a seamless pathway from one level to the next.

In addition to realigning college degree progressions (Section (D)(1)), we will *expand our successful scholarship and wage enhancement programs that incentivize higher levels of education and encourage retention* in programs and in the field more generally. Since the program began in 2009, more than 743 teachers and caregivers have received T.E.A.C.H. scholarships and 1,452 stipends have been awarded to early childhood staff enrolled in the REWARDS\$ wage enhancement program (FTF, 2011b - Attachment E). An effort to pilot the T.E.A.C.H. model at the B.A. level is currently underway, with support from The Boeing Company. To ensure sustainability of RTT-ELC-funded professional development projects, First

Things First will expand investments in these programs, providing financial support so more early childhood professionals can progress to higher levels of education and credentials.

Our second goal in this focused investment area is to invest RTT-ELC funds to *start a statewide network of regional professional development technical assistance (TA) centers*. These centers will build on existing early childhood expertise across the state to deliver community-based education and provide practical, academic, and social support to Early Childhood Educators enrolled in early childhood degree programs. The centers will be strategically located across Arizona and will deliver localized professional development services that meet the needs of Arizona's culturally and linguistically diverse early childhood workforce. We envision these TA centers as vibrant, accessible, support centers where early childhood professionals, who may have never before seen themselves as college-bound, are welcomed as scholars and emerging professionals.

Focused Investment Area E — Measuring Outcomes and Progress

The process of gathering data for this proposal has made evident the need for an integrated, interoperable, and cohesive early learning data system. Arizona has a historical commitment to data collection and use, but most data is housed in silos, making data integration and use difficult. We also need a unified way of understanding of children's development and learning as they enter kindergarten. Such information will allow for timely interventions and ensure more students are on a successful trajectory to reading by the 3rd grade, an important goal shared by Governor Jan Brewer, the Superintendent of Public Instruction, and FTF. To achieve a cohesive, informative data system, we have written to both selection criteria in this focused investment area.

Common Kindergarten Assessment (E)(1)

As described in Section (A)(1), Arizona is committed to using data to inform classroom instruction and ensure all children read at grade level by grade three. We are also committed to using assessment to monitor students' progress from the early years through college and career entry. Impelled by this commitment, FTF, ADE, Governor Brewer's office, and the Virginia

Piper Charitable Trust collaboratively developed a plan (outlined in E1) to adopt a *phased-in implementation of a common statewide kindergarten entry assessment* beginning in school year 2014. Such an assessment will measure children's skills and competencies in all domains, deliver relevant data to classroom teachers and parents to inform instruction, provide feedback on the impact of statewide and community-level systems-change efforts, and link assessment results from preschool with assessments conducted in elementary school. Ultimate authority to approve and adopt a kindergarten entry assessment lies with the Arizona State Board of Education, which will be deeply involved with all stages of the planning process. Our plan, detailed in (E)(1), identifies a specific, realistic timeline for a three-year phased roll-out.

Interconnected Data System (E)(2)

In addition, we will *build a statewide early learning data system that connects participating state agencies and programs through a federated data entry process, and is interoperable with the statewide longitudinal K-12 data system housed within the ADE*. This integrated data network will build on a significant existing commitment to data collection by allowing relevant data sets to be contributed to a central data warehouse, from which we can identify achievement gaps, pinpoint initiatives that best promote positive outcomes, conduct longitudinal analyses, and assess the impact of high-quality programs on Children with High Needs. FTF will coordinate these efforts to link infrastructure among the state agencies serving children from birth to age five. Over the four years of the grant, we will plan (year 1), design (years 2 and 3), and implement (year 4) the system. In the fourth year, we also will focus on the long-term sustainability and long-term use of the data system. Our commitment to parent choice and decision making is a core value, therefore complete information about the intent and use of the data will be explicit, and parents may choose to opt out their child's data at any time. See section (E)(2) for a more extensive discussion of this goal and related strategies.

Core Area A — Successful State Systems

None of this work will be possible without a strong statewide system of infrastructure, governance, and leadership. As the lead agency for RTT, FTF will continue to *provide early childhood system leadership* by convening partners from the public and private sectors to

develop the system, clearly defining roles and responsibilities for each, interfacing with federal partners, and providing sustained funding for the conceptualization and implementation of key components of the early childhood system.

We will build on the state's existing governance structure (see Section (A)(3)) by creating two new advisory structures directly linked to the First Things First state board. The first will be an Interagency Directors' Coordinating Council, made up of directors from the participating state agencies – those that are home to child care subsidies, child welfare, foster care, the Head Start Collaboration Office, IDEA Part C, child care licensing, immunizations, health promotion, and K–12 system and with representation from the Governor's Office. This council will provide an ongoing venue and vehicle for facilitating interagency coordination on mutually agreed upon priorities, streamlining decision-making by bringing agency leadership together on an ongoing basis, breaking down barriers to change, and resolving conflicts and disputes.

In addition, the FTF board chair will convene a System Integration Taskforce made up of state and local agency representatives, representatives from higher education, the House and Senate education committees, key stakeholders, and advocates. This group will monitor progress against the goals stated in the grant and subsequent planning, and will recommend mid-course corrections and resolutions as new, unforeseen issues and challenges arise. It also will serve as a conduit to community stakeholders and will help spread to the local level the all-important collaborative approaches and relationships formed at the state level.

In addition to this coordination and convening function, FTF also will provide support and coordination for the system-wide evaluation effort, and ensure that all partners use the resulting data to foster continuous system improvement. With existing funds, FTF will continue its roughly \$5.6 million annual investment to increase public awareness and support for early childhood development, health, and early education among partners, public officials, policy makers, and the public. Finally, in addition to providing roughly \$130 million each year to multiple early childhood stakeholders through the dedicated tobacco tax revenue stream, FTF will take the lead role in coordinating efforts to secure the additional resources required to develop and sustain the early childhood system that Arizona's children and families deserve.

Summary of the State Plan

With Race to the Top Early Learning Challenge (RTT-ELC) funding, Arizona will accelerate our progress in preparing Children with High Needs for school by increasing the number of high-quality providers providing more choices for parents and Children with High Needs. We will encourage quality and consistency through the promotion of the early learning standards, which provide instructional consistency and help articulate the entire breadth of skills, competencies and knowledge children need for school success. A strong professional development system will bolster well-defined college matriculation and professionals navigating their way to a certificate or degree. Emphasizing strong language and literacy rich family environments for English language learners and tribal children will further ensure their academic preparedness. A statewide kindergarten assessment will measure our success as a system and provide teachers with the data they need for effective individualized instruction. Cross-system data will allow analysis between the early childhood and K–12 systems. Finally, an inclusive and nimble governance structure will continue to scaffold the system by supporting system leadership, coordinating evaluation, building public awareness and support, and securing and coordinating the financial resources required to develop and sustain our early childhood system. See Attachment VV for a detailed breakdown of the target dates for the milestones we will reach en route to successful implementation of this plan.

Identification of the two or more selection criteria that the State has chosen to address in Focused Investment Area (C):

Please check the box to indicate which selection criterion or criteria in Focused Investment Area (D) the State is choosing to address

- (C)(1) Developing and using statewide, high-quality Early Learning and Development Standards.
- (C)(2) Supporting effective uses of Comprehensive Assessment Systems.
- (C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness.
- (C)(4) Engaging and supporting families.

Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (D):

Please check the box to indicate which selection criterion or criteria in Focused Investment Area (D) the

State is choosing to address

- (D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.
- (D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.

Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (E):

Please check the box to indicate which selection criterion or criteria in Focused Investment Area (E) the State is choosing to address

- (E)(1) Understanding the status of children's learning and development at kindergarten entry.
- (E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

(A)(3) Aligning and coordinating early learning and development across the State. (10 points)

The extent to which the State has established, or has a High-Quality Plan to establish, strong participation and commitment in the State Plan by Participating State Agencies and other early learning and development stakeholders by--

(a) Demonstrating how the Participating State Agencies and other partners, if any, will identify a governance structure for working together that will facilitate interagency coordination, streamline decision making, effectively allocate resources, and create long-term sustainability and describing--

(1) The organizational structure for managing the grant and how it builds upon existing interagency governance structures such as children's cabinets, councils, and commissions, if any already exist and are effective;

(2) The governance-related roles and responsibilities of the Lead Agency, the State Advisory Council, each Participating State Agency, the State's Interagency Coordinating Council for part C of IDEA, and other partners, if any;

(3) The method and process for making different types of decisions (*e.g.*, policy, operational) and resolving disputes; and

(4) The plan for when and how the State will involve representatives from Participating Programs, Early Childhood Educators or their representatives, parents and families, including parents and families of Children with High Needs, and other key stakeholders in the planning and implementation of the activities carried out under the grant;

(b) Demonstrating that the Participating State Agencies are strongly committed to the State Plan, to the governance structure of the grant, and to effective implementation of the State

Plan, by including in the MOU or other binding agreement between the State and each Participating State Agency--

(1) Terms and conditions that reflect a strong commitment to the State Plan by each Participating State Agency, including terms and conditions designed to align and leverage the Participating State Agencies' existing funding to support the State Plan;

(2) "Scope-of-work" descriptions that require each Participating State Agency to implement all applicable portions of the State Plan and a description of efforts to maximize the number of Early Learning and Development Programs that become Participating Programs; and

(3) A signature from an authorized representative of each Participating State Agency; and

(c) Demonstrating commitment to the State Plan from a broad group of stakeholders that will assist the State in reaching the ambitious yet achievable goals outlined in response to selection criterion (A)(2)(a), including by obtaining--

(1) Detailed and persuasive letters of intent or support from Early Learning Intermediary Organizations, and, if applicable, local early learning councils; and

(2) Letters of intent or support from such other stakeholders as Early Childhood Educators or their representatives; the State's legislators; local community leaders; State or local school boards; representatives of private and faith-based early learning programs; other State and local leaders (e.g., business, community, tribal, civil rights, education association leaders); adult education and family literacy State and local leaders; family and community organizations (e.g., parent councils, nonprofit organizations, local foundations, tribal organizations, and community-based organizations); libraries and children's museums; health providers; and postsecondary institutions.

In the text box below, the State shall write its full response to this selection criterion. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Evidence for (A)(3)(a) and (b):

- For (A)(3)(a)(1): An organizational chart that shows how the grant will be governed and managed.
- The completed table that lists governance-related roles and responsibilities (see Table (A)(3)-1).
- A copy of all fully executed MOUs or other binding agreements that cover each Participating State Agency. (MOUs or other binding agreements should be referenced in the narrative but must be included in the Appendix to the application).

Evidence for (A)(3)(c)(1):

- The completed table that includes a list of every Early Learning Intermediary Organization and local early learning council (if applicable) in the State and indicates which organizations and councils have submitted letters of intent or support (see Table (A)(3)-2).
- A copy of every letter of intent or support from Early Learning Intermediary Organizations and local early learning councils. (Letters should be referenced in the narrative but must be included in the Appendix with a table.)

Evidence for (A)(3)(c)(2):

- A copy of every letter of intent or support from other stakeholders. (Letters should be referenced in the narrative but must be included in the Appendix with a table.)

<i>Narrative</i>

(A)(3) Aligning and coordinating early learning and development across the state

(A)(3)(a) A Coordinated Governing Structure

Existing Early Childhood Leadership Structure

Arizona is the only state with a dedicated early childhood funding stream and governance model that is protected by law (see Attachment RR for a funding flow diagram and Attachment SS for a graphic representation of the FTF governance structure). On November 6, 2006, with the passage of Proposition 203 and the creation of FTF, Arizona made a serious commitment to realigning how decisions are made and services are delivered for young children. The statute required the FTF Board to extensively overhaul the early childhood arena — in policy, program, financial investment, and governance — with a focus on intense integration and coordination with other agencies and organizations (Attachment J).

The FTF Board is composed of nine governor-appointed and Senate-approved voting members, who are required to represent the geographic and political diversity of the state as well as demonstrate a commitment to early childhood development and health. In addition to these

voting members, the board includes as *ex-officio* members executive leaders from the three state agencies that administer public funds related to early childhood development and health — the Arizona Department of Health Services (DHS), the Department of Economic Security (DES), and the Department of Education (ADE). This multi-agency structure of the FTF Board underscores Arizona's commitment to develop a coordinated system of early learning, health and development, since the system's core elements (including child care subsidies, child care licensing, IDEA Parts B and C, and the Head Start Collaboration Office) are housed within these three agencies. The FTF Board is the organization's policy, oversight and leadership entity and has fiduciary authority for FTF's operation (see Attachment P for board member biographies).

The governance structure also includes 31 local Regional Partnership Councils (see Attachment TT for a map of these regions), each with 11 volunteer community members who either live or work in that region, including parents, tribal leaders, educators, health professionals, business leaders, philanthropists, and leaders of faith communities. Each regional council member represents a specific segment of the community that has a stake in ensuring our children grow up to be healthy, productive, thriving adults. Based on research, community input, and knowledge of their own communities, the councils study and determine local needs, explore options for evidence-based strategies to meet those needs, and recommend to the FTF Board which early childhood strategies to implement within their regions. The council members serve as leaders in their communities working in public policy, service integration, public awareness, and community development on behalf of young children and their families. Allocations to each regional council are calculated through a formula based on the number of children from birth through age five in each community, with weighted consideration given for children living in poverty. Regional allocations range from \$83,784 to \$15,502,513 in FY2012 (First Things First, 2011x – Attachment LL) Although Regional Partnership Councils have significant responsibility for determining program/service strategy, council priorities, and funding, the FTF Board is responsible for approving local funding and service plans and contracts with service providers and others. This approach, combined with statutorily required biannual research into regional needs and assets, a unifying “Program Planning and Implementation Model,” and constant tracking of performance against specified outcomes, goals and indicators, provide multiple

opportunities for meaningful, measurable improvements in outcomes for Arizona's young children.

During the past 18 months, FTF advanced Arizona's commitment to deep and broad change and success through a comprehensive and inclusive strategic planning process to design and gain consensus on a systems model and approach — including outcomes, goals, roles, and indicators. The process integrated deliberations from the FTF Board-appointed Arizona Early Childhood Systems Taskforce and three Board standing subcommittees on Early Learning, Health, and Family Support and Literacy. In addition, nearly 200 community stakeholders provided feedback through an online survey and a series of regional town halls. There also were two formal tribal consultations. The result was a comprehensive strategic plan with 20 priorities, nine of which were assigned to FTF, plus a slate of 10 School Readiness Indicators that were adopted in August 2011 (First Things First 2011g - Attachment N). The next step is to determine what data is available to measure the School Readiness Indicators, and develop a plan to collect and manage data not currently available. Simultaneously, the FTF Policy and Program Committee will recommend to the Board benchmarks that the state early childhood system should achieve for each indicator over the next 10 years. In addition, each regional council is charged with selecting a set of key indicators for its region and then supporting and investing in strategies to achieve its regional targets.

As was explicitly stated in the statute that created FTF (Attachment J), all of Arizona's 22 tribes are invited to play an active role in the program and governance of Arizona's emerging early childhood system. FTF's regional governance approach gives tribes significant autonomy and decision-making authority about whether and how they wish to be involved — either as separate councils, by participating in the designated geographical regions in which their tribal lands are located, or by opting out entirely. To date, 19 tribes have chosen to participate. Ten Arizona tribes and American Indian Nations elected to form a separate Regional Partnership Council, including the Cocopah Tribe, Colorado River Indian Tribe, Gila River Indian Community, Hualapai Tribe, Navajo Nation, Pascua Yaqui Tribe, Salt River Pima Maricopa Indian Community, San Carlos Apache Tribe, Tohono O'odham Nation, and White Mountain Apache Tribe. An additional nine tribes elected to participate in their geographic region. They are: Fort McDowell Yavapai Nation (Northeast Maricopa Regional Partnership Council), Ak-Chin Indian

Community (Pinal Regional Partnership Council); Tonto Apache Tribe (Gila Regional Partnership Council); Fort Yuma Quechan Tribe (Yuma Regional Partnership Council); Fort Mojave Tribe (La Paz/ Mohave Regional Partnership Council); Havasupai Tribe (Coconino Regional Partnership Council); Hopi Tribe (Coconino Regional Partnership Council); Kaibab-Paiute Tribe (Coconino Regional Partnership Council) and the Yavapai Apache Nation (Yavapai Regional Partnership Council) In addition, each FTF Regional Partnership Council whose geographic area includes tribal lands must have at least one tribal representative on their Regional Council.

In accordance with the language of the 2007 Head Start Reauthorization, in November 2008 the governor elected to designate FTF as the State Advisory Council (SAC). This option was selected because the tasks and activities of the SAC as outlined in the Head Start reauthorization, such as conducting regular statewide needs assessments and identifying opportunities for collaboration and coordination, are the same as those of FTF.

Proposed structure. To support the activities and investments proposed in this High-Quality Plan, we will build on the existing system governance infrastructure. We propose the creation of two new advisory structures linked directly to the FTF Board that complement and enhance existing structures. See Attachment Q for a graphic of the proposed organizational structure.

The state agency directors from the key child-serving agencies – ADE, DHS, and DES — stated in their MOUs (Attachment PPP) that they will become active members of the new **Interagency Directors' Coordinating Council**. The FTF CEO will convene and lead the group, which will also include a representative from the Governor's office. This group will provide an ongoing vehicle for facilitating interagency coordination on mutually agreed upon priorities, streamlining decision-making by bringing agency leadership together on an ongoing basis — thus, breaking down barriers to change and resolving conflicts. This group also will make decisions and recommendations about policy and data issues, grant finance, and programs and services. The Coordinating Council will serve as a forum for addressing a variety of issues that will arise, for example, dealing with pockets of resistance to desired system changes within large agencies; assigning leadership roles for parts of collaborative projects; agreeing on messages to be released on an issue; coordinating how to leverage state and/or philanthropic funds; modifying a lagging

timetable; choosing a kindergarten readiness assessment tool; and addressing less-than-productive working relationships. Beginning in February 2012, this group will meet every other month.

In addition, the FTF Board chairperson will establish and convene a **System Integration Taskforce**. It will be composed of state and local representatives from the PSAs, representatives from higher education, the House and Senate Education Committee leadership, key stakeholders, and advocates. This taskforce will be responsible for setting the strategic policies and program direction for the RTT-ELC initiatives through a coordinated planning process. It will monitor progress against the goals stated in the grant and subsequent planning and will recommend mid-course corrections and resolutions as new, unforeseen issues and challenges arise. It will serve as a conduit to external stakeholders, and help to spread to the local level the all-important collaborative approaches and relationships formed at the state level. Members will be appointed by the FTF Board and in their advisory capacity, will report their findings and recommendations to the Board. Beginning in spring of 2012, this group will meet quarterly.

Arizona's early childhood system already has a strong collaborative foundation. The FTF regional partnership council model is fundamental to the system Arizona is building. For the first time in Arizona's history, local voices are involved in decision making related to early childhood health and development. The regional partnership councils' commitment to the statewide system is illustrated by their response to this grant proposal – we are pleased to have received letters of strong support from all 31 councils throughout the state (Attachment GGG.) In addition to council members serving in local communities, local voices are represented on all FTF Board committees and the Board's three policy advisory committees for early learning, family support, and literacy and health. These councils are intentionally designed to provide a voice for providers, including Head Start, and parents of young children. In addition to reserving at least one seat on each council for the parent of a child from birth to age five, FTF seeks parent participation through regional parent summits and town halls. Parents are also given opportunities to participate in professional development opportunities — for example, FTF funded the parent representative from each regional council to attend the NAEYC conference in Phoenix in June 2010. Future plans for parent engagement include the development of a parent subcommittee of the FTF Family Support committee to focus specifically on issues of

importance to parents. In addition, the FTF Board, all 31 regional councils, and all committees must abide by all Arizona open meeting laws. This includes using a portion of meetings to provide an opportunity for any member of the public to provide written or oral commentary.

The expanded governance structure developed through this grant will enhance the regional delivery system by providing a systems approach model and template for use at the local level. Partnering state-level agencies will encourage their locally-based staff to engage in mutually beneficial projects. Conversely, state leaders will come to understand more fully the value of the local voice and presence in early childhood systems development. Councils will provide valuable input for important decisions at the state level, such as how to roll out a new program or policy change. Many system improvements, such as the secure data network, will be directly applicable to the councils' programs and planning processes.

Governance Culture and Dispute Resolution

Governance culture and dispute resolution. FTF spent significant time over the past three years assessing organizational culture, leadership, and decision making and developing clear and thorough statements of expected behavior. This work occurred at both the FTF Board and staff levels. In September 2008, the Board adopted a *Responsible Governance Statement* to guide their work (First Things First 2011j – Attachment R). Key tenets and expectations include practicing transparency and open dialogue, respecting others' opinions, being responsive to cultural differences, and making decisions constructively. Another document that formalizes organizational culture is the *Early Childhood Strategic Plan Roadmap*, revised in July 2008, which states that decision making is guided “by involving public and private partners and communities, [and] by focusing on desired outcomes for all children” (Attachment S).

In addition, as part of a recent intensive initiative to improve FTF's internal culture and performance, the staff developed a statement of *Actions, Beliefs and Performance* (First Things First, 2011y). This statement was the platform for an extensive set of cultural changes, including building skills in teamwork, conflict resolution, norms for meetings, building trust, and giving and receiving feedback, among others. One tool used in making these cultural changes is the availability of a written conflict resolution process, including the attached Conflict Resolution Process Checklist (First Things First, 2011k). Realizing group processes and relationships in

interagency groups are very critical to success, as lead agency for the RTT-ELC systems integration work, FTF will recommend that the new Interagency Directors’ Coordinating Council and System Integration Taskforce discuss and agree upon their own decision-making, conflict resolution and group processes, perhaps using the FTF tools and practices to inform their deliberations.

(A)(3)(b) Participating State Agency Commitment

Please see Table (A)(3)-1 for a list of participating state agencies and their governance-related role and responsibilities. Also refer to Attachment PPP for copies of all fully executed MOUs and Scopes of Work (SOW), which demonstrate each agency’s commitment to RTT-ELC alignment and coordination.

(A)(3)(c) Early Learning Intermediaries and Local Early Learning Councils Commitment

Please see Table (A)(3)-2 for a list of intermediary organizations and regional partnership councils, that have provided letters of intent or support. In addition see Attachments EEE through OOO for copies of all 138 letters.

(A)(3) High Quality Plan – RTT ELC Funded Components

Goal: Strengthen system integration and governance	
Key Milestones/Activities	Proposed Targets
Convene Interagency Directors’ Coordinating Council	First meeting in February 2012; group will meet every other month
Convene Systems Integration Taskforce	First meeting in March or April 2012; group will meet quarterly

Table (A)(3)-1: Governance-related roles and responsibilities	
Participating state agency	Governance-related roles and responsibilities
First Things First	<ul style="list-style-type: none"> • Fulfill MOU with all partner agencies • Provide system leadership by convening partners for system development and identification of roles and responsibilities • Interface with federal partners • Provide sustained funding for the conceptualization and implementation of key components of the early childhood system • Create, implement and participate in System Integration Taskforce and Interagency Directors' Coordinating Council • Fulfill all fiscal, fiduciary, and reporting requirements • Create or maintain internal early childhood cross-divisional taskforce • Provide all partners with transparent, timely, and accurate data and information related to grant administration, evaluation, and program monitoring and progress • Submit annual reports on RTT-ELC to the Governor's office and the State Board of Education
Department of Health Services	<ul style="list-style-type: none"> • Fulfill MOU with all partner agencies • Participate in System Integration Taskforce and Interagency Directors' Coordinating Council • Create or maintain internal early childhood cross-divisional taskforce • Provide all partners with transparent, timely, and accurate data and information related to grant administration, evaluation, and program monitoring and progress
Department of Economic Security	<ul style="list-style-type: none"> • Fulfill MOU with all partner agencies • Participate in System Integration Taskforce and Interagency Directors' Coordinating Council • Create or maintain internal early childhood cross-divisional taskforce • Provide all partners with transparent, timely, and accurate data and information related to grant administration, evaluation, and program monitoring and progress
Department of Education	<ul style="list-style-type: none"> • Fulfill MOU with all partner agencies

Table (A)(3)-1: Governance-related roles and responsibilities	
Participating state agency	Governance-related roles and responsibilities
	<ul style="list-style-type: none"> • Participate in System Integration Taskforce and Interagency Directors' Coordinating Council • Create or maintain internal early childhood cross-divisional taskforce • Provide all partners with transparent, timely, and accurate data and information related to grant administration, evaluation, and program monitoring and progress • Initiate and steward over process of solidifying kindergarten assessment governance
Other entities	
State advisory council on early childhood education and care	<i>FTF has been designated as Arizona's SAC — see above for governance related roles and responsibilities</i>
State Interagency Coordinating Council for Part C of IDEA	<ul style="list-style-type: none"> • Participate in System Integration Taskforce and Interagency Directors' Coordinating Council

Table (A)(3)-2: Early Learning Intermediary Organizations and local early learning councils (if applicable)	
List every Intermediary Organization and local early learning council (if applicable) in the state	Did this entity provide a letter of intent or support which is included in the Appendix (Y/N)?
Central Maricopa RPC (Regional Partnership Council)	Y
Central Phoenix RPC	Y
Central Pima RPC	Y
Cochise RPC	Y
Coconino RPC	Y
Cocopah Tribe RPC	Y
Colorado River Indian Tribe RPC	Y
Gila River Indian Community RPC	Y
Gila RPC	Y
Graham/Greenlee RPC	Y
Hualapai Tribe RPC	Y
LaPaz/Mohave RPC	Y
Navajo Nation RPC	Y
Navajo/Apache RPC	Y
Northeast Maricopa RPC	Y
North Phoenix RPC	Y

Table (A)(3)-2: Early Learning Intermediary Organizations and local early learning councils (if applicable)	
List every Intermediary Organization and local early learning council (if applicable) in the state	Did this entity provide a letter of intent or support which is included in the Appendix (Y/N)?
North Pima RPC	Y
Northwest Maricopa RPC	Y
Pascua Yaqui Tribe RPC	Y
Pinal RPC	Y
Salt River Pima RPC	Y
San Carlos Apache RPC	Y
Santa Cruz RPC	Y
Southeast Maricopa RPC	Y
South Phoenix RPC	Y
South Pima RPC	Y
Southwest Maricopa RPC	Y
Tohono O’odham Nation RPC	Y
White Mountain Apache Tribe RPC	Y
Yavapai Regional Partnership	Y
Yuma RPC	Y
Child Care Resource and Referral	Y
Arizona Head Start Association	Y
American Academy of Pediatrics – Arizona Chapter	Y
Child Care Resource and Referral	Y
Arizona Child Care Association	Y
Arizona Association for the Education of Young Children	Y
Association for Supportive Child Care	Y
<i>Including the letters noted in the above table, we have received 138 partner letters and letters of support from a wide range of community stakeholders, including philanthropic organizations, early childhood education organizations, public education advocacy organizations, business leaders, tribal leaders, faith leaders and elected officials. See Attachments EEE through OOO for these letters.</i>	

(A)(4) Developing a budget to implement and sustain the work of this grant. (15 points)

The extent to which the State Plan--

(a) Demonstrates how the State will use existing funds that support early learning and development from Federal, State, private, and local sources (e.g., CCDF; Title I and II of ESEA; IDEA; Striving Readers Comprehensive Literacy Program; State preschool; Head Start Collaboration and State Advisory Council funding; Maternal, Infant, and Early Childhood Home Visiting Program; Title V MCH Block Grant; TANF; Medicaid; child welfare services under Title IV (B) and (E) of the Social Security Act; Statewide Longitudinal Data System; foundation;

other private funding sources) for activities and services that help achieve the outcomes in the State Plan, including how the quality set-asides in CCDF will be used;

(b) Describes, in both the budget tables and budget narratives, how the State will effectively and efficiently use funding from this grant to achieve the outcomes in the State Plan, in a manner that--

(1) Is adequate to support the activities described in the State Plan;

(2) Includes costs that are reasonable and necessary in relation to the objectives, design, and significance of the activities described in the State Plan and the number of children to be served; and

(3) Details the amount of funds budgeted for Participating State Agencies, localities, Early Learning Intermediary Organizations, Participating Programs, or other partners, and the specific activities to be implemented with these funds consistent with the State Plan, and demonstrates that a significant amount of funding will be devoted to the local implementation of the State Plan; and

(c) Demonstrates that it can be sustained after the grant period ends to ensure that the number and percentage of Children with High Needs served by Early Learning and Development Programs in the State will be maintained or expanded.

The State's response to (A)(4)(b) will be addressed in the Budget Section (section VIII of the application) and reviewers will evaluate the State's Budget Section response when scoring (A)(4). In the text box below, the State shall write its full response to (A)(4)(a) and (A)(4)(c) and may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

Evidence for (A)(4)(a):

- The completed table listing the existing funds to be used to achieve the outcomes in the State Plan (see Table (A)(4)-1).
- Description of how these existing funds will be used for activities and services that help achieve the outcomes in the State Plan.

Evidence for (A)(4)(b):

- The State's budget (completed in section VIII).
- The narratives that accompany and explain the budget, and describes how it connects to the State Plan (also completed in section VIII).

<i>Narrative</i>

(A)(4) Developing a budget to implement and sustain the work of this grant.**A(4)(a): Demonstrate how the state will use existing funds that support early learning and development from Federal, State, private and local sources**

In FY2010, Arizona spent \$2,750,892,100 on early care and education (Burns & Associates 2011). As noted in Section (A)(1), the majority of these funds came from federal sources. Non-stimulus federal funding in FY2010 totaled \$2,038,944,800 – an additional \$263,935,600 in stimulus funds brought the total federal funding on early childhood in Arizona to \$2,302,880,300. State funding came to \$448,011,800, \$319,925,400 of which was from the state's general fund and \$128,086,400 of which came from other state sources, primarily First Things First.

As evidenced in the budget documentation associated with this proposal (and presented in the category line-item budget detail and reflected in project budgets under Section A), all state agencies and private philanthropy participating in our High Quality Plan have committed a total of \$761,907,202 million throughout the four-year grant period.

- First Things First: \$582,226,167 million
- Arizona Department of Education: \$30,916,660 million
- Arizona Department of Health Services: \$52,702,291 million
- Arizona Department of Economic Security: \$93,162,084 million

Arizona's philanthropic community is deeply committed to building supports for early care and education (see Invitational Priority #5 for a full discussion). Thirteen philanthropic organizations have committed, through letters of support, to Arizona's High Quality Plan (Attachment EEE). The Virginia G. Piper Trust, upon receipt of the grant, will formally consider a minimum investment of \$2.9 million to support the development of a statewide Kindergarten Entry Assessment, described further in section E1.

Section A—Successful State Systems

As the Lead Agency for this effort and as the State Advisory Council, FTF is charged with leading the ongoing development of a comprehensive statewide early childhood system. In addition to funds requested through RTT-ELC, FTF will dedicate all necessary administrative resources to system leadership, public input, stakeholder engagement and tribal consultation. By statute (Attachment J), FTF may spend no more than 10% of revenues collected - on administrative expenses. This includes staffing of the state board and 31 regional partnership councils and all costs associated with administering the funds collected through the tobacco tax. FTF is prepared to align administrative supports for the continued purpose of advancing this governance model. At 10% of revenue collections, FTF administrative accounts are projected to be:

FY2012: \$14,132,594

FY2013: \$12,960,000

FY2014: \$12,441,600

FY2015: \$11,943,936

Additionally, funds totaling more than \$2.5 million from grants awarded to the State Advisory Council through the Improving Head Start for School Readiness Act in 2007 and to FTF through the HHS Maternal and Child Health Bureau Early Childhood Comprehensive Systems grant are focused toward the development of Arizona's statewide early childhood model system and achievement of desired outcomes. Through work in ongoing stakeholder advisory committees, FTF has identified system priorities for the next three to five years, including indicators and benchmarks to measure progress on desired results. Funds are also used to support education and training on Arizona's AzELS and high quality early childhood program guidelines.

FTF's financial commitment includes investments to increase public awareness of the importance of early childhood, a requirement of the citizens' ballot initiative that created FTF. In April 2010, the FTF Board approved a comprehensive, statewide Strategic Communications Plan focused on this goal. Strategies implemented include community outreach targeted at specific audiences, as well as earned media and paid advertising. After one year of implementation, the percentage of Arizonans who ranked early childhood education as important or somewhat important increased from 76 % to 80%, including an increase from 15% to 18% in Arizonans who rank early childhood among their top two issues. In addition, the percentage of Arizonans

who strongly support the mission of First Things First (to ensure that all Arizona children birth to 5 have access to an early childhood development and health system that ensures they will arrive at kindergarten healthy and ready to succeed), increased from 33% to 47%. In FY2012, the strategies implemented have been modified to include a more targeted community outreach effort aimed at the K12, faith and business communities, as well as the expanded use of online and social media to engage community champions in building public awareness of the importance of early childhood. FTF has allotted \$5.9 million toward these efforts in FY2012; the vast majority of these funds come from the 31 regional councils statewide. Similar investments from regional councils are expected for the duration of the grant period.

Section B—High Quality, Accountable Programs

There are significant investments currently utilized in Arizona to ensure we are promoting high quality, accountable programs. Those funds include CCDF, CCDF Quality Set Aside, Quality First, Quality First Scholarships, FTF Preschool Expansion, Head Start, Title I and II of ESEA, Title V MCH Block Grant and Tobacco Education Fund.

CCDF and CCDF Quality Set Aside

The CCDF child care subsidy program, which has been funded through general fund appropriations and various federal funds, has traditionally been the largest state early care and education program. In addition to funding child care subsidies for eligible low income families, CCDF quality set aside dollars fund special initiatives to expand the supply of child care, improve parental access, and improve the quality of care. Specifically in Arizona, quality set-aside funds (\$7.4 million) are used for quality improvement for services for infants and toddlers, support for Child Care Resource and Referral (CCR&R), and school-aged care. Current contract recipients include: the Arizona Infant/Toddler Learning Institute (\$1.43 million), a free, comprehensive training for center and home based providers who care for infants and toddlers; the Arizona Self-Study Project (\$1.14 million), a quality improvement effort for child care centers, home-based child care settings and after school programs; and, Child Care Resource and Referral (\$1.9 million), free, statewide information for parents seeking child care as well as information for child care providers. Each of these efforts is designed to promote high quality, accountable programs.

Quality First , Quality First Scholarships, Preschool Expansion and related FTF Strategies

FTF has been investing in Quality First, Quality First Scholarships and Preschool Expansion since 2009. Budgets are developed by regional councils and approved by the state board each year. So, while exact funding for FY2013, FY2014 and FY2015 is not available, we expect a sustained and increased investment in these three initiatives. Allocations for FY2012 in these three areas total \$52.1 million. Additional support strategies to Quality First—Child Care Health and Infant/Toddler Mental Health Consultations total \$12 million in FY2012. These two programs will continue through the grant period.

In addition to direct access to the TQRIS, Quality First, FTF regional councils fund strategies to support specific populations. Funding in these areas for FY2012 (expected to continue throughout the grant period) include:

- Quality Child Care Expansion, Capital Expense: \$2.2 million
- Family Friend and Neighbor Care: \$2.6 million
- Inclusion of Children with Special Needs: \$1 million
- Summer Transition to Kindergarten: \$333,652

Head Start and Title I and II of ESEA

The Head Start Collaborative Office (Collaborative) is housed within ADE, under the leadership of the Deputy Superintendent for Early Education. Its role is to ensure that the Collaborative is a full partner in the early childhood system and specifically with Quality First.

The Early Childhood Education Unit at the Arizona Department of Education administers Title I and II of ESEA. In their budget narrative associated with this proposal, ADE has committed to linking and aligning these programs with Quality First. Estimated expenditures for the four-year grant period total \$40,635,871. These are estimated funds in future funding years because Arizona realizes that federal appropriations have not been made for programs described in future funding years. This application represents maintained funding levels as a basis for estimation knowing that these programs are a key to early learning efforts in Arizona. As appropriations are

made in subsequent project years, the other funds estimated for levels of effort in Arizona will be updated.

Tobacco Education Funds

Initially funded in 2010, ten Empower standards have been incorporated into Department of Health Services licensing. Empower standards address physical activity, limited screen time, nutrition, tobacco education of parents, smoke-free campuses and participation in the USDA Child and Adult Care Food Program. Providers who agree to the Empower standards receive a 50% reduction in their licensing fees. Child care providers must be an Empower provider to be considered for Quality First. Estimated expenditures for the four-year grant period total \$2.7 million.

FTF Evaluation

FTF has been funding various research and evaluation efforts since inception. The state board is steadfast in their commitment to Arizona voters that we will seek to measure impact and results and hold the organization accountable for outcomes. To that end, in FY2012 FTF has committed \$6.4 million toward research and evaluation studies, including a statewide, longitudinal external evaluation, a child care demand and capacity study, a child care compensation and credentials survey, an early care workforce study, and regular statewide and regional needs and assets assessments.

Section C—Promoting Early Learning and Development Outcomes for Children

To support the family engagement strategies proposed in section C4, FTF has allotted \$42 million in FY2012 toward family support. Strategies include community based literacy, crisis intervention, parent education curriculum, family resource centers, family support for children with special needs, family support coordination, food security, Birth to Five Helpline, home visitation (primarily Parents as Teachers, Nurse Family Partnership and Healthy Families), native language enrichment, community based parent education and parent kits for every parent of a newborn. We expect these investments to continue throughout the duration of the grant period.

The Arizona Department of Health Services was designated as the state agency to implement the Affordable Care Act (ACA) Maternal, Infant and Early Childhood Home Visiting (MIECHV) grant. Funds will be used to implement evidence based home visiting in identified high risk communities and to develop a statewide home visiting infrastructure. Total funds from this initiative across the four year grant period total \$52.8 million.

The Arizona Department of Economic Security administers a variety of family support services designed to ensure increased family stability, like Healthy Families (funded primarily through the Lottery) and the Arizona Early Intervention Program (AzEIP). Estimated total expenditures throughout the grant period total \$15.9 million. These are estimated funds in future funding years because Arizona realizes that federal appropriations have not been made for programs described in future funding years. This application represents maintained funding levels as a basis for estimation knowing that these programs are a key to early learning efforts in Arizona. As appropriations are made in subsequent project years, the other funds estimated for levels of effort in Arizona will be updated.

Section D—A Great Early Childhood Education Workforce

FTF has made a strong commitment to systemic professional development strategies since 2010 and will continue to throughout the next four years. Total FTF professional development allocations in FY2012 are: \$13.2 million, which includes funding for community based professional development, director/mentor training, FTF Professional REWARDS, learning labs, recruitment into the field, and T.E.A.C.H. We anticipate this level of support continuing throughout the grant period.

Section E—Measuring Outcomes and Progress

To support Arizona's High Quality Plan, the Virginia G. Piper Trust has agreed, upon receipt of the grant, to formally consider a minimum investment of \$2.9 million to support the development of a statewide Kindergarten Entry Assessment, which is described further in section E1.

The state has made significant investments around data collection within all four participating state agencies. In recent years, particular focus has been placed on linking data sets to allow program effectiveness and outcomes to be analyzed and assessed. For example, through ADE,

the state has invested significantly in the K-20 State Longitudinal Data System, a cornerstone of Governor Jan Brewer's education plan for Arizona and a key component of a P-20 system. As part of this effort, Arizona created the Arizona Data Governance Commission, which approved a \$4.6 million IT modernization effort within ADE. In addition, the efforts undertaken by FTF since its inception (and described earlier in this section) have provided the state with significant advancements around data collection with the birth to 5 continuum; linking partnering organizations data, providing portal access for data collection and viewing, and establishing pathways for both program and longitudinal analysis to be completed. Since state FY2008, FTF has invested more than \$6 million in IT, and is committed to supporting and improving its data systems.

A(4)(c): Sustainability Plans

The budget priorities, reflected in all budget documents attached to this proposal, reflect a sustained commitment to children 0-5 in Arizona. The largest single state revenue stream will be through First Things First. Each year, in perpetuity, FTF is statutorily (ARS § 8-1171) obligated to invest resources in:

- Improving the quality of early childhood development and health programs;
- Increasing access to quality early childhood development and health programs;
- Increasing access to preventive health care and health screenings for children through age five;
- Offering parent and family support and education concerning early child development and literacy;
- Providing professional development and training for early childhood development and health providers;
- Increasing coordination of early childhood development and health programs and public information about the importance of early childhood development and health.

In accordance with the governing statute, First Things First prepares budgets and expends revenue based on the previous year's actual tobacco tax revenue. This stable and fiscally responsible budgeting allows for careful planning each year at the state and regional council levels. This is also important because, by nature, tobacco revenue tends to fluctuate.

While the tobacco revenues are voter protected, they are not immune from eventual declines. First Things First has conducted extensive analysis to help project future revenues. In order to offset these eventual declines, the agency has planned to use an accumulated \$435 million fund balance which was intentionally built up during the first few start-up years to promote sustainability of FTF-funded programs/strategies. Going forward, expenditure levels will be stair-stepped down until they match anticipated revenue levels. In addition, with careful guidance from the FTF administration and finance committee, FTF is seeking to maximize investment income derived from current fund balances by working closely with the State Treasurer's office. It is anticipated these investment revenues will help create a sustained funding stream of more than \$4 million per year.

As directed by statute, First Things First has created a private gifts account, into which private grants, gifts and contributions can be deposited. The agency is developing the protocols associated with soliciting private gifts and engaging non-government fund sources to build up this private account in support of public-private ventures. The focus will be to attract national philanthropic support to Arizona.

Arizona's philanthropic community stands ready and eager to expand public-private partnerships to sustain the work proposed in this application (see Invitational Priority #5). Our philanthropic partners enthusiastically participated in the development of Arizona's High Quality Plan and are committed to supporting the proposed efforts (Appendix EEE). Through their statutorily required participation on each of the 31 regional partnership councils, Arizona's philanthropic community is integrally involved with early childhood development and health in every corner of our state.

Section A—Successful State Systems

As demonstrated in the signed MOU's and Scopes of Work, FTF and each Participating State Agency is committed to the ongoing success and integration of Arizona's early childhood system. Evidenced by the existing governance structure, the commitment to statewide accountability through a state board and local flexibility through 31 regional partnership councils, our High Quality Plan will continue to advance beyond the grant period. As evidenced

in our proposed budget, we have strategically focused on infrastructure and capacity building which will continue to yield results.

Section B—High Quality, Accountable Programs

As demonstrated in Section B, Arizona has made, and will continue to make, a significant investment in Quality First (TQRIS) to ensure all children, especially Children with High Needs, have access to high quality early learning environments. All of the essential elements of the system have on-going funding streams—Head Start, Title I Preschools, IDEA, public preschools and community-based providers. Quality First is the backbone of FTF’s mission and a sustained commitment to the system is anticipated. The investments outlined above to promote access to high quality care will continue (CCDF, Quality First Scholarships and Preschool Expansion).

Based on conversations with Arizona’s philanthropic community, we anticipate that a continued commitment to Family, Friend and Neighbor providers having the capacity and wherewithal to get certified and licensed will be a long-term philanthropic investment. Once these providers have been certified or licensed, they will be eligible for continued supports through Quality First.

Since training infrastructure, staff capacity and resources will be in place at DES and DHS, FTF will continue to partner with these state agencies to provide training and education updates for sustained support of licensing and certification staff.

Section C—Promoting Early Learning and Development Outcomes for Children

The Coaching Academy will continue as a core professional development model to Quality First under FTF after the grant period ends. In addition, with the AzELS, Infant/Toddler Guidelines and Program Guidelines integrated into all components of the high quality plan including Quality First, the Coaching Academy, and higher education early childhood coursework, educators will have the knowledge and necessary tools to incorporate them as the foundation of their programs. Through Quality First and the Coaching Academy, ADE will continue to provide ongoing training and education to ensure effective and appropriate use of the early learning standards and program guidelines. Continued staffing capacity necessary for sustained outcomes will be supported through our on-going investment in Quality First.

With the AzELS, Infant/Toddler Guidelines and Program Guidelines integrated into all components of the high quality plan, early care and education programs will have the tools and resources to implement effective and robust parent engagement strategies at the end of the grant period. Furthermore, the parent companion book to the guidelines will be made available to early care and education programs to use with their parents. FTF will continue to print copies for use by the coaches working with new programs enrolling in Quality First as part of the Coaching Academy.

Upon completion of the grant period, the infrastructure development, including curriculum development, print materials including books and DVDs and professional development for early childhood educators will be achieved for the tribal language preservation programs. The programs will be fully integrated into the early care and education programs with 100 percent of the early learning staff trained. First Things First Regional Councils and Tribes will determine effective approaches to continue the family engagement programs through tribal departments and working with tribal elders.

The Raising a Reader program costs will be substantially reduced from \$110 to \$52/family with the completion of the robust train the trainer model implemented during the grant period. This will allow for the integration of the model to continue locally through the FTF Regional Partnership Councils. We will continue to cultivate and sustain the strong philanthropic support for this program which has allowed it to reach 1,650 families in its first three years of implementation.

Section D—A Great Early Childhood Education Workforce

The goals described in D1 represent one time start-up costs that build the infrastructure for Arizona's professional development system. Once D1 activities are completed, FTF will work with intermediaries throughout the state to ensure the revised Workforce Knowledge and Competency Framework continues to be disseminated.

After successfully aligning degree programs and curricula across post-secondary institutions, the reformed degree progression will be sustained through the ongoing revenue infrastructure built

into the higher education system. Continued FTF investment in T.E.A.C.H. Early Childhood Arizona scholarships will provide tuition revenue to sustain the degree programs.

The system of technical support centers will be sustained by a collaborative sustainability plan developed during the first three years of RTT-ELC. FTF Regional Partnership Councils are eager to invest FTF regional funds in professional development efforts, but want to invest in a more cohesive, accountable system than what currently exists. Thirteen councils currently invest in professional development projects other than T.E.A.C.H. scholarships and Professional REWARDS. These professional development allotments in 2011 approached \$4 million (\$3,869,508). We anticipate a much stronger investment across more councils with the establishment of our proposed cohesive system. Even so, the amount currently invested in isolated strategies is sufficient to sustain the Regional TA Centers. As described in Selection Criteria D2, Arizona's philanthropic community is eager to invest in early childhood professional development and we will develop a public-private sustainable funding strategy to fund the centralized TA center, beginning in Year 4 of the grant period.

Section E—Measuring Outcomes and Progress

Once a statewide Kindergarten Entry Assessment is adopted and the initial training teachers and administrators is complete, the Arizona Department of Education will have responsibility for annual administration. Annual KEA administration costs are estimated at \$1.2 million (90,000 kindergarten children; \$11-\$13/child [based on current per/child costs to assess preschool children using the state-approved assessment instrument, and costs to districts who currently use comprehensive formative assessments in K-12], plus training and maintenance costs). School districts and other LEAs will share in the cost of annual administration. Arizona school districts are mandated by statute to assess reading in kindergarten. Further, most schools and districts already invest district funds in some form of kindergarten readiness or entry assessment. To ensure sustainability, the state, through annual contributions of \$400,000 each by First Things First and ADE (total \$800,000), will offset approximately 60% of costs to school districts and other LEAs. According to ADE school count data, Arizona has approximately 1205 schools with

kindergarten classes. With the combined FTF and ADE contribution, estimated costs will average less than \$350 per school.

With the deployment of the early childhood learning data system and secure data network to access, transfer and exchange data among PSAs complete, it will be the role of Participating State Agencies to support the ongoing maintenance of the system. It is expected that equipment costs and development efforts will be minimal and will focus on refinements, routine monitoring and maintenance of databases and networks through which data is accessed, transferred and exchanged. As part of each Participating State Agency's commitment to the ongoing success of this project beyond its project period, sustainability planning in the final year will focus on transitioning and incorporating system support into existing database administrators, technical support and development staff.

Table (A)(4) – 1 Existing other federal, state, private, and local funds to be used to achieve the outcomes in the state plan.

Source of Funds	Fiscal Year 2012	Fiscal Year 2013	Fiscal Year 2014	Fiscal Year 2015	Total
ADE	\$7,729,165	\$7,729,165	\$7,29,165	\$7,729,165	\$30,916,660
DES	\$23,290,521	\$23,290,521	\$23,290,521	\$23,290,521	\$93,162,084
DHS	\$15,116,630	\$13,061,887	\$12,461,887	\$12,061,887	\$52,702,291
FTF	\$150,966,167	\$150,130,000	\$150,130,000	\$131,000,000	\$582,226,167
Philanthropic*	725,000	725,000	725,000	725,000	2,900,000

Note: Projections for DHS and FTF are actual; figures for out years for ADE and DES are flat-lined since actual budgets are not yet known, and rather than show some projected small percentage differential in out years it was determined that a flat line projection provide a level of effort view that was neither overly optimistic or pessimistic.

**Philanthropic note: The Virginia G. Piper Charitable Trust has been working closely in the development of the Arizona Race to the Top Early Learning Challenge application. The Trustees have reviewed the narrative application and budget and if Arizona should receive an award, the Trustees would formally consider an investment to ensure that the resources are available to support and enhance the statewide Kindergarten Assessment. If awarded, funds currently requested will be reallocated to another effort within this application scope of work prior to the end of the 90 day review period. The funds associated with support for Virginia G. Piper's involvement are also shown in Other Funds under the budget materials for the Arizona*

Table (A)(4) – 1 Existing other federal, state, private, and local funds to be used to achieve the outcomes in the state plan.

Department of Education.

B. High-Quality, Accountable Programs

(B)(1) Developing and adopting a common, statewide Tiered Quality Rating and Improvement System. (10 points)

The extent to which the State and its Participating State Agencies have developed and adopted, or have a High-Quality Plan to develop and adopt, a Tiered Quality Rating and Improvement System that--

(a) Is based on a statewide set of tiered Program Standards that include--

- (1) Early Learning and Development Standards;
- (2) A Comprehensive Assessment System;
- (3) Early Childhood Educator qualifications;
- (4) Family engagement strategies;
- (5) Health promotion practices; and
- (6) Effective data practices;

(b) Is clear and has standards that are measurable, meaningfully differentiate program quality levels, and reflect high expectations of program excellence commensurate with nationally recognized standards¹⁶ that lead to improved learning outcomes for children; and

(c) Is linked to the State licensing system for Early Learning and Development Programs.

In the text box below, the State shall write its full response to this selection criterion. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included

¹⁶ See such nationally recognized standards as:

U.S. Department of Health and Human Services. (2009). Head Start Program Performance Standards. Washington, DC: U.S. Department of Health and Human Services. PDF retrieved from: 45 CFR Chapter XIII - 1301-1311 http://eclkc.ohs.acf.hhs.gov/hslc/Head%20Start%20Program/Program%20Design%20and%20Management/Head%20Start%20Requirements/Head%20Start%20Requirements/45%20CFR%20Chapter%20XIII/45%20CFR%20Chap%20XIII_ENG.pdf

U.S. Department of Defense. DoD Instruction 6060.2, Child Development Programs (CDPs), January 19, 1993, certified as current August 25, 1998 (to be updated Fall 2011). Washington, DC: U.S. Department of Defense. Retrieved from:

http://www.militaryhomefront.dod.mil/portal/page/mhf/MHF/MHF_DETAIL_1?section_id=20.60.500.100.0.0.0.0.0.0¤t_id=20.60.500.100.500.60.60.0.0

American Academy of Pediatrics, American Public Health association, and National Resource Center for Health and Safety in Child Care and Early Education. (2011) Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and education Programs. Elk Grove Village, IL; American Academy of Pediatrics.

relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Evidence for (B)(1):

- The completed table that lists each set of existing Program Standards currently used in the State and the elements that are included in those Program Standards (Early Learning and Development Standards, Comprehensive Assessment Systems, Qualified Workforce, Family Engagement, Health Promotion, Effective Data Practices, and Other), (see Table (B)(1)-1).
- To the extent the State has developed and adopted a Tiered Quality Rating and Improvement System based on a common set of tiered Program Standards that meet the elements in criterion (B)(1)(a), submit--
 - A copy of the tiered Program Standards;
 - Documentation that the Program Standards address all areas outlined in the definition of Program Standards, demonstrate high expectations of program excellence commensurate with nationally recognized standards, and are linked to the States licensing system;
 - Documentation of how the tiers meaningfully differentiate levels of quality.

<i>Narrative</i>

(B)(1) Developing and adopting a common, statewide Tiered Quality Rating and Improvement System

Arizona has adopted and implemented a common, statewide Tiered Quality Improvement and Rating System (TQRIS) as our bold education reform strategy to achieve results for children so they are ready to be successful in school at kindergarten entry. Our TQRIS, called Quality First, fuses the best practices and program standards gleaned over the past decade from our own local models and high-performing TQRIS models developed in other states.

Education reform to promote school readiness in Arizona has a long history of advocacy and investment in early care and education from the public and private sectors. As early as the 1980s,

Arizona had a local quality rating and improvement program called Upgrading Preschool Programs (UPP). Local early childhood education leaders assisted in the development of the NAEYC accreditation standards and system, and served on the first national Accreditation Commission to make accreditation decisions. In 1994, the Arizona State Legislature authorized funding \$22.5 million to state agencies for Success by Six, which partnered state agencies with community-based organizations to promote early childhood development, health, and kindergarten readiness.

In 2004, the United Way of Tucson and Southern Arizona received a two-year, \$1 million Early Learning Opportunities Grant from the U.S. Department of Health and Human Services to improve children's learning conditions by implementing a Quality Rating System (QRS) for child care centers, professional development for child care center staff, and education programs for parents. Concurrently, former Governor Janet Napolitano appointed 32 Arizona citizens to the Arizona School Readiness Board, which developed a five-year action plan to enable all children to enter first grade safe, healthy, and ready to succeed (Arizona State Board on School Readiness, Governor's Office for Children, Youth and Families, 2004 - Attachment B). This action plan included statewide expansion of the QRIS that was piloted in southern Arizona. FTF (Early Childhood Development and Health Board) subsequently funded the refinement and growth of Arizona's voluntary TQRIS, Quality First.

Quality First is a comprehensive, outcome-based framework that makes high-quality early childhood programs accessible to help all children under five, especially children ages 3–5 with high needs, prepare for school. Quality First providers must be licensed or certified by the state or by one of Arizona's 22 federally recognized tribes or military installations. In the 2009 initial rollout, 300 early learning and development programs statewide were enrolled. Just one year later, that number doubled and a study was conducted to test the newly developed rating component of the system. On July 1, 2011, after two years of analysis, Arizona fully launched Quality First, assessing early childhood education on a rigorous 5-star scale and providing quality resources to support children's early learning (First Things First, 2011 - Attachment T).

Arizona has aggressively ramped up program participation in our TQRIS. Indeed, in just two years of implementation, 750 early learning and development programs are already participating in Quality First, representing more than 20 percent of state regulated Early Learning and Development Programs and 11 percent of family child care homes. Arizona already compares favorably with other states that have been implementing TQRIS for 10 years in the percentage of participating Early Learning and Development Programs enrolled (Mathematica Policy Research, Inc. & Child Trends, 2010). Arizona also has the highest participation of tribal programs enrolled in a state TQRIS in the U.S. Department of Health and Human Services Administration for Children and Families Region IX (Suki Graves, personal communication, September 2011). More than 180 additional programs will be added before June 2012, totaling almost 1,000 participating programs (more than one-third of all the licensed child care providers in Arizona). The Quality First model has six interconnected components that support programs that serve Children with High Needs. These components are described throughout this application beginning on the noted pages:

1. Rigorous initial and ongoing program assessment - Section (B)(3)
2. A star rating system that builds on state licensure requirements and uses national and state standards to define enhanced, tiered-quality levels – Section (B)(1)
3. On-site, individualized coaching to help establish and reach quality goals – Section (B)(4)
4. Financial incentives to support quality improvement – Section (B)(4)
5. Professional development through scholarships and financial incentives for early childhood education and development coursework in college degree programs – Section (B)(2) and (B)(4)
6. Child care health consultation – Section (B)(4)
7. Beginning July 1, 2012, Quality First will also include specialized technical assistance in the areas of early childhood mental health, inclusion of children with special needs, and targeted instructional support – Section (B)(4) – as well as financing for low-income children through Quality First Scholarships – Section (B)(2) – as adopted by the FTF state board in June 2011.

8. A customized Quality First data collection and reporting system provides timely information and data analysis, and functions as a hub for documentation and coordination of ongoing services for participants – Section (E)(2).

(B)(1)(a) Statewide Tiered Program Standards

Quality First tiered program standards (First Things First, 2011z - Attachment MM) are developed based on national and Arizona state standards.

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 high-needs in urban, rural, and tribal communities. Section C1 provides a detailed description of these high-quality standards and evidence to support they are developmentally, culturally, and linguistically appropriate and address all essential domains of school readiness. Copies of the documents are included as Attachments in the Appendix as noted below. The standards continuum is incorporated across the Quality First star tiers and includes:

- Arizona Early Learning Standards for ages 3–5 years: Developmentally, culturally, and linguistically appropriate, covering all Essential Domains of School Readiness (First Things First, 2011aa - Attachment OO). The Arizona Early Learning Standards include seven standards: Social Emotional; Language and Literacy; Mathematics; Science; Social Studies; Physical Development, Health and Safety; and Fine Arts. (Adopted by the State Board of Education, 2005 - Attachment F). These standards are aligned with Arizona Academic Standards for Kindergarten (ADE) and will be further aligned in 2012 with the common core state standards in kindergarten in English language arts and mathematics (First Things First, 2011r- Attachment CC for Revision and Realignment Implementation Plan.)
- Arizona Infant/Toddler Developmental Guidelines for ages birth–3 years: Developmentally, culturally, and linguistically appropriate, covering all Essential Domains of School Readiness (First Things First, 2011aa - Attachment OO). These guidelines include four standards: Social Emotional/Approaches to Learning; Language Development and Communication;

Cognitive Development; and Physical and Motor Development. These guidelines will be adopted by FTF and the State Board of Education by April 2012. (First Things First, 2011t – Attachment EE; Arizona Department of Education, 2011a - Attachment NN for implementation plan.)

Comprehensive Assessment System

Quality First has a coordinated, comprehensive assessment system that incorporates standards for using multiple valid and reliable assessments:

Standards for Screening Measures are incorporated at the 3–5 star tiers as evidenced in the Quality First Points Scale (First Things First, 2011c – Attachment G). Programs implement screening measures and may select valid and reliable tools used for developmental and sensory screening, and when necessary, families are referred for appropriate follow-up and services. Quality First coaches can assist programs in choosing their screening tools and provide information on community-based programs available to families for possible referrals.

Standards for Formative Assessment are incorporated at the 3–5 star tiers as evidenced in the Quality First Points Scale. Programs are required to assess children’s growth and development in all domains of school readiness through a variety of integrated methods including screenings, observational records, work samples, and documentation provided by families. Teaching Strategies Gold (The Center for Educational Measurement and Evaluation, 2010) was approved as a valid and reliable assessment by the State Board of Education in 2010 for use in all federal and state funded preschool education programs, and has been adopted by Arizona Head Start programs. FTF is reviewing its adoption as a common assessment in Quality First.

Measures of Environmental Quality are incorporated in all of the star tiers and assessed through the valid and reliable Environmental Rating Scales (ERS) (Harms, T. H., Clifford, R.M., & Cryer, D., 2005). Center-based programs are assessed using the Infant Toddler Environmental Rating Scale and the Early Childhood Environment Rating Scale. Family childcare providers are assessed using the Family Child Care Environment Rating Scale.

Measures of the Quality of Adult-Child Interactions are incorporated in the 3–5 star tiers and assessed using the Classroom Assessment Scoring System (CLASS) (Pianta, R.C., La Paro, K.M. and Hamre, B. K., 2008), a reliable and valid instrument used in both center-based and family child care homes that have enrolled children between the ages of 30 months and 5 years of age.

An additional tool, the Quality First Points Scale (First Things First, 2011c - Attachment G), is an assessment instrument designed by FTF to identify program standards and assess the incorporation of these standards through review of portfolio documentation in three evidence-based quality areas not fully addressed in the ERS or CLASS:

- **Staff Qualifications:** educational degrees and/or college credits completed in early childhood education or related fields; and early childhood experience of the director or assistant director, lead teachers, assistant teachers, and family child care providers.
- **Administrative Practices:** ratios of adults to children and maximum group size for center- and home-based providers; and continuity of care and teaching staff among the director or assistant director, lead teachers, and assistant teachers in center-based settings.
- **Curriculum and Child Assessment:** alignment of curriculum and ongoing, developmentally appropriate child level screening and assessment using the Arizona Early Learning Standards and Infant/Toddler Developmental Guidelines; communication with families on child activities and progress.

Based on a review of the national research on quality indicators, the Point Scale was developed to include indicators with evidence of predicting quality in early learning programs (Mashburn, et al., 2008). All indicators within the three quality areas are those with clearly identifiable documentation requirements.

Early Childhood Educator Qualifications

Quality First early childhood educator qualifications are based on the National Association for the Education of Young Children's (NAEYC) recommended early childhood educator qualifications (National Association for the Education of Young Children, 2007; National Association for the Education of Young Children & National Association of Early Childhood Specialists in State Departments of Education, 2002) and the Arizona Program Guidelines for High Quality Early Education. A tiered, phased-in approach for achieving these quality program standards was integrated into Quality First as evidenced in the Quality First Points Scale. The early childhood educator qualifications are intended to strengthen Arizona's historically minimal childcare licensing qualifications, which don't require educators to have higher education. Current licensing regulations require a minimum of a high school diploma with 24 months of childcare experience, or 60 hours of training in early childhood or a related field (Ariz. Code. R9-5-101 *et seq*).

In 2008, prior to Quality First, only 13 percent of assistant teachers and 24 percent of lead teachers in Arizona had at least an AA degree or Child Development Associate (CDA) credential, and only 27 percent of early learning and development program employers required some college or a degree (Children's Action Alliance, Division for School Readiness Governor's Office for Children, Youth and Families & First Things First, 2008). Increased educational requirements are being phased in over a four-year period to move Arizona early childhood educators forward using a rapid, but realistic, timetable so that by July, 2015, the minimum requirement is that 50 percent of early childhood educators must meet the baseline requirement and 25 percent must have an A.A. or A.A.S in early childhood, or an A.A. or A.A.S. that includes at least 15 credit hours in early childhood. See Attachment G for a detailed description of educator qualifications at the various point levels.

Family Engagement Strategies

Program standards for family engagement strategies are based on the Social Studies Standard in the Arizona Early Learning Standards (Arizona Department of Education, 2005 - Attachment F, pg. 7) and the Family Engagement and Support and Linguistic and Cultural Integration Guidelines in the Program Guidelines for High Quality Early Education (First Things First, 2011f -Attachment M, pg. 37-42).

The standards at 1–2 star tiers require that families be greeted upon arrival at school and departure and receive regular information from the early childhood educator. Families must also be included in planning processes, such as development of their child’s Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP). Standards at the 3–5 star tiers require a written process for sharing curriculum with families and scheduling parent-teacher conferences at least once a year (two points); involving families in transitions from home to early care, between environments, and from preschool to kindergarten, and including families’ feedback in the formative assessment process (four points); and the additional requirement for parent-teacher conferences and social service referrals for children with high-needs (six points).

Health Promotion Practices

Program standards for health promotion practices are integrated across all star tiers through the requirement that licensed programs meet health, nutrition, and physical activity standards in the nationally-recognized EMPOWER Program, administered through the Department of Health Services (DES), Office of Child Care Licensure (Arizona Department of Health Services, n.d. – Attachment V)). These standards address screen time, healthy meals, and activities to promote children’s healthy weight. Arizona’s EMPOWER standards have been recognized in a study of state child care regulations by the National Research Center for Health and Safety in Child Care and Early Education as scoring among the three highest states for these health promotion areas (Glassy 2011).

Additionally, Standard 6.0 of the Arizona Program Guidelines for High Quality Early Education (First Things First, 2011f – Attachment M, pg. 43-45) provides guidelines for: Health Status of Children, Resource and Information for Families, Nutrition and Healthy Meals, and Sun and Water Safety — particularly critical in the hot and dry Arizona climate.

Effective Data Practices

Program standards for effective data practices (National Research Council, 2008; National Early Childhood Accountability Task Force, 2007) are incorporated at the 3-5 star tiers. Programs must align curriculum plans and instructional practices with individualized learning objectives based

on each child's documented assessment data. Additionally, data is used to enhance communication and planning with families.

Data from the Measures of Environmental Quality and the Measures of the Quality of Adult-Child Interactions are used to help early childhood programs improve. Upon each program's completion of the assessment, the coach and program work together to develop an improvement plan based on strengths and areas of need indicated in the assessments, as well as observations of the coach, program staff, and child care health consultant.

Administrative Practices: Ratios and Group Sizes

Findings from the National Institute of Child Health and Human Development indicate that the fewer children an adult is caring for, the better the observed quality of that care and the better the children's developmental outcomes (Eunice Kennedy Shriver National Institute of Child Health and Human Development, 2006). Quality First incorporates administrative program standards at higher quality than licensing regulations for adult-child ratios and maximum group sizes at the 3-5 star tier as evidenced in the Quality First Points Scale. See Appendix X for a detailed description of the administrative standard.

(B)(1)(b) Measurable Differentiated Program Quality Levels

Quality First program quality levels are defined on the Quality First Rating Scale (First Things First, 2011 - Attachment T) and determined by the combination of scores on the ERS, CLASS (beginning at 3-star level), and Quality First Point Scale (beginning at 3-star level) instruments. Arizona's combination rating scale structure means all the program standards in one level of the rating scale must be met before moving on to the next level. The result is a score that aligns with a star rating between 1 and 5 indicative of differentiated levels of quality. Meeting program standards at the 1-2 star tiers indicates a commitment to improving environmental quality beyond basic regulatory requirements, but does not indicate a program has met quality standards. Arizona's TQRIS standards are largely differentiated between the 2 and 3 star level because at the 3-star level programs must meet standards measured by two additional assessment instruments, the CLASS and Quality First Points Scale. Programs rated at the 3-5 star level are considered quality programs because they have met standards for environment, staff

qualifications, adult and child interactions and curriculum alignment to state early learning and development standards — all indicators of quality shown to result in educational outcomes for children that are indicative of school readiness and educational success (Pianta, La Paro & Hamre, 2008). The Quality First Tiered Program Standards document the differentiated measures between each quality star tier (Attachment MM).

(B)(1)(c) Linkage between Quality First and the State Licensing System

The Arizona regulatory system for early learning and development programs addresses basic health and safety standards but does not include standards for high-quality practices that achieve results in preparing children for school success. Quality First builds upon these licensing regulations to define essential standards and indicators of quality early learning and development programs. These include safe, enriching environments; positive instructional practices and interactions between children and adults; highly qualified staff; small class sizes; and a comprehensive curriculum that includes ongoing, developmentally appropriate assessment aligned with Early Learning and Development Standards and Program Standards described in the prior section and in Table (B)(1).

State, tribal, or military regulation of early learning and development programs provides the entry to and is considered the eligibility foundation for Quality First. Participating programs are required to be licensed or certified by the Arizona Department of Health Services, DES, tribal authority or military government. To ensure that programs maintain regulatory status, agreements enable state agencies to share regulatory information, including certification suspensions, and contractual and licensing violations. Quality First and the state licensing systems also collaborate on professional development on TQRIS policies and standards. Additionally, Quality First supports licensing as the foundation of the TQRIS by paying between 50 to 100 percent of licensure fees for programs regulated by the state, depending on their quality level.

Table (B)(1)-1: Status of all Program Standards currently used in the state							
List each set of existing Program Standards currently used in the state; specify which programs in the state use the standards	Program Standards Elements¹⁷ <i>If the Program Standards address the element, place an "X" in that box</i>						
	Early Learning and Development Standards	Comprehensive Assessment Systems	Qualified workforce	Family engagement	Health promotion	Effective data practices	Admin. practices
<u>Quality First Program Standards</u> <i>(Attachment MM)</i> All regulated Early Learning and Development Programs enrolled in Quality First including child care centers, family child care home, private, state and federally funded preschool programs	X	X	X	X	X	X	X

Table (B)(1)-1: Status of all Program Standards currently used in the state							
List each set of existing Program Standards currently used in the state; specify which programs in the state use the standards	Program Standards Elements¹⁷ <i>If the Program Standards address the element, place an "X" in that box</i>						
	Early Learning and Development Standards	Comprehensive Assessment Systems	Qualified workforce	Family engagement	Health promotion	Effective data practices	Admin. practices
<u>Arizona Program Guidelines for High Quality Early Education (Attachment M)</u> All regulated Early Learning and Development Programs including child care centers, family child care home, private, state and federally-funded preschool programs	X	X	X	X	X	X	X
<u>Arizona State Child Care Licensing Standards (Attachment U)</u>	-	-	X	-	X	-	X

(B)(2) Promoting participation in the State's Tiered Quality Rating and Improvement System.
(15 points)

The extent to which the State has maximized, or has a High-Quality Plan to maximize, program participation in the State's Tiered Quality Rating and Improvement System by--

(a) Implementing effective policies and practices to reach the goal of having all publicly funded Early Learning and Development Programs participate in such a system, including programs in each of the following categories--

(1) State-funded preschool programs;

(2) Early Head Start and Head Start programs;

(3) Early Learning and Development Programs funded under section 619 of part B of IDEA and part C of IDEA;

(4) Early Learning and Development Programs funded under Title I of the ESEA; and

(5) Early Learning and Development Programs receiving funds from the State's CCDF program;

(b) Implementing effective policies and practices designed to help more families afford high-quality child care and maintain the supply of high-quality child care in areas with high concentrations of Children with High Needs (*e.g.*, maintaining or increasing subsidy reimbursement rates, taking actions to ensure affordable co-payments, providing incentives to high-quality providers to participate in the subsidy program); and

(c) Setting ambitious yet achievable targets for the numbers and percentages of Early Learning and Development Programs that will participate in the Tiered Quality Rating and Improvement System by type of Early Learning and Development Program (as listed in (B)(2)(a)(1) through (5) above).

In the text box below, the State shall write its full response to this selection criterion. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Additionally, the State must provide baseline data and set targets for the performance measure under (B)(2)(c).

<i>Narrative</i>

(B)(2) Promoting participation in the State's Tiered Quality Rating and Improvement System

Program participation in Quality First is voluntary and open to all state, military and tribal regulated Early Learning and Development Programs including for-profit and nonprofit child care centers, family child care homes, faith-based programs, state and federally funded programs, including Title I, IDEA part B and C, Head Start, Tribal Head Start and Early Head Start, and programs funded with CCDF.

In its initial implementation, Quality First strategically prioritized the selection of Early Learning and Development Programs based on the population of Children with High Needs that were served by the program, including: a high percentage of children from low-income families receiving a CCDF child care subsidy or free or reduced lunch; children with a developmental delay or disability in an inclusive setting; targeted enrollment for homeless children and teen parents; and children enrolled whose primary language is Native American, Spanish or another primary language other than English. Programs serving children in tribal communities were targeted as well. Arizona has continued to work with tribal councils in a variety of ways, including written formal agreements and compliance with tribal employment standards to ensure that tribal Early Learning and Development Programs are able to participate. Currently, 39 tribal programs participate in Quality First, which amounts to 5 percent of all the participating programs.

Families that access Early Learning and Development Programs in Arizona use a variety of settings, and many children participate in regulated programs in Head Start and in programs receiving CCDF, as evidenced in Table (A)(1)-3. We also know that many low-income children, English language learners, immigrant children, and children on tribal lands receive care and education in unregulated FFN care. Nationally, almost 42 percent of children in out-of-home care spend all or part of their days in a home-based rather than center-based setting (Kids Count

2006). Of these children in FFN settings, about 39 percent come from low-income families. Research shows that young, single, and low-income Latina and African American mothers are most likely to choose an FFN setting for their children, second only to parent-only care (Porter & Kearns, 2005; Brandon 2005; Brandon, 2005). Infants and toddlers are more likely than preschool-aged children to receive care in FFN settings (Brandon, 2005). Most FFN settings — like most center-based settings — score poorly on standardized observation measures. But there is evidence that FFN settings do as well or better than center-based settings in regards to caregiver-child interaction (Porter & Kearns, 2005).

Children who are English language learners are less likely than English speakers to have access to early learning and development programs, in part because their parents are more likely to have low levels of English proficiency and less likely to be aware of how to access these programs. As a result, many of our English language learners receive care in informal, unregulated settings as opposed to center-based care (Kids Count, 2005).

(B)(2)(a) Implementing Effective Policies and Practices

Arizona has already implemented the following aggressive policies and TQRIS incentives and supports to maximize program participation in Quality First.

School Readiness Indicators and Benchmarks for TQRIS Participation. On August 29, 2011 the State Advisory Council (FTF Board) made one of the most significant policy decisions that will accelerate our efforts to maximize program participation in Quality First. The Board approved 10 School Readiness Indicators (First Things First, 2011bb - Attachment AA), four of which specifically measure our progress through Quality First in achieving results in essential domains of readiness, program quality, program and child participation, and affordable access:

- #/% children demonstrating school readiness at kindergarten entry in the developmental domains of social-emotional, language and literacy, cognitive, and motor and physical
- #/% of children enrolled in an early care and education program with a Quality First rating of 3–5 stars
- #/% of children with special needs enrolled in an inclusive early care and education program with a Quality First rating of 3-5 stars

- #/% of families that spend no more than 10 percent of the regional median family income on quality care and education programs with a Quality First rating of 3-5 stars

In November 2011, the board's subcommittees on children's health, early learning and family support and literacy will reconvene to develop aggressive, yet achievable benchmarks (performance measures) on all 10 indicators that will be monitored at the statewide and local regional council level for the next three years. These accountability measures related to the TQRIS are developed to maximize participation of all of the following early learning and development programs: state-funded preschool programs; Early Head Start and Head Start programs; programs funded through IDEA part B, 619 and part C; Title I programs; and programs funded through CCDF.

TQRIS Service, Support and Incentive Package

Currently, Quality First provides one of the most comprehensive and highly incentivized TQRIS models in the country, according to the national *Compendium of Quality Rating Systems and Evaluations* (Mathematica Policy Research, Inc. & Child Trends, 2010). Direct supports include individualized asset-based coaching, child care health consultation, T.E.A.C.H. educator scholarships and financial incentives and rewards ranging from \$16,000 per participating program in large center-based programs to \$4,000 per participating program in small family child care homes. Arizona also is the only state (according to the *Compendium*) that pays a portion of the programs' licensing fees directly to the licensing agency, depending on the assessed level of quality. Through state FY2012, Arizona has allocated more than \$56 million for Quality First (with an additional \$58 million allocated through FY2012 for quality supports outlined below and in section B4); the average center-based program cost benefit is \$30,000 and home-based program benefit is \$23,000 (Table 1).

Table 1: Total Quality First Cost Benefit to Participating Programs

Quality First Model	FY2012 Total Average Benefit		FY2013 Total Average Benefit	
	Centers	Homes	Centers	Homes
Quality First Services (current)	\$29,800	\$21,250	\$30,556	\$23,082

Quality First Services Expansion (FY2012 only)	\$31,600	\$22,750		
Quality First Services and Scholarships (begin FY2013)			\$70,937	\$28,747

Participating programs have access to specific consultation in the areas of infant/toddler mental health, the inclusion of children with developmental delays or disabilities, and Arizona's early childhood educator compensation and retention program (Professional REWARDS). Several of these supports are described below. For a complete list of the Quality First model of supports and incentives (First Things First, 2011m), see Attachment W and Section B4. These incentives and supports in TQRIS are implemented to directly maximize participation of all of the following Early Learning and Development Programs: state-funded preschool programs; Early Head Start and Head Start programs; programs funded through IDEA part B, 619 and part C; Title I programs; and programs funded through CCDF.

Professional REWARDS

Professional REWARDS is an early childhood educator compensation and retention program that offers a financial incentive to early learning and development program professionals working with children under age 5. The program acknowledges and rewards progressive education, educational attainment and commitment to continuous employment at an Early Learning and Development Program regulated by a federal, state or tribal authority. Approved early learning educators receive a financial incentive ranging from \$300 to \$2,000, based on their education. Through FY2012, FTF has allotted \$7.3 million to Professional REWARDS, and more than 1,700 stipends have been paid to early educators statewide since the program began in 2010 (Valley of the Sun United Way, 2011).

T.E.A.C.H. Early Childhood[®] Arizona Scholarships

As part of their enrollment package in Quality First, every early childhood center receives access to two scholarships for A.A. degree coursework through T.E.A.C.H. Early Childhood[®] Arizona; family child care homes may access one scholarship. These scholarships provide the financial support that many early care and education directors, teachers and caregivers need in order to

increase their educational credentials and move toward a college degree. Current scholarships support those enrolled in coursework to achieve their CDA Credential and an A.A. or A.A.S degree in early childhood education or a related field. Beginning in spring 2012, a pilot bachelor's degree program will be initiated in southern Arizona. Through FY2012, FTF has allotted more than \$6 million to T.E.A.C.H. Early Childhood[®] Arizona and has awarded 941 scholarships to 743 early educators statewide since the program began in 2009 (First Things First, 2011b – Attachment E).

(B)(2)(b) Policies and Practices to Increase Affordable High-Quality Programs

Nearly 75% of children less than 5 years old with employed parents are in child care arrangements other than parental care (Center for Competitiveness and Prosperity Research, 2004) (Annie E. Casey Foundation, 2011c, 2011d). The cost of quality early learning and development programs is out of reach for many low-income and many middle-income parents. In 2010, full-year, full-time child care cost \$9,493 (statewide median) for an infant, \$8,526 for a toddler, and \$7,350 for a preschooler (Arizona Department of Economic Security, 2010 – Attachment D), which is comparable to the annual cost of in-state college tuition at one of Arizona's public universities and, on average, is 18 percent of an Arizona families median household income (Statehealthfacts.org, 2007-2009).

Arizona has effectively implemented financial supports to help more families afford high-quality participating programs and help those programs maintain the supply in areas with high concentrations of children with high needs. These supports include:

Quality First Scholarships, Prekindergarten Scholarships, and CCDF Child Care Subsidies

Driving access without improving quality for Children with High Needs increases readiness gaps and undermines real parental choice. Arizona has made a bold policy decision to link Quality First Scholarships and Prekindergarten Scholarships to the TQRIS.

Quality First Scholarships and Prekindergarten Scholarships (state-funded preschool) are two complementary programs to CCDF subsidies that help families whose income meets 200 percent

or less of the federal poverty level (FPL) and are not eligible or not receiving CCDF support to afford higher levels of quality programs that lead to school readiness.

Quality First Scholarships are available to providers serving low-income families who are working, looking for work or improving their work skills through training or education and/or wish their children to benefit from a quality learning environment. The number of scholarships varies depending on need and availability in regional council areas. The amount for each scholarship is dependent on the type and hours of services, such as full day/full year, part day/part year or non-traditional care during evenings or weekends. Scholarships help maintain the supply of quality programs, and provide continuity of care for families who might otherwise be unable to pay for quality care in which child-caregiver relationships are not disrupted.

In addition, Prekindergarten Scholarships and Expansion provide financial support for low-income children to participate in high-quality early care and education in center- or classroom-based settings during the two years prior to kindergarten entry; they operate in 70 programs located in 26 public school districts in 12 regional council areas in the state. Both public schools and community-based early learning and development programs in the same school district boundaries participate and they must be enrolled in Quality First or on the waiting list. The program includes targeted mentoring support to help public schools and community programs share and leverage instructional strategies and materials, professional development opportunities, resources, and collaborative planning for kindergarten transition.

Currently, Quality First and Prekindergarten Scholarships are funded at 100 percent of the median market rate based on the most recent survey (Arizona Department of Economic Security, 2010 – Attachment D). The amount of scholarship funding has increased every year since inception in FY2010. Through FY2012, FTF has allotted more than \$50 million to Quality First and Prekindergarten scholarships (Table 2, below). In FY2011, those scholarships helped more than 6,100 infants, toddlers, and preschoolers access quality early care and education (First Things First, 2011b, Attachment E). Prekindergarten Scholarships are the primary funding source for state-funded preschool programs, and receipt of scholarships is contingent on their participation in Quality First, which significantly maximizes participation. Quality First Scholarships maximize participation of programs funded through CCDF because those programs

also serve low-income children from families with household income just above the CCDF income eligibility levels. Programs must participate in Quality First in order to receive scholarships.

Payments from CCDF subsidy dollars allowed more than 30,300 children to enroll in early learning and development programs in FY2010. Quality First funding provides the state match necessary to draw down all federal CCDF dollars available to Arizona. Per the Memorandum of Understanding (MOU) with DES, Quality First, DES and the Governor's office will continue to work collaboratively to determine and implement additional policies and strategies to link CCDF payment rates to tiered levels in Quality First, further incentivizing quality through TQRIS and increasing the number of children with high needs participating in high quality programs (Attachment PPP).

Table 2: Investment in Quality First and Prekindergarten Scholarships in Early Learning and Development Programs

	FY2010	FY2011	FY2012	FY2013
Quality First Scholarships	\$16,471,487	\$10,127,760	\$21,263,279*	\$28,539,721*
Prekindergarten Scholarships	\$5,644,000	\$6,524,308	10,130,444*	To be determined

*funds budgeted

(B)(2)(c) Setting Ambitious but Achievable Targets

To advance Arizona's High-Quality Plan, we must substantially increase the number of participating programs in the TQRIS, and especially target all publicly funded early learning and development programs. To achieve this goal, we will:

Increase the numbers of Children with High Needs in high-quality settings by:

- a. Increasing the number and diversity of programs certified or licensed and enrolled in Quality First, with an emphasis on programs serving low-income children,

children with special needs, children residing on tribal lands, and English Language Learners.

Key strategies include:

1. Increasing the number and funding amount of Quality First scholarships and linking them on a tiered basis to Quality First. Through action from the FTF Board, Arizona is making a substantially higher investment in FY2013 with a 26 percent increase in funding so that every participating program in TQRIS will receive an allotment of Quality First Scholarships. The number and funding amount of each scholarship is tied to increasing levels of quality in the TQRIS tiers (Table 3). This intentional approach allows Arizona to ramp up the trajectory and incentivize participating programs to higher quality, while providing financial support benefiting low-income families whose children are enrolled in those programs. We project that by December 2015, 50% of approximately 3000 DHS regulated early learning and development programs will participate in Quality First and receive Quality First scholarships. See Table (B)(2)(c) for projected annual targets.

(Note: Quality First Scholarships will no longer be available to participating programs at the 1 star tier level beginning July 1, 2014 to promote more programs moving to higher quality tier levels. See Section B4 for more detail on this strategy.)

Table 3: Number and Amount of Tiered Quality First Scholarships in FY2013

Star Levels	% Median Market Rate of Payment	Maximum Number of Scholarships				
		Large Center	Medium Center	Small Center	Group Home	Family Home
1	75%	9	6	4	1	1
2	75%	10	7	5	2	1
3	85%	12	9	6	2	2

4	100%	15	11	8	3	2
5	110%	17	12	9	4	2

2. Developing and implementing a Quality First Rating Only option that specifically targets state and federally funded preschool programs and provides a fast-track to rating without the extended intensive coaching and other improvement supports. Programs choosing this option must be rated at 3-5 stars and RTT-ELC funding will pay the cost of Rating Only enrollment in Quality First, and Quality First will contract with the ADE and the State Head Start Collaboration Office to provide the lower-intensity coaching component for these participating programs. This strategy significantly targets and maximizes participation of state-funded preschool programs; Early Head Start and Head Start programs; programs funded through IDEA part B, 619 and part C; and Title I so that 75% of these programs are participating in Quality First by December 2015. See Table (B)(2)(c) for projected annual targets.
3. The majority of low-income children, English language learners, and children on tribal lands receive care and education in unregulated FFN care (Kids Count, 2006; Porter & Kearns, 2005; Brandon, 2005), so Arizona will significantly invest in improving the knowledge, capacity, and competencies of these programs. In order for FFN providers to take advantage of all Quality First financial and professional benefits, they are required to first be certified or licensed, but preparing the home setting to meet regulatory standards is prohibitively expensive for many small FFN programs. Through a competitive procurement process, we will expand peer networks, offer relevant and accessible professional development opportunities, and incentivize certification and licensing through Quality First, all with the goal of having more children with high needs in certified, licensed, and rated early learning and development programs. The RTT-ELC funding will provide financial and coaching supports for meeting their tribal

or state licensing requirements with the goal of adding 200 FFN programs in Quality First by December 2015.

Per the MOU with DES, we will work collaboratively to determine and potentially implement policies and strategies that will link CCDF to tiered levels in Quality First, thus ensuring more high-quality program participation. Proposed policies and strategies include tiered CCDF reimbursement; quality set-aside funding aligned with the TQRIS; collaborating to align state and tribal CCDF policies and practices; and increasing the number of children with high needs (including those in the mandatory service population) in high-quality programs to 10,000 by July 1, 2015. See Attachment PPP for PSA MOUs – the MOU from the Department of Economic Security speaks specifically to this work.

(B)(2) High Quality Plan – RTT ELC Funded Components

Goal: Increase the number of participating programs in the TQRIS, and especially target all publicly funded Early Learning and Development Programs	
Key Milestones/Activities	Proposed Targets
<p>Increase affordable high-quality programs</p> <p>Increase the numbers of Children with High Needs in high-quality settings</p> <ul style="list-style-type: none"> ▪ Increase the number and funding amount of Quality First scholarships and link them on a tiered basis to Quality First. ▪ Develop and implement a Quality First Rating Only option that provides a fast-track to rating without the extended intensive coaching and other improvement supports and specifically targets state funded pre-kindergarten; Early Head Start and Head Start; ESEA, part B, 619 and IDEA part C programs; and ESEA Title I programs. ▪ Invest in improving the knowledge, capacity, and competencies of FFN programs through participation in Quality First. <p>Work collaboratively with DES to determine and potentially implement policies and strategies that will link CCDF to tiered levels in Quality First, including tiered CCDF reimbursement aligned with the TQRIS; quality set-aside funds aligned with TQRIS; alignment of CCDF state and tribal policies and</p>	<p>Year 2012 – 440 programs Year 2013 – 940 programs Year 2014 – 1200 programs Year 2015 – 1500 programs</p> <p>Year 2012 – 224 programs (23%) Year 2013 – 401 programs (41%) Year 2014 – 729 programs (75%) Year 2015 - 846 programs (86%)</p> <p>Year 2012 – 25 programs Year 2013 – 75 programs Year 2014 – 125 programs Year 2015 – 200 programs</p> <p>By July 1, 2013, begin intentional and strategic discussions with DES leadership</p>

practices; increased participation of children with high needs in CCDF programs rated 3-5 stars.	
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Performance Measures for (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System											
Type of Early Learning and Development Program in the State	Number of programs in the State	<i>Baseline and Annual Targets — Number and percentage of Early Learning and Development Programs in the Tiered Quality Rating and Improvement System</i>									
		Baseline (Today)		Target- end of calendar year 2012		Target -end of calendar year 2013		Target- end of calendar year 2014		Target- end of calendar year 2015	
		#	%	#	%	#	%	#	%	#	%
State-funded preschool <i>Pre-K Scholarships</i>	100	22	22	50	50	60	60	100	100	120	100
Early Head Start and Head Start ¹⁸	503	48	9	75	15	150	30	326	65	377	75
Programs funded by IDEA, Part C	27	0	0	3	10	8	30	18	65	21	75
Programs funded by IDEA, Part B, section 619	261	43	16	78	30	130	50	170	65	196	75
Programs funded under Title I of ESEA	176	6	3	18	10	53	30	115	65	132	75
Programs receiving from CCDF funds	5,247*	546	10	620	12	1050	20	1312	25	1574	30
Other: Programs Receiving Quality First Scholarships	417	417	100	440	100	940	100	1200	100	1500	100
[Please indicate if baseline data are actual or estimated; describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.] Baseline data are actual for: State funded preschool data extracted from											

¹⁸ Including Migrant and Tribal Head Start located in the state.

FTF Programs Grant Management System; Head Start/Early Head Start data from Head Start Program Directory, Early Childhood Learning and Knowledge Center; ; IDEA, part C data received from Arizona Early Intervention Program, Department of Economic Security; CCDF data received from Department of Economic Security Child Care Administration; Quality First Scholarship Programs extracted from First Things First Quarter 4 Data Report. Baseline data estimated for: IDEA, part B based on 2,608 enrolled children and assuming 10 children in each program; ESEA Title I based on 3,173 enrolled children and assuming 18 children in each program.

*1,348 DHS licensed center-based programs; 285 DHS certified group homes; 3,614 DHS home-based certified or unregulated family, friend and neighbor programs

(B)(3) Rating and monitoring Early Learning and Development Programs. (15 points)

The extent to which the State and its Participating State Agencies have developed and implemented, or have a High-Quality Plan to develop and implement, a system for rating and monitoring the quality of Early Learning and Development Programs participating in the Tiered Quality Rating and Improvement System by--

(a) Using a valid and reliable tool for monitoring such programs, having trained monitors whose ratings have an acceptable level of inter-rater reliability, and monitoring and rating the Early Learning and Development Programs with appropriate frequency; and

(b) Providing quality rating and licensing information to parents with children enrolled in Early Learning and Development Programs (e.g., displaying quality rating information at the program site) and making program quality rating data, information, and licensing history (including any health and safety violations) publicly available in formats that are easy to understand and use for decision making by families selecting Early Learning and Development Programs and families whose children are enrolled in such programs.

In the text box below, the State shall write its full response to this selection criterion. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

<i>Narrative</i>

(B)(3) Rating and monitoring Early Learning and Development Programs

Arizona has developed a robust system for rating and monitoring the quality of early learning and development programs participating in Quality First. Our system incorporates valid and reliable assessment tools for monitoring quality standards, highly-trained assessors who meet or exceed industry reliability standards, and a monitoring schedule for annual or biennial monitoring and assessment depending on the quality rating of the programs.

The Environment Rating Scales (ERS) (Harms, T. H., Clifford, R.M., & Cryer, D.,2005) and the Classroom Assessment Scoring System (CLASS) (Pianta, R.C., La Paro, K.M. and Hamre, B. K.,2008) are used together to measure the quality of the environment and the interactions between adults and children. The Quality First Points Scale (First Things First, 2011c - Attachment G) uses portfolio documentation to assess three additional evidenced-based quality areas that are not addressed in the ERS or CLASS. These include staff qualifications, administrative practices, and curriculum and child assessment.

The scores of each assessment tool are calculated collectively to assign a star rating based on the Quality First Rating Scale (First Things First, 2011 - Attachment T). The Quality First Rating Scale includes a 5-star scale based on tiered Program Standards, with 1 star demonstrating a commitment to examine practices and improve beyond the level of state licensing requirements, and 5 stars demonstrating a level of quality that supports significant educational and developmental outcomes for young children.

(B)(3) (a) Valid and Reliable Assessment ToolsEnvironment Rating Scales (ERS)

ERS assessments were developed by a team of early childhood professionals at the University of North Carolina at Chapel Hill — Thelma Harms, Richard M. Clifford and Debby Cryer (Clifford & Reszka, 2010). The scales were developed in close collaboration with field-based sites and have good inter-rater, test-retest and global reliability, internal consistency and content,

predictive, and concurrent validity as indicated in research conducted on the ECERS-R (Clifford, R.M. and Reszka, S. S., 2010).

The ERS are the initial assessment tools used by Early Learning and Development Programs when they enroll in Quality First and are used to measure environmental quality. Observations provide a portrait of the classroom environment and children's learning experiences. The ERS has seven subscales, which focus on different aspects of the classroom environment, including Space and Furnishings, Personal Care Routines, Listening and or Language-Reasoning, Activities, Interaction, Program Structure, and Parents and Staff. There are three versions of the ERS, each designed to assess a specific age group and early care setting. Quality First uses the following assessments to monitor participating programs:

- *Early Childhood Environment Rating Scale (ECERS)*
Assesses the quality of preschool environments located in child care center settings.

- *Infant/Toddler Environment Rating Scale (ITERS)*
Assesses the quality of care environments serving children from birth to 30 months of age and is used in infant and toddler child care center classrooms.

- *Family Child Care Environment Rating Scale (FCCERS)*
Assesses the quality of the environment in family child care settings.

In center-based programs, one-third of the total number of classrooms are assessed using the ERS, to include at least one ITERS (Infant/Toddler Environmental Rating Scale, used if applicable to age range of children) and one ECERS (Early Childhood Environmental Rating Scale, used if applicable to children's ages). Classrooms are randomly selected on the day of the assessment visit. In family child care home settings, the entire program is assessed using the FCCERS (Family Child Care Environmental Rating Scale).

Scores are calculated to determine if the CLASS will be used. As shown on the Quality First Rating Scale (First Things First, 2011 - Attachment T), if the program's average ERS score is 2.99 or below, a 1- or 2-star rating is assigned and no further assessments are completed for

another 12–15 months. If the program’s average score is 3.00 or above, with no individual classroom scoring below a 2.5, the program is then further assessed using the CLASS.

Classroom Assessment Scoring System (CLASS)

The Classroom Assessment Scoring System PreK (CLASS PreK),; (Pianta, La Paro, & Hamre, 2008) observes and assesses the quality of interactions between teachers and students in preschool classrooms. The CLASS is a well-validated tool that provides evidence that classrooms with higher scores have students who make greater academic and social progress during the school year (Pianta, La Paro, & Hamre, 2008). The standardized training procedures ensure a high degree of reliability across coders, and ample evidence indicates that they provide reliable estimates of classroom quality, even when the classrooms are observed for just a few hours (Pianta, La Paro, & Hamre, 2008).

This tool focuses on interactions between teachers and students and how teachers use the materials they have in Early Learning and Development Programs (both center-based programs and family child care home-based) serving children from 30 months to five years of age through 10 subscales organized into three domains:

- *Emotional Support*
Measures the social and emotional functioning in the classroom, including the positive and negative climate, teacher sensitivity, and regard for student perspectives.

- *Classroom Organization*
Measures behavior management, productivity, and instructional learning formats.

- *Instructional Support*
Measures children’s cognitive and language development through concept development, quality of feedback, and language modeling.

Arizona is one of only three states that incorporate the CLASS as a component in the TQRIS. The CLASS is currently used only in center-based programs and family child care homes with enrolled children ages 30 months to 5 years. One-third of the preschool-aged classrooms are

assessed in a center-based program and the entire family child care home is assessed if the family group has more than 50 percent of enrolled children from 30 months of age to 5 years of age. The CLASS for toddler settings is being field tested and will be incorporated into Quality First once training is available and all Quality First assessors are trained and can reliably use the tool. The CLASS for infants is under development and will be incorporated into Quality First once training is available and all Quality First assessors are trained and can reliably use the tool.

Quality First Point Scale Assessment

An additional tool, the Quality First Points Scale (First Things First, 2011c – Attachment G), is an assessment instrument designed by FTF to identify program standards and assess the incorporation of these standards through review of portfolio documentation in three evidenced-based quality areas not fully addressed in the ERS or CLASS:

- **Staff Qualifications:** educational degrees and/or college credits completed in early childhood education or related fields; and early childhood experience of the director or assistant director, lead teachers, assistant teachers, and family child care providers.
- **Administrative Practices:** ratios of adults to children and maximum group size for center- and home-based providers; and continuity of care and teaching staff among the director or assistant director, lead teachers, and assistant teachers in center-based settings.
- **Curriculum and Child Assessment:** alignment of curriculum and ongoing, developmentally appropriate child-level screening and assessment using the Arizona Early Learning Standards and Infant/Toddler Developmental Guidelines; communication with families on child activities and progress.

The Quality First Points Scale (Attachment G) was initially drafted and thoroughly vetted by partners, stakeholders, and early childhood educators in 2009–2010, and contained additional indicators in the areas above, as well as in areas of family and community involvement and administrative business practices. That draft was tested beginning November 2010 in a pilot study with 32 participating home- and center-based providers to determine the scale's effectiveness in predicting quality; to determine if the process of completing and assessing

evidence could be effectively managed by both providers and assessors; and, whether the Points Scale tool accurately measured quality.

Determining Quality Rating

Arizona's combination rating scale structure means all the program standards in one level of the rating scale must be met before moving on to the next level; and points are earned beginning at the 3-star level, which are then layered on top of the program standards at that level. If a participating program's score meets both the ERS Average Program Score and the CLASS Average Program scores at the 3-, 4-, or 5-star levels on the Quality First Rating Scale (First Things First, 2011 – Attachment T), the program will then be assessed with the Quality First Points Scale, which includes both an on-site observation by a Quality First monitor and the submission of supporting evidence. Programs receive six months of individualized on-site technical assistance to prepare supporting evidence for this assessment. The result is a combination score that aligns with a star rating between 1 and 5 indicating differentiated levels of quality.

Measuring Quality Programs for Children with High Needs

The Quality First Points Scale and Environmental Rating Scales assess environmental quality, curriculum, and child assessment specifically for Children with High Needs in the areas of disabilities or developmental delays. The ERS gathers information about the number of children with disabilities who have an IFSP or IEP. Infused throughout the ERS assessments are indicators that address inclusion through accessibility of materials and considerations of space and furnishings in the learning environment. Programs can earn extra points on the Quality First Points Scale section on Curriculum and Child Assessment if they can document the use of developmental and sensory screening that results in activity plans with strategies, modifications and/or adaptations to fully involve all children with special health and/or developmental needs.

Participation in Quality First by the 19 of the 22 federally recognized tribal nations in Arizona was a primary goal from the initial planning stage. Arizona's tribal representatives were consulted about the appropriateness of the assessment tools, and tribal early learning and development programs applied for and were enrolled in Quality First during the selection of the

first 300 programs in 2009. In addition, their feedback was incorporated into the guidance for assessor training on both the ERS and the CLASS tools. The ERS scales have a long history of research demonstrating that quality as measured by the ECERS-R, ITERS-R and FCCRS has good predictive validity across nationalities, cultures and languages (Peisner-Feinberg & Burchinal, 1997).

Program Assessors

Arizona has 50 trained, reliable Quality First assessors who monitor quality standards of participating early learning and development programs. Each Quality First assessor receives 12 weeks of rigorous training to ensure reliability. The monitoring training covers the instructional content of the assessment tools, assessment report preparation, and practice observations in volunteered early learning and development programs. Monitoring training is provided only by the authors of the tools, designees of the authors, or certified individuals who have been trained to reliability. Once training is completed, assessors are able to reliably observe in participating programs and write a formal assessment report that includes indicators that are achieved and indicators needing improvement.

At the completion of their training, assessors must reach and maintain a reliability level of .85 on all ERS assessments and a .80 on the CLASS. To assure reliability is maintained, assessor supervisors conduct reliability checks on every tenth assessment. Assessors who are unable to demonstrate reliability at the required levels are removed from assessment activities, provided additional training and do not conduct assessments until reliability has been re-attained. Additionally, ongoing reflective supervision between assessors and their supervisors supports training and reliability.

How Quality First Improves Quality by Analyzing Baseline and Progress Assessment Data

Arizona is now using baseline assessment and progress assessment data to monitor the progress and effectiveness of the Quality First model in achieving results in quality improvement. The Quality First baseline sample consists of 250 state-funded child care providers (178 centers; 72 homes) spread across 30 Regional Partnership Councils (Navajo Nation not included). Of the

250 providers, 190 (138 centers, 52 homes--76 percent of initial sample) received a progress assessment in 2011.

Comparing 190 Quality First center- and home-based providers on their initial versus progress rating scores show:

- 91.6 percent (174 of 190) of providers either improved or maintained their star rating
 - 53 Providers (35 centers and 18 homes) improved their star rating. (e.g., star rating went up in star tier from a 1 to 2; 2 to 3, or 3 to 4)
 - 121 Providers (94 centers and 27 homes) maintained their rating (e.g., remained within the assessment scoring range that produces a rating of 2 stars)
- 8.4 percent (16 of 190) of providers showed a decline in their star rating level
 - 9 centers and 7 home care providers showed a decline in star rating (e.g., went down from a rating of 2 to 1 stars)
- The annual statewide average for all programs was a .5 increase in star level rating

After a year of investment in the TQRIS, this performance mirrors national trends in quality rating. An initial review of data from 69 programs that had an increase in quality rating (53) or a decline (16) showed that much of the shift was attributed to the changes in sub-scores in the following subscales of ERS and CLASS:

- ERS: Activities, Interactions, Language-Reasoning (ECCERS), Listening and Talking (ITERS and FCCERS), Program Structure and Space and Furnishing
- CLASS: Instructional Support and Classroom Organization

These subscale scores are an essential element in the analysis of progress in the system and they are the basis for the Quality Improvement Plans that are developed collaboratively by coaches and participating programs. Targeted coaching support will be geared toward the standards that are addressed by these subscale scores. Overall results show that the majority of participating programs, both at baseline and progress, were at a 2-star rating level after 12–18 months of participation.

Frequency of Monitoring to Determine Quality Star Ratings

The frequency of monitoring to determine the quality star rating is determined by quality level as indicated on the Quality First Rating Scale. Programs that are rated at 1 and 2 stars are assessed annually, while those rated at 3, 4 or 5 stars are assessed every two years. New star ratings are assigned upon completion of the assessment process.

The rating component of Quality First was launched in July 2011; before then, assessment scores were for improvement only. Providers that have participated in quality improvement efforts for 18 months or more will be rated. Based on the projected dates for ratings assessments on all currently participating programs, it is anticipated that 400 participating providers will receive ratings by October 2012, 1475 by July 2013, 2050 by July 2014, and more than 2520 by July 2015.

(B)(3) (b) Providing Rating and Licensing Information to Families

To advance Arizona's High-Quality Plan, we will make licensing and Quality First Rating information easily accessible and understandable to inform and expand parent choices when selecting early learning and development programs for their children. To achieve this goal, we will:

1. Provide families with access to program ratings via a public website and information system. This information system will be linked with the Child Care Resource and Referral (CCR&R) website and the state Department of Health Services-Bureau of Child Care Licensing (DHS-BCCL) website. The CCR&R database contains information on regulated and unregulated programs, including their participation in Arizona's child care subsidy program. The DHS-BCCL website was revised in spring 2011 to be user-friendly for families and programs seeking information about licensing regulations and quality rating status. This new website and interactive information system will bring together existing sources of information for families and allow them to access everything on one website. Users will be able to search for all licensed early learning and development programs; check availability and costs; review any problems or actions taken by the licensing agency on individual programs; confirm a program's Quality First rating; identify whether the program receives CCDF funding, Quality

First or Pre-Kindergarten Scholarships; and learn about statewide and regional opportunities for families to support their child's early learning and development.

2. Develop a full Quality First marketing plan, aimed primarily at families, to include awareness of the components of quality, as well as the ratings themselves. A quality rating will not have much impact until families demand quality and more choices among quality programs. Arizona currently has a significant annual investment of more than \$5.9 million a year to promote community awareness about the importance of early childhood and the primary role of families in a child's youngest years. The Quality First marketing plan is a component of this effort and may include, and is not limited to: community outreach to parent groups and other stakeholders, earned media, paid advertising, social media and other electronic communications, collateral materials aimed at both families and participating programs, and branded signage for rated programs.

(B)(3) High Quality Plan – RTT ELC Funded Components

Goal: Make licensing and Quality First Rating information easily accessible and understandable to inform and expand parent choices when selecting early learning and development programs (B-3-b)	
Key Milestones/Activities	Proposed Targets
Provide families with access to program ratings via a public website and information system aligned with CCR&R, DES and DHS data systems	
User friendly public website and information system launched and fully functional	July 1, 2013
Quality Ratings made public for participating programs (participating programs may choose to have a non-public rating their first year of participation and must make ratings public during second year of participation)	400 programs by July 1, 2012 900 programs by July 1, 2013 1475 programs by July 1, 2014 2050 programs by July 1, 2015
Over 100,000 hits annually (per website and system analytics data)	By July 1, 2014
Develop a full Quality First marketing plan including strategies, branding and materials	By July 1, 2012
Soft launch	FY2012
Marketing plan fully implemented	July 1, 2013

(B)(4) Promoting access to high-quality Early Learning and Development Programs for Children with High Needs. (20 points)

The extent to which the State and its Participating State Agencies have developed and implemented, or have a High-Quality Plan to develop and implement, a system for improving the quality of the Early Learning and Development Programs participating in the Tiered Quality Rating and Improvement System by--

(a) Developing and implementing policies and practices that provide support and incentives for Early Learning and Development Programs to continuously improve (e.g., through training, technical assistance, financial rewards or incentives, higher subsidy reimbursement rates, compensation);

(b) Providing supports to help working families who have Children with High Needs access high-quality Early Learning and Development Programs that meet those needs (e.g., providing full-day, full-year programs; transportation; meals; family support services); and

(c) Setting ambitious yet achievable targets for increasing--

(1) The number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System; and

(2) The number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.

In the text box below, the State shall write its full response to this selection criterion. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Additionally, the State must provide baseline data and set targets for the performance measures under (B)(4)(c)(1) and (B)(4)(c)(2).

<i>Narrative</i>

(B)(4) Promoting access to high-quality Early Learning and Development Programs for Children with High Needs

Arizona has implemented and will continue to enhance through our High-Quality Plan, a system for improving the quality of participating Early Learning and Development Programs in our TQRIS. In fact, Quality First was initially constructed in 2009 to intentionally improve quality for the first two years of implementation, with the rating component added as planned on July 1, 2011. The Quality First system features a robust package of evidence-based supports and incentives such as those identified by Ackerman and Barnett (2006), and Zellman and Perlman (2008) and address individualized high capacity coaching; teacher salaries; promoting teachers' ongoing professional development; adequate financial resources, including per pupil funding; focus on program standards; and use of quality improvement plans for continuous improvement.

Currently, the incentives and supports offered to all programs participating in Quality First are the same for all tiered levels on the Quality First Rating Scale. However, the FTF Board voted in June 2011 to initiate differentiated incentives and supports beginning in FY2013 (July 2012). Programs at the low-quality level (1-2 stars) will receive high-intensity coaching, supports and incentives to address improvement, while programs at the higher-quality level (3-5 stars) will have access to less intensive coaching and receive substantial financial incentives and greater flexibility in using them. In addition, the number of scholarships assigned to each participating program and the amount of each scholarship will increase commensurate with their quality rating. Because the scholarships are geared to help low-income families afford quality care, this policy will ensure increased access to higher-quality early learning and development programs for children with high needs.

(B)(4)(a) Policies, Practices and Incentives That Provide Support for Continuous Improvement

On-site, Individualized, Targeted Coaching, Training and Technical Assistance

Arizona will invest \$5,778,400 in FY2012 and double that amount to \$10,536,952 in FY2013 to continue building the knowledge and capacity of more than 75 Quality First coaches to deliver intensive individualized coaching services to almost 1,000 participating programs this year. Quality First coaches have an average caseload of 9–12 participating programs, spending 4–8 hours each month with each of them, including those in geographically isolated areas. Coaching is provided both on-site and electronically and includes orientation and preparation for assessment and rating; explanation of the assessment results; collaborative development of a quality improvement plan (QIP) based on those results; coaching to help achieve targeted goals in the QIP; facilitation of use of incentive grants to order materials and equipment; training and technical assistance that provide links to community resources to meet the needs of children who are English language learners, children with developmental delays or disabilities, and children who have health and mental health concerns; assistance to enroll teachers or directors in the T.E.A.C.H. scholarship program; and coordination of the other specialized consultants and technical assistance providers for mental health, child care health, inclusion of children with special needs and instructional support.

The relationship between the Quality First coach and participant is one of respectful partnership, and coaches participate in reflective, relationship-based supervision. Coaches must have at least a bachelor's degree in early childhood education or a related field and experience in the field as a consultant or service provider. Coaches also receive an extensive orientation and must participate in ongoing professional development. In FY2013, Arizona will implement our Coaching Academy, which will operate through the proposed state and regional professional development technical assistance centers described in Section (D)(2) to develop and deliver an ongoing intentional educational scope and sequence through a blend of didactic, case-study, observational/modeling, and supervised field-based experiences (Hammerness, Darling-Hammond, Bransford, et al., 2005). The Coaching Academy is intended for all Quality First coaches as well as other professionals that provide coaching and mentoring services for early childhood professionals throughout the state. Through the Coaching Academy, coaches will enhance knowledge and skills based on national standards and best practices in coaching and mentoring; increase competencies to support programs serving high populations of English language learners, and programs in tribal communities; and build capacity to provide technical

assistance in the areas of early childhood mental health, inclusion of children with special needs, and instructional support.

Financial Rewards and Incentives

Programs participating in Quality First receive substantial financial incentives to support and maintain quality improvement efforts (Table 4). Annual incentives are available at the start of each fiscal year and distributed in the form of enhancement grants (1–2 stars) or a quality bonus (3–5 stars), as determined by the program’s star rating. The amount of the incentive is determined by the size of the program.

Table 4: Quality First Annual Financial Incentives

Program Size	Amount
Small: up to 50 children 0–5 (not in kindergarten)	\$8,500
Medium: 51–150 children 0–5 (not in kindergarten)	\$11,000
Large: more than 150 children 0–5 (not in kindergarten)	\$16,000
Family Child Care Homes	\$4,000

Enhancement grants awarded to 1- and 2-star programs must be linked to the quality improvement plan developed and documented by the Quality First coach; incentives may be used to purchase developmentally appropriate materials and supplies, improve facility equipment and supplement professional development opportunities for early childhood staff.

Programs earning 3, 4 or 5 stars receive a Quality Bonus for the amount shown in Table 4 above. Participating programs have flexibility to decide how the incentive will be used to target quality

improvement or sustainability. The Quality Bonus is a cash incentive, and programs are accountable for the purchases or activities that are funded.

Assistance with Payment of Licensure Fees

All programs participating in Quality First that are regulated by the state Department of Health Services (DHS) receive a financial incentive between 50 to 100 percent to support the cost of their state licensure fees. DHS will invest a total of \$478,405 in FY2012 and \$490,520 in FY2013 to help offset this cost in order to direct more funds at the program level toward quality improvement and direct services to children. Beginning in July 2012, the amount of financial assistance for licensing fees will be determined by the rating level, with 1–2 star levels receiving less support and 3–5 star levels receiving more support.

T.E.A.C.H. Early Childhood[®] Arizona Scholarships

Research has shown that the specialized knowledge and education of staff positively influence the quality of an early learning and development program, as well as child outcomes (Zaslow, Anderson Wessel, Tarullo, & Burchinal, 2010). As part of their enrollment in Quality First, every center-based program receives access to two scholarships; family-based homes may access one. These scholarships provide the financial support that many early care and education directors, teachers and caregivers need in order to increase their educational credentials and progress toward a college degree. During the past fiscal year, 743 early childhood educators statewide working in tribal, rural, and urban regions received 931 scholarships for college coursework. The state has expended more than \$2.2 million to date on these scholarships, and has allocated an additional \$4.2 million in FY2012. FTF anticipates continuing the investment at the same or an increased level in FY2013.

Professional REWARDS\$

Low salaries drive away many of the most seasoned and gifted teachers of young children. In response, FTF's Professional REWARDS\$ program offers compensation bonuses, ranging from \$300 to \$2,000 depending on educational qualifications, to reduce turnover. Awards go to staff based on their educational achievement, wages earned, hours worked per week, and their commitment to remain in their job. Reduced turnover increases the continuity of care for

children and reduces hiring and re-training costs. To date Arizona has invested more than \$1.4m million on Professional REWARD\$, resulting in 1,452 stipends provided to keep our most experienced early educators with our most vulnerable children. More than \$2.5 million is allocated for FY2012, and we anticipate continuing our investment at the same or an increased level in FY 13.

Child Care Health Consultants

Child Care Health Consultants (CCHC) may be nurses, nutritionists or public health professionals, and they work with early care and education providers to provide information, guidance, and support. They are multidisciplinary experts in children's health who are available to support child care providers and to assure that children are safe, healthy, and ready to succeed (California Childcare Health Program, 2006). Multidisciplinary staff train early childhood educators to talk with families about health topics such as oral health, nutrition and weight control, developmental concerns, and the value of well-child exams and immunizations. Quality First intentionally works with federal programs such as the Indian Health Service for the implementation of Child Care Health Consultation to ensure that the consultation model is meaningful and relevant to programs serving children on American Indian Lands. Currently 843 Early Learning and Development Programs in all areas of Arizona have taken advantage of the services of a child care health consultant, with a financial expenditure of \$3.8 million invested by Quality First in FY2011. In FY 2013, a "warmline" advice line will be available to all participating Early Learning and Development Programs across the state to provide additional real time access to technical assistance on child care health.

Specialized Technical Assistance

Highly qualified specialists in infant-toddler mental health, early intervention, special education and instructional support will provide training and telephone technical support to all Quality First coaches and participating programs. The focus is on early language and literacy for English language learners, numeracy, problem-solving skills, other cognitive development, and inclusion of children with special needs. Presently, participating programs in 13 FTF regions have some access to mental health consultation, but only two have access to inclusion specialists, and there

is no intensive instructional support available. Beginning in July 2012, all Quality First participating programs and coaches will be able to access this support.

Additional intensive consultation is available to some, but not all, Quality First participating programs, based on funding through FTF Regional Partnership Councils. These include:

Early Childhood Mental Health Consultation: Mental health consultation aims to build the capacity and improve the ability of early childhood educators and families to prevent, identify, and reduce the impact of social-emotional development problems among young children (Center for Early Childhood Mental Health Consultation, n.d.; Cohen & Kaufmann, 2005). Specifically, child care mental health consultation is a service made available to early childhood educators and is not a therapeutic service delivered directly to a child or family (Duran et al., 2009). Arizona expended \$3.4million to mental health consultation in FY2011, and 58 mental health consultants provided support and guidance to 207 center-based and 14 home-based early education programs. We anticipate continuing our investment at the same or an increased level in FY 12 and 13.

Inclusion Consultation: Infant and child developmental specialists provide a specialized assessment and technical assistance to Early Learning and Development Programs to facilitate the inclusion of children with special health needs. 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. In FY 2011, Arizona expended \$764,808for these services. We anticipate continuing our investment at the same or an increased level in FY 12 and 13.

(B)(4)(b) Policies, Practices and Financing Provide Support for Working Families with Children with High Needs

Quality First Scholarships, Prekindergarten Scholarships and CCDF Child Care Subsidies

Quality First Scholarships and Prekindergarten Scholarships and Expansion (state-funded preschool) (described in (B)(2)) help families whose income meets 200 percent or less of the federal poverty level (FPL), and who are not eligible or not receiving CCDF support. These scholarships also provide additional consistent financial support to participating programs in

order to maintain the supply of affordable and accessible quality programs. Scholarships are based on full year/full day care and tied to Quality First to ensure that access, affordability, and quality are all addressed.

In addition, Prekindergarten Scholarships support low-income children in high-quality early care and education in centers or classrooms during the two years before kindergarten. These programs range from part-day, 10-month programs to full-day, full year programs. More than 26 public school districts in 12 diverse regional areas benefit; both public schools and community-based early childhood programs in the same school district participate, and they must be enrolled in Quality First or on the waiting list. The program includes targeted mentoring support to help public schools and community programs share and leverage instructional strategies and materials, professional development opportunities and resources, and collaborative planning for kindergarten transition.

Quality First and Prekindergarten Scholarships are funded at 100 percent of the median market rate based on the most recent survey (Arizona Department of Economic Security, 2010 – Attachment D). The amount of scholarship funding has increased every year since inception in FY2010. Through FY2012, FTF has allotted more than \$50 million to Quality First and Prekindergarten scholarships. In FY2011, those scholarships helped more than 6,100 infants, toddlers, and preschoolers access quality early care and education.

Payments from CCDF subsidy dollars allowed more than 30,300 children from families with household incomes at or below 165 percent of the federal poverty guidelines to enroll in early learning and development programs in FY10. Arizona has always maintained the state match requirement to draw down all federal CCDF dollars. Currently, Quality First funding provides the state match necessary to maximize available federal funding.

Arizona will continue our investment to match CCDF federal dollars at the same level and provide Pre-Kindergarten Scholarships at the same or an increased level in FY 13. Investment in Quality First Scholarships will increase by 26% in FY 13.

Aligning Child Care Subsidy to Quality Improvement Efforts

The Quality First and Pre-Kindergarten Scholarship programs are designed to augment child care subsidies, which On average, in 2009, 45,957 children were eligible and receiving care each month; however, only 33,352 children were receiving care by July 2010, a decrease of 27 percent or 12,605 children (Table A(1)(5)). Similarly, expenditures in FY2011 were \$110 million, down from \$149 million in FY2008 (Burns & Associates, 2011). The decline was due to cuts in state allocations because of the severe budget deficit. The wait list, which was established in January 2009 to reduce spending, was responsible for the decline of more than 12,000 children receiving CCDF subsidies between 2009 and 2010 (Table (A)(1)(5)).

In 2010 and 2011, FTF and the Arizona DES, which administers the CCDF federal grant, the TANF funding and child care subsidies, signed a Memorandum of Agreement (MOA). This MOA set the stage for collaboration between the agencies to further link financing of early care and education to high-quality programs.

For years, a small number of Arizonan families have benefited from a higher CCDF reimbursement rate in the form of a 10 percent contract increase for programs accredited by a national body (Arizona Department of Economic Security, 2011 – Attachment QQ).early childhood organization. The next step will be to plan a more direct link between child care subsidies and the state's Quality First Rating Scale. Per the DES Memorandum of Understanding (MOU) included in this grant application (in Attachment PPP), DES, the Governor's Office and First Things First will continue to work collaboratively to determine and implement additional policies and strategies to link CCDF payment rates to tiered levels in Quality First, further incentivizing quality through TQRIS and increasing the number of children with high needs participating in high quality programs. Proposed policies and strategies include: tiered CCDF reimbursement; quality set-aside funding aligned with the TQRIS; collaborating to align state and tribal CCDF policies and practices; and increasing the number of children with high needs (including those in the mandatory service population) in high-quality programs to 10,000 by July 1, 2015.

Family Support Services

Early learning and development programs that offer full-day, year-round programming are prioritized for selection into Quality First so that working families have more choice and high quality supports. Quality First health promotion standards ensure children with high needs receive regular, healthy meals and snacks through participation in the USDA Child and Adult Care Food Program. Quality First participating programs and coaches promote linkages and alignment with family support services, such as home visitation, community-based parent education and family resource centers, especially for low-income or working families; single-parent families or those who seek assistance or have questions about their child's development, behavior or health status. Additionally, home visitors in several family support programs give parents information about the quality of early care and education programs if they require out-of-home care for their children while they work or attend school. Through FY2012, the state has allocated \$6,506,200 million to community-based parent education and literacy programs. In FY2011, 59,439 parents and other caregivers attended 6,380 sessions covering topics such as early childhood development, literacy, and nutrition.

(B)(4)(c) Advancing Arizona's High-Quality Plan to Promote Participation in TQRIS

To advance Arizona's High-Quality Plan, we recognize the need to substantially increase: 1) the quality rating of participating programs in the TQRIS, and 2) the number of Children with High Needs enrolled in these programs. To achieve this goal, we will:

Increase the numbers of Children with High Needs in high-quality settings by:

- a. Increasing the #/% of providers who are rated at a 3–5 star level in Quality First to increase access for the number of Children with High Needs and provide families with more quality choices.

Strategies:

- By July 1, 2013, require Quality First participating programs rated at the 3-to-5-star levels to reserve a minimum of 10 percent of their slots for children from families with household incomes 200 percent or below the federal poverty guidelines or children with developmental delay or disability. Programs may reserve these slots for children

financed through CCDF funds, Quality First or Pre-Kindergarten Scholarships or through other public and private sources.

- Beginning in FY2013, phase out Quality First scholarships after two years for programs earning only 1 star, and after four years for programs earning only 2 stars, so that participating programs have additional incentives to improve quality, and children with the highest need are in the highest-quality settings. Following our projected trajectory, by 2016, programs below the Quality First 3-star tier will not have access to these scholarships.
- As adopted by the FTF Board in June 2011, shift the Quality First model in FY2013 to provide a tiered differentiation between the incentives and supports offered at each star level. Programs at the low-quality level (1–2 stars) will receive high-intensity coaching, supports and incentives to aggressively move up the star levels, while programs at the higher-quality level (3–5 stars) will have access to less-intensive coaching and receive substantial financial incentives and access to scholarships.
- Develop and implement a Quality First Rating Only option that provides a fast-track to rating with Quality First Scholarships attached for high-quality programs that do not desire or need extended intensive coaching and other improvement supports. Programs choosing this option must be rated at 3–5 stars or otherwise will go through coaching and receive the full package of Quality First supports and incentives in order to reach a 3-star level.

(B)(4) High Quality Plan – RTT-ELC Funded Components

Goal: Increase the #/% of providers who are rated at a 3 –5 star level in Quality First to increase access for the number of Children with High Needs and provide families with more quality choices (B-4-c)	
Key Milestones/Activities	Proposed Target
All Quality First programs must have 10 percent of spaces for children from families with incomes at or below 200 percent of FPL or children with developmental delay or disability.	By July 1, 2013

<p>Phase out Quality First scholarships for programs at 1 star tier level so that participating programs have additional incentives to improve quality, and children with the highest need are in the highest-quality settings.</p>	<p>July 1, 2014</p>
<p>Offer Quality First package of incentives and supports (including scholarships, coaching, quality enhancement awards and bonuses) based on program’s tiered quality rating</p>	<p>July 1, 2012:</p>
<p>Develop and implement a Quality First Rating Only option that provides a fast-track to rating without the extended intensive coaching and other improvement supports and specifically targets state funded pre-kindergarten; Early Head Start and Head Start; ESEA, part B, 619 and IDEA part C programs; and ESEA Title I programs.</p>	<p>Year 2012 – 224 programs (23%) Year 2013 – 401 programs (41%) Year 2014 – 729 programs (75%) Year 2015 - 846 programs (86%)</p>

Performance Measure for (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System.					
	Baseline (Today)	Target — end of calendar year 2012	Target — end of calendar year 2013	Target — end of calendar year 2014	Target — end of calendar year 2015
Total number of programs covered by the Tiered Quality Rating and Improvement System	756	950	1500	2000	2346
Number of programs at 1-star level	273	285	375	375	234

Number of programs at 2-star level	461	381	450	625	817
Number of programs at 3-star level	19	237	450	700	938
Number of programs at 4-star level	3	47	150	200	240
Number of programs at 5-star level	0	0	75	100	117

Include a row for each tier in the State's Tiered Quality Rating and Improvement System, customize the labeling of the tiers, and indicate the highest and lowest tier.

[Please indicate if baseline data are actual or estimated; describe the methodology used to collect the data, including any error or data quality information. Also, if applicable, describe in your narrative how programs participating in the current Tiered Quality Rating and Improvement System will be transitioned to the updated Tiered Quality Rating and Improvement System.]

Baseline numbers are actual based on initial or progress assessment data (including the ERS and CLASS, but not the Quality First Point Scale) on all currently participating Quality First programs.

Performance Measures for (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.

Type of Early Learning and Development Program in the state	Number of Children with High Needs served by programs in the state	<i>Baseline and Annual Targets — Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the Tiered Quality Rating and Improvement System</i>									
		Baseline (Today)		Target- end of calendar year 2012		Target- end of calendar year 2013		Target- end of calendar year 2014		Target- end of calendar year 2015	
		#	%	#	%	#	%	#	%	#	%
State-funded preschool <i>Specify: Pre-K scholarships</i>	2,407	560	23	1203	50	1444	60	2407	100	2888	100
Early Head Start and Head Start ¹⁹	22,222	44	.002	3300	15	6600	30	14,3	65	16,5	75

¹⁹ Including Migrant and Tribal Head Start located in the state.

Performance Measures for (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.											
Type of Early Learning and Development Program in the state	Number of Children with High Needs served by programs in the state	<i>Baseline and Annual Targets — Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the Tiered Quality Rating and Improvement System</i>									
		Baseline (Today)		Target- end of calendar year 2012		Target -end of calendar year 2013		Target- end of calendar year 2014		Target- end of calendar year 2015	
		#	%	#	%	#	%	#	%	#	%
								44		88	
Early Learning and Development Programs funded by IDEA, Part C	2,157	0	0	215	10	647	30	1402	65	1618	75
Early Learning and Development Programs funded by IDEA, Part B, section 619	2,608	0	0	782	30	1304	50	1695	65	1956	75
Early Learning and Development Programs funded under Title I of ESEA	3,173	0	0	317	10	952	30	2062	65	2379	75
Early Learning and Development Programs receiving funds from the state's CCDF program	30,375	1110	4	1822	6	3037	10	3797	13	4556	15
Other Programs Receiving Quality First Scholarships*	6,100	660	11	3300	50	7050	50	12,000	66	16,875	75
<i>Quality First defines Tiers 3-5 as "top tiers."</i>											
<i>Baseline data are estimates from Quality First data system fields: type of program, star rating and size of program. Number of children with high needs served by program data is actual from sources: State funded preschool: FTF grantee report in FTF Programs Grant Management System; . Early Head Start and Head Start: 2010 PIR Data for 2010 inclusive of Regional, Migrant and Seasonal and American Indian/Alaska Native Head Start Programs; IDEA Part C: Arizona Department of Economic Security Arizona Early Intervention Program; IDEA Part B: Arizona Department of Education October 2010</i>											

Performance Measures for (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.											
Type of Early Learning and Development Program in the state	Number of Children with High Needs served by programs in the state	<i>Baseline and Annual Targets — Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the Tiered Quality Rating and Improvement System</i>									
		Baseline (Today)		Target- end of calendar year 2012		Target -end of calendar year 2013		Target- end of calendar year 2014		Target- end of calendar year 2015	
		#	%	#	%	#	%	#	%	#	%
<i>Child Count; ESEA Title I: Arizona Department of Education; CCDF: Department of Economic Security Child Care Automated Tracking System; Quality First Scholarships: grantee report in FTF Programs Grant Management System.</i>											

* number of programs increases from 440 in 2012 to 1500 in 2015

(B)(5) Validating the effectiveness of the State Tiered Quality Rating and Improvement System. (15 points)

The extent to which the State has a High-Quality Plan to design and implement evaluations--working with an independent evaluator and, when warranted, as part of a cross-State evaluation consortium--of the relationship between the ratings generated by the State's Tiered Quality Rating and Improvement System and the learning outcomes of children served by the State's Early Learning and Development Programs by--

(a) Validating, using research-based measures, as described in the State Plan (which also describes the criteria that the State used or will use to determine those measures), whether the tiers in the State's Tiered Quality Rating and Improvement System accurately reflect differential levels of program quality; and

(b) Assessing, using appropriate research designs and measures of progress (as identified in the State Plan), the extent to which changes in quality ratings are related to progress in children's learning, development, and school readiness.

In the text box below, the State shall write its full response to this selection criterion. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality

of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

<i>Narrative</i>

(B)(5) Validating the effectiveness of the State Tiered Quality Rating and Improvement System

In developing, advancing, and sustaining our TQRIS, Arizona will develop and implement a validation study to assess the ease, accuracy, and usefulness of implementing the Quality First Rating Scale and the relationships of star ratings to observed child outcomes on the statewide kindergarten assessments and FTF's School Readiness Indicators (Attachment AA). First we will determine if our tiered star-rating system accurately differentiates degrees of program quality. Second we will determine which factors are significantly related to program quality and the relationship of those factors to children's kindergarten readiness.

(B)(5)(a) Validating Differential Levels of Program Quality in the State's Tiered Quality Rating and Improvement System

Criteria for Selection of Research-Based Measures

In selecting measures to gauge the quality of Early Learning and Development Programs and services for children from birth to age five, we have three criteria. Selected measures must: 1) be **comprehensive and integrated** in terms of assessing quality and changes in quality programs and settings within diverse communities; 2) have sound empirical support and **strong validity and reliability**; and 3) and **accurately reflect differential levels of program quality**.

Comprehensive and Integrated Measures for Assessing Quality

Our measurement of quality early learning environments and instruction is based on the early childhood research and best-practices literature for center-based and home-based child care and

educational settings. Spatial surroundings, personal care, language development, program structure, parental involvement and support, educator/child interactions and relationships, staff qualifications (Gomby et al., 1996), administrative practices (Witte & Queralt, 2005) have all been shown to contribute to and predict program quality.

Arizona's Quality First Rating Scale uses three key evidence-based components to assess program quality: 1) the Classroom Assessment Scoring System Pre-K (CLASS Pre-K; Pianta, La Paro, & Hamre, 2008); 2) three Environmental Rating Scales (ERS; Harms, Clifford & Cryer, 2005, 2006, 2007) selected according to age group and type of child care setting (the ECERS-R, 2.5-5 yrs; center-based settings; ITERS-R, birth-30 months, center-based settings; FCCERS-R, family-based settings); and 3) the Quality First Points Scale Assessment consisting of measures of staff qualifications (SQ), administrative practices (AP), and curriculum assessment (CA). These measures were selected because they address key domains of program quality as documented by early childhood research literature. The adaptability of our measures for use in center-based and family-based settings in Arizona is a significant strength because we can incorporate both settings into our state's quality improvement plan — and the evaluation of that plan.

Strong Validity and Reliability of Measures

The majority of the scores on the Quality First Rating Scale are based on the ERS and CLASS scores; these are valid and reliable assessments of the quality of early care environments, with the potential to predict a student's academic and social development, as determined by a number of published studies (Burchinal et al., 2000; Peisner-Feinburg et al., 2001; Clifford & Rossbach, 2004; Howes et al., 2008; Mashburn et al., 2008).

More specifically, all three revised ERS (Alphas of .92 ITERS-R; .90 FCCERS-R; .92 ECERS-R), have shown empirically based acceptable ranges of internal consistency, inter-rater reliability (Pearson Correlation Co-efficients; .921 ECERS-R), and item, indicator, and total scale reliability (Harms, Cryer & Clifford, 2006; Harms, Cryer & Clifford, 2007; Harms, Clifford & Cryer, 2005) across each of their seven subscales (see Table 1 in Attachment X).

The CLASS Pre-K instrument includes 11 dimensions organized into three domains: Emotional Support, Classroom Organization, and Instructional Support (see Table 2 in Attachment X). The psychometrics of the CLASS Pre-K instrument have been tested in a number of studies covering more than 3,500 classrooms (Pianta, La Paro & Hamre, 2008), showing both high internal and external validity and reliability. The research review of CLASS included child care and elementary school research, literature on effective teaching practices, focus groups, extensive piloting, and approval of several subject-matter experts. This supports CLASS's construct and face validity. Correlations among the CLASS domains, the ECERS-R factors of Interactions and Provisions, and (Ritchie, Howes, Kraft-Sayre, & Weiser, 2001) children's engagement in literacy and language, math, adult-elaborated interactions were all significant ($p < .001$; Pianta et al., 2005), reinforcing CLASS's high criterion validity. Inter-rater reliability among coders at 87 percent, test-retest reliability (correlation co-efficients between .68 and .98 on all CLASS dimensions; Early et al., 2005), and high internal consistency scores (Alpha scores ranging from .63- .90) all support CLASS's reliability. Also of importance for our purposes, the CLASS scores have been stable across days of the week (correlations between .73 and .85) and relatively stable across the school year (correlations between .25-.64).

Given the research supporting the importance of staff qualifications (Gomby et al., 1998), administrative practices (Witte & Queralt, 2005), and ongoing curriculum assessment in contributing to and predicting program quality, FTF's Quality First Points Scale Assessment awards points within each of these three areas along a continuum with standardized scoring procedures.

A major component of the Quality First Validation Study will assess the reliability and validity of our newly constructed Quality First Rating Scale, which integrates the ERS, CLASS and Quality First Points Scale Assessment. Our established data-collection processes will facilitate the validation of the Quality First Rating Scale as the main vehicle of change within a comprehensive improvement system. Currently, Quality First data are collected and reported by all participant programs across the state, and then housed within a secure FTF data system.

(B)(5)(b) Assessing the Extent to which Changes in Quality Ratings are Related to Child Progress and Outcomes

The Quality First validation study fits into a broader research and evaluation capacity developed by FTF. This includes ensuring accountability and formative learning through accurate and timely gathering of all service and system wide data (program compliance with contracts and performance standards); and authorizing specific programmatic and system studies to assess the impact of high-quality programs on childhood learning, positive development, and school readiness. Our validation study has a two-fold purpose, first, to validate the Quality First scale as a measurement of quality and second, to understand the relationships between early childhood program changes as they move through quality tiers and child outcomes. Our goals are to design procedures and processes to generate timely and actionable information for improving the Quality First system, and ensure that external and internal research and evaluation activities are coordinated to produce a body of high- quality findings about the short- and long-term impact of the Quality First system within the state's current cultural, economic, and social contexts.

Strategic Research and Evaluation Projects and Activities

Baseline Activities: Research and evaluation projects and activities conducted over the last four years to help validate Arizona's early learning system and in particular Quality First include:

- A **FTF Quality First Data Monitoring System**, including the creation of scoring rubrics and data-collection procedures with inter-rater reliability requirements, and the capacity for coaches and assessors to upload Quality First data into a secure data system.
- Dedicated funding of **Quality First Assessors**, who receive rigorous training in the administration and scoring of the ERS and CLASS assessments and are checked to ensure high inter-rater reliability.
- A strong, 10-person FTF Research and Evaluation Team, with specialized doctoral-level expertise in research and evaluation design and methodologies, and the **capacity to conduct in-house data analyses**. FTF staff regularly review Quality First time sequence data, and examine data for patterns of improvement, maintenance, and/or challenges.
- Collection of **statewide baseline data** in three related studies — the Arizona Kindergarten Readiness Study, the Longitudinal Child Study of Arizona, and the Family

and Community Case Studies with more than 7,000 children, from birth to age 6; a large sample participated in both Quality First and non-Quality First programs.

- A 12-member national advisory panel, to be chaired by Dr. John Love (Panel Member Bios are found in Table 3 in Attachment X). The panel has been established to provide direction on developing methodology and recommendations for the FTF External Evaluation Study and the Quality First Validation Study.

Quality First Validation Study: Research and Evaluation Scope and Methodology. FTF will procure external research and evaluation services to complete the Quality First Validation Study. The basic scope and methodology of the study will include the following:

- **The study will combine research and evaluation.** The main purpose of the study will be to examine the influence of improved quality of early childhood care and education on child development and school readiness. **The research portion of the Validation Study will involve two investigative directions.** First, we will examine Quality First processes, implementation and systemic factors such as socioeconomic, geography, and demographics within and across communities, regions, and the state. We will carefully track factors that influence or predict movement of programs from lower to higher quality tiers (or the reverse). In the early stages, we will build a solid foundation of baseline data on the existing state of Early Learning and Development Programs and systems, documenting the percentage of home- and center-based programs that receive different levels of Quality First ratings, and then tracking changes in ratings over time.
- **The evaluation portion of the study will assess changes over time in child development and school readiness factors.** There are several possible avenues of comparison. We may compare readiness factors for children participating in programs with higher Quality First ratings, and those participating in programs with lower ratings. We may track developmental improvements in children over time as programs go up or down on the quality ratings. All analyses will attend specifically to any differential impact on Children with High Needs. This part of the investigation will involve selecting standardized child development and school readiness assessment tools, and developing protocols and procedures to assess child health and mental health, parenting and family competencies, and kindergarten readiness.

The evaluation portion of the Validation Study will also consider: 1) contextual conditions (e.g., state-specific economic and social conditions, historical influences, and needs and gaps relevant to the goal of ensuring all children enter school healthy and ready to succeed); 2) input and output factors (e.g., human and financial resource allocations, number of people served, number and types of services adopted to promote advances in quality ratings, etc.); 3) implementation and process factors (e.g., barriers and facilitators of programmatic fidelity, description of local service innovations, etc.); and 4) multilevel outcomes and impacts, both intended and unintended (e.g., changes in the number of community programs with higher Quality First ratings).

Activities related to initial review of existing Quality First data and collection system begin in January 2012, with the Request for Proposal release targeted in September 2012. The final study results are beginning March 2015. See the Summary of the High Quality Plan Attachment VV.

(B)(5) Table — High-Quality Plan Summary

Goal: Validate effectiveness of TQRIS (B-5) – Procure external research and evaluation services	
Key Milestones/Activities	Proposed Targets
Develop scope of work and release Request for Proposal	By June 30, 2012
Contractor selected and study begins	By September 30, 2012
First wave data collection completed	By April 30, 2013
Second wave data collection completed	By June 30, 2014
Final analysis and synthesis and reporting	By March 30, 2015
Application of study results	Ongoing

Focused Investment Areas -- Sections (C), (D), and (E)

The State must address in its application--

- (1) Two or more of the selection criteria in Focused Investment Area (C);*
- (2) One or more of the selection criteria in Focused Investment Area (D); and*
- (3) One or more of the selection criteria in Focused Investment Area (E).*

The total available points for each Focused Investment Area will be divided by the number of selection criteria that the applicant chooses to address in that area, so that each selection criterion is worth the same number of points.

C. Promoting Early Learning and Development Outcomes for Children

Note: The total available points for (C)(1) through (C)(4) = 60. The 60 available points will be divided by the number of selection criteria that the applicant chooses to address so that each selection criterion is worth the same number of points. For example, if the applicant chooses to address all four selection criteria in the Focused Investment Area, each criterion will be worth up to 15 points.

The applicant must address two or more selection criteria within Focused Investment Area (C).

(C)(1) Developing and using statewide, high-quality Early Learning and Development Standards

The extent to which the State has a High-Quality Plan to put in place high-quality Early Learning and Development Standards that are used statewide by Early Learning and Development Programs and that--

(a) Includes evidence that the Early Learning and Development Standards are developmentally, culturally, and linguistically appropriate across each age group of infants, toddlers, and preschoolers, and that they cover all Essential Domains of School Readiness;

(b) Includes evidence that the Early Learning and Development Standards are aligned with the State's K-3 academic standards in, at a minimum, early literacy and mathematics;

(c) Includes evidence that the Early Learning and Development Standards are incorporated in Program Standards, curricula and activities, Comprehensive Assessment Systems, the State's Workforce Knowledge and Competency Framework, and professional development activities; and

(d) The State has supports in place to promote understanding of and commitment to the Early Learning and Development Standards across Early Learning and Development Programs.

If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the

State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily. In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Evidence for (C)(1)(a) and (b):

- To the extent the State has implemented Early Learning and Development Standards that meet any of the elements in criteria (C)(1)(a) and (b), submit--
 - Proof of use by the types of Early Learning and Development Programs in the State;
 - The State's Early Learning and Development Standards for:
 - Infants and toddlers
 - Preschoolers
 - Documentation that the standards are developmentally, linguistically and culturally appropriate for all children, including children with disabilities and developmental delays and English Learners;
 - Documentation that the standards address all Essential Domains of School Readiness and that they are of high-quality;
 - Documentation of the alignment between the State's Early Learning and Development Standards and the State's K-3 standards; and

<i>Narrative</i>

(C)(1) Developing and using statewide, high-quality Early Learning and Development Standards

Arizona has high-quality Early Learning and Development Standards (adopted by the Arizona State Board of Education in 2005 – Attachment F) that lay the foundation for school readiness. Our standards are developmentally, culturally, and linguistically appropriate, aligned to the state's K–3 academic standards, and incorporated into curriculum, assessments, and professional development. In addition, we have in place a system to ensure that the standards serve as the foundational guide for all early childhood educators including those who work in center based care as well as family support, health care, and mental health professionals.

For the many parents who voluntarily choose an out of home setting for their children, these standards ensure a level of program quality that optimizes a young child's development.

Our continuum of standards includes the Arizona Early Learning Standards (AzELS) for children three to five years of age (Attachment F) and the Arizona Infant/Toddler Developmental Guidelines (Arizona Department of Education and FTF, 2011- Attachment EE). They describe what children under five should know and be able to do in order to establish a developmental trajectory leading to school readiness. They are intended for use in all early learning and development programs in urban, rural, and tribal lands.

When used in alignment with the Academic Standards for Kindergarten (Arizona Department of Education, 2009) and in conjunction with the Arizona Literacy Plan (2010, Arizona has created a pathway for our children to graduate from high school and college and be career-ready (Attachment BB). Our standards development process included "mechanism[s] for ensuring that the [standards] reflect the current knowledge base related to children's learning and development" (Scott-Little, Kagan, & Frelow, 2006, p. 167). Experts from Arizona's diverse geographical areas, cultures, professional disciplines, and early childhood system were engaged to ensure standards and guidelines are developmentally, culturally, and linguistically appropriate and included higher education; and federally, state, tribal and privately funded Early Learning and Development Programs.

(C)(1)(a) Arizona Early Learning Standards: Evidence of Quality

According to the National Institute of Early Education Research (NIEER), "States should have comprehensive early learning standards covering all areas identified as fundamental by the National Education Goals Panel — children's physical well-being and motor development, social-emotional development, approaches toward learning, language development, and cognition and general knowledge. These standards should be specifically tailored to the learning of preschool-age children so that it is appropriate for their level of development, and should be required by the state or actively promoted for use in state prekindergarten classrooms" (NIEER, 2006). First developed in 2003, the AzELS for children three to five years old have met the NIEER quality requirements since 2005. AzELS domains include approaches to learning embedded in social-emotional development; language and literacy; mathematics; science; social

studies; physical development; health and safety; and fine arts (First Things First, 2011s - Attachment DD)

Scott-Little, Kagan, and Frelow (2006) recommend that states develop early learning standards that have both broad scope *and* sufficient depth of content in all essential domains. In their analysis of state's early learning standards, Scott-Little et al. (2006) found a disproportionate distribution of indicators across essential domains with an average 80 percent of early learning standards indicators representing cognitive skills. Attachment DD contains a matrix analyzing the scope and depth of the AzELS at the domain, concept, and indicator level. Table 5 below shows the number of indicators and the percent of total (211) indicators for each domain.

Table 5: Analysis of Arizona Early Learning Standards Domains and Indicators

Domain	# of Indicators	% of Total
Social-Emotional	43	20%
Language & Literacy	45	21%
Mathematics	27	13%
Science	20	9%
Social Studies	23	11%
Physical Development, Health, & Safety	15	7%
Fine Arts	38	18%

The AzELS reflect the most current research on what young children need to know and be able to do to be ready for school. Because research solidly supports the notion that children's school readiness is strongly affected by emotional and motivational self-regulation (Morrison, Pontiz, & McClelland, 2010; Calkins & Marcovitch, 2010), our standards include 43 indicators of social-emotional development (including 19 indicators of approaches to learning).

Our early learning standards also include mathematics indicators for data analysis, geometry, measurement, patterns, structure, and logic in addition to number sense and operations, which are consistent with the foundational math content described in the National Research Council report *Mathematics Learning in Early Childhood: Paths toward Excellence and Equity* (2009). The AzELS language and literacy standards contain early literacy indicators (recognizing and

producing rhymes, syllable segmentation, phonemic awareness, print awareness) that strongly predict children's early primary grade reading ability (Barnett, 2003).

The Arizona Infant/Toddler Developmental Guidelines are for early childhood professionals working with infants and toddlers and are developmentally, culturally, and linguistically appropriate across the age range. The guidelines are to be used as part of a curricular framework to design environments and plan activities that best support very young children's learning. The Infant/Toddler Guidelines cover all essential domains of school readiness and include: social-emotional approaches to learning; language development and communication; cognitive development; and physical and motor development. These guidelines will be presented for adoption by the FTF Board and the State Board of Education by April 2012.

Use of AzELS and Infant/Toddler Guidelines with English Language Learners and Children with Delays or Disabilities

Both the AzELS and Infant/Toddler Guidelines are universally designed to support all children, including those with high needs and varying abilities. The AzELS specifically describe how they should be used with children who are English language learners and children with developmental delays or disabilities (Arizona Department of Education, 2005 - Appendix F). To further support their consistent and appropriate use with Children with High Needs, the standards offer multiple examples of children who have special needs, live in tribal communities, and who may not speak English as their first language. The Infant/Toddler Developmental Guidelines address the individual and cultural variances of very young children throughout the introduction, demonstrating that the values and practices of family, culture, and community influence individual child outcomes. Thus, the family provides the primary context for interaction with others, for early learning experiences and for entrance into the broader world. The experiences of infants and toddlers in learning the language and behaviors of their family must be supported by early learning and development programs where young children spend time.

(C)(1)(b) Alignment with K-12

The AzELS also align with the Head Start Child Outcomes Framework and the Arizona Academic Standards for kindergarten to facilitate curricular and assessment alignment from

preschool through grade 3. The AzELS contain a matrix at the end of each standard section, making the alignment explicit and easy to use across programs and grade levels. In July 2010, Arizona's State Board of Education adopted the English Language Arts and Mathematics Common Core State Standards for kindergarten through grade 12. Arizona will align our Early Learning Standards to the 2010 Arizona English Language Arts and Mathematics Standards, and the revised Head Start Outcomes Framework in early 2012. (Refer to the Revision and Realignment Implementation Plan, First Things First, 2011r, - Attachment CC.)

(C)(1)(c) Connection to Curriculum, Assessment and Professional Development

The Infant/Toddler Developmental Guidelines, the AzELS and the Academic Standards for Kindergarten form a progression of standards that represent a continuum of development and learning for all young children in our state. They are directly connected to other resources and activities statewide, including:

Program Standards: The *Program Guidelines for High Quality Early Education: Birth through Kindergarten* is a comprehensive set of recommended, evidenced-based practices for all statewide early care and education programs birth through kindergarten (First Things First, 2011f - Attachment M). The AzELS and the Infant-Toddler Developmental Guidelines are infused throughout the Program Guidelines. For example, the program guidelines are broken out to reflect the development and needs of infants and toddlers, identified as "Infant-Toddler Supplemental Indicators" and the development and needs for infants through kindergarten age children are identified as "Indicators for all Early Learning Education Programs and Kindergarten Supplemental Indicators." Together they provide a comprehensive set of program standards and indicators that align early learning and development programs with K-12 education. All school-based, federal, and state-funded programs administered by ADE, as well as participating programs in Quality First, must align their program practices with Arizona's program standards.

Curricula and Activities: The AzELS, Infant/Toddler Developmental Guidelines, and Program Guidelines direct curricular planning for all programs serving children from birth to age five. The Programs Practices section in the Program Guidelines includes indicators for early learning

environments, developmentally appropriate early education curriculum, adult and child interactions, and interactive language and literacy activities.

Comprehensive Assessment System: Guideline 3.7 of the Program Guidelines articulate the need for programs to use screening and assessment practices based on the AzELS and Infant/Toddler Guidelines to plan and implement programs and curricula, communicate with parents, and refer children with potential special needs for full evaluation (First Things First, 2011f, Attachment M, pg. 35). The Program Guidelines also describe best practices for providing a supportive environment including warm adult relationships and interactions that support children's growth towards school readiness. The four elements of a Comprehensive Assessment System are infused into the Quality First Point Scale (screening and formative assessment), ERS and CLASS (assessment of environment and adult-child interaction). For a full discussion of Quality First and the Quality First Point Scale, see Section B.

Workforce Knowledge and Competency Framework: The AzELS and Infant/Toddler Guidelines are strongly aligned with our state's current core competencies (First Things First, 2011cc, Attachment U). Further, to obtain State Board of Education credential approval, universities must provide documentation that the AzELS are infused in course requirements for classes leading to a bachelor's degree in early childhood education. When the Infant/Toddler Guidelines are formally adopted, ADE and FTF will begin the process of requiring degree programs to similarly infuse the guidelines in all appropriate early childhood coursework. All three public state universities met this requirement by 2006, and received credential approval from the state for their early childhood education bachelor's degree programs.

Professional Development: Ongoing training and professional development is essential for early care and education programs to effectively integrate and align standards across the continuum. The ADE has established a comprehensive implementation plan (Arizona Department of Education, 2011a - Attachment NN) to ensure the AzELS and Infant/Toddler Guidelines (when approved in April 2012) are successfully communicated to and used by the early childhood field. With financial support from the Head Start for School Readiness Act of 2007 State Advisory Council Grant (First Things First, 2010; First Things First & Arizona Department of Education,

2010 – Attachments FF & GG) through FY2013, training will be provided, targeting audiences from multiple early childhood programs, throughout the state, including in rural and tribal lands.

In partnership with FTF, the ADE uses a train-the-trainer model to disseminate the standards and the developmentally appropriate instructional strategies and environments that support them. Each early learning standard requires between four and eight hours of active training. The training modules break down each standard, guideline and indicator and address both from a theoretical perspective and a practical application (Arizona Department of Education, 2011b – Attachment HH). In addition, the training modules offer guidance and specific activities to continue the learning and support implementation once a participant is trained. The training modules are based on National Professional Development Standards (National Staff Development Council, n.d.); and to ensure fidelity, only ADE staff and Quality First Coaches provide the standardized training.

In FY2011, 145 training sessions were held for the AzELS, reaching 4,036 early childhood educators across all early learning programs, with a concentrated focus on rural communities and Arizona tribal lands. This represents about one-fifth of the 20,000 early childhood educators statewide. Core training is continuing in state FY2012 on the Early Learning Standards and will launch for the Infant Toddler Guidelines in February 2012 with 20 sessions scheduled. A total of 4,500 early childhood educators will be reached in 2012 for a cumulative total of 8,500

(C)(1)(d) Promoting Understanding and Commitment to Early Learning and Development Standards

To advance Arizona's High-Quality Plan, we will promote early learning outcomes for Children with High Needs by expanding the number of early care and education programs that effectively integrate the AzELS and Infant/Toddler Guidelines. This will be achieved through three key activities:

1. DES certification staff and DHS licensing inspectors will understand and promote AzELS and Infant/Toddler Guidelines. DHS in partnership with ADE will provide training and professional development and support for the Licensing Surveyors. The Licensing Surveyors will be trained on the AzELS and Infant/Toddler Guidelines in order to provide information and technical assistance directly with child care providers. DES in partnership with ADE

will provide training to the Human Service Specialists, Unit Supervisors and Management team who are responsible for the certification of homes and integrate the promotion of the AzELS and Infant/Toddler Guidelines into the home certification process.

2. DES and DHS will integrate the use of Infant/Toddler Guidelines into Home Visiting Programs. DHS will serve as the lead agency for the Interagency Leadership Team that includes all of the state agencies funding home visiting programs and Arizona's Home Visiting Taskforce. The Home Visiting Taskforce will focus on professional development of home visitors, improved coordination of home visiting programs, and adherence to the home visiting standards of practice. FTF has established a Home Visitation Standards of Practice which aligns with the Arizona Infant and Toddler Developmental Guidelines to help home visitors and families alike understand what infants and toddlers are learning and doing and how adults can support development in the first three years of life. Under section II of the Standards of Practice, item B 6, FTF requires that "Supervisors and home visitors will have access to and receive training on the utilization of the Arizona Infant and Toddler Developmental Guidelines (FTF Home Visitation Standards of Practice – First Things First, 2011hh, - Attachment YY) as a regular part of practice." Also, the FTF Standard of Practice requires home visitation programs to provide families with information and education on domains of child development: social emotional, language and communication – emergent literacy, cognitive, physical and motor development, including understanding when to have concerns related to children's development while home visitors ensure children receive regular developmental screening. The developmental domains identified in the standards of practice are the same as in the guidelines. The standard of practice requirement for programs to ensure that developmental screenings are completed also aligns well with guidelines content on assessment and screening practices identified in the introduction as well as throughout each of the developmental domains in the guidelines.
3. Helping Quality First coaches and ADE mentors understand and promote AzELS and Infant/Toddler Guidelines across Early Learning Programs. FTF is scheduled to launch Coaching Academy in FY2013. The Coaching Academy will align and integrate all professional development for coaches and mentors across Arizona. The contracted Quality First provider will employ a team of instructors who will collaborate with centralized TA staff to develop the curriculum, which will include training in:

1. TQRIS program assessments;
2. All program and child-level (infant-toddler and early learning) standards;
3. Coaching theory, models, and skills;
4. Early childhood health, mental health, and developmental delays, including screening and referral;
5. Building instructional support capacity.

With RTT-ELC funding, the AzELS and Infant/Toddler Guidelines will be integrated as a core component of the Coaching Academy curriculum so that coaches and mentors achieve significant depth and specialization, and are able to use the standards. They will then provide onsite instruction, support and resources to programs for effective integration and application of AzELS and Infant/Toddler Guidelines. ADE will develop the intensive modules, which will consist of a series of courses taken over a period of time, using an “adaptive expertise” model in which coaches are equipped for life-long learning, and are taught not only to think like a coach, but to put their knowledge into action through field-based experiences. The curriculum will include a blend of didactic, case-study, observational/modeling, and supervised field-based experiences (Hammerness, Darling-Hammond, Bransford, et al., 2005).

With more than 240 highly skilled coaches and mentors by December 2015 serving the early care and education programs across Quality First, ADE and Head Start, Arizona’s high quality plan will reach 1500 programs that are demonstrating effective application of the AzELS and Infant/Toddler Guidelines. More than 60,000 children will have access to early learning programs that promote their knowledge and skills so they are ready for school. Furthermore, when programs effectively integrate the AzELS and Infant/Toddler Guidelines, children with high needs will have access to programs that are responsive to their developmental and health needs to promote their individual success.

(C)(1) High Quality Plan—RTT-ELC Funded Components

Goal: Licensing Inspectors and DES staff certifying and monitoring family child care providers are knowledgeable and proficient in the use of standards	
Key Milestones/Activities	Proposed Targets
ADE, DES, and DHS develop training schedule for licensing inspectors and DES certification staff (training schedule to integrate technical assistance and ongoing training and education)	March 30, 2012
Training Plan initiated with DHS inspectors and DES certification staff with all staff trained in the first year	September 30, 2012
Ongoing training and technical assistance as directed by the training plan	As directed by the plan—October 1, 2012 through December 31, 2015
Goal: DHS and DES integrate infant/toddler guidelines with home visiting programs	
Key Milestones/Activities	Proposed Targets
DHS, through Interagency Leadership Team and Home Visiting Taskforce, develops professional development plan for home visitors integrating ongoing training of the Infant/Toddler Guidelines	April 30, 2012
Professional development plan initiated and continued throughout grant period to train home visitors across the state	May 1, 2012 through December 31, 2015
Goal: Quality First coaches and ADE mentors understand and promote AzELS and Infant/Toddler Guidelines across Early Learning Programs.	

Key Milestones/Activities	Proposed Targets
<p>ADE develops modules for AzELS, Infant/Toddler Guidelines and Program Guidelines as core component of Coaching Academy (ADE to work in partnership with the entity contracted to implement the Coaching Academy)</p>	<p>June 30, 2012</p>
<p>Initial launch of AzELS, Infant/Toddler Guidelines and Program Guidelines through Coaching Academy</p>	<p>January 1, 2013</p>
<p>Implementation of Coaching Academy including assessment of training modules and refinement of modules</p>	<p>January 1, 2013 through December 31, 2015</p>
<p>Targets for coaches and mentors served</p>	<p>70 in FY2012 137 in FY2013 200 in FY2014 240 in FY2015</p>

(C)(2) Supporting effective uses of Comprehensive Assessment Systems.

The extent to which the State has a High-Quality Plan to support the effective implementation of developmentally appropriate Comprehensive Assessment Systems by--

(a) Working with Early Learning and Development Programs to select assessment instruments and approaches that are appropriate for the target populations and purposes;

(b) Working with Early Learning and Development Programs to strengthen Early Childhood Educators’ understanding of the purposes and uses of each type of assessment included in the Comprehensive Assessment Systems;

(c) Articulating an approach for aligning and integrating assessments and sharing assessment results, as appropriate, in order to avoid duplication of assessments and to coordinate services for Children with High Needs who are served by multiple Early Learning and Development Programs; and

(d) Training Early Childhood Educators to appropriately administer assessments and interpret and use assessment data in order to inform and improve instruction, programs, and services.

If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

<i>Narrative</i>

We have elected not to write to this selection criterion.

(C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness

The extent to which the State has a High-Quality Plan to identify and address the health, behavioral, and developmental needs of Children with High Needs by--

(a) Establishing a progression of standards for ensuring children's health and safety; ensuring that health and behavioral screening and follow-up occur; and promoting children's physical, social, and emotional development across the levels of its Program Standards;

(b) Increasing the number of Early Childhood Educators who are trained and supported on an on-going basis in meeting the health standards;

(c) Promoting healthy eating habits, improving nutrition, expanding physical activity; and

(d) Leveraging existing resources to meet ambitious yet achievable annual targets to increase the number of Children with High Needs who--

(1) Are screened using Screening Measures that align with the Medicaid Early Periodic Screening, Diagnostic and Treatment benefit (see section 1905(r)(5) of the Social Security Act) or the well-baby and well-child services available through the Children's Health Insurance Program (42 CFR 457.520), and that, as appropriate, are consistent with the Child Find provisions in IDEA (see sections 612(a)(3) and 635(a)(5) of IDEA);

(2) Are referred for services based on the results of those screenings, and where appropriate, received follow-up; and

(3) Participate in ongoing health care as part of a schedule of well-child care, including the number of children who are up to date in a schedule of well-child care.

If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Additionally, States must provide baseline data and set targets for the performance measures under (C)(3)(d).

Evidence for (C)(3)(a):

- To the extent the State has established a progression of health standards across the levels of Program Standards that meet the elements in criterion (C)(3)(a), submit--
 - The progression of health standards used in the Program Standards and the State's plans for improvement over time, including documentation demonstrating that this progression of standards appropriately addresses health and safety standards; developmental, behavioral, and sensory screening, referral, and follow-up; health promotion including healthy eating habits, improved nutrition, and increased physical activity; oral health; and social and emotional development; and health literacy among parents and children;

Evidence for (C)(3)(b):

- To the extent the State has existing and projected numbers and percentages of Early Childhood Educators who receive training and support in meeting the health standards, the State shall submit documentation of these data. If the State does not have these data, the State shall outline its plan for deriving them.

Evidence for (C)(3)(d):

- Documentation of the State's existing and future resources that are or will be used to address the health, behavioral, and developmental needs of Children with High Needs. At

a minimum, documentation must address the screening, referral, and follow-up of all Children with High Needs; how the State will promote the participation of Children with High Needs in ongoing health care as part of a schedule of well-child care; how the State will promote healthy eating habits and improved nutrition as well as increased physical activity for Children with High Needs; and how the State will promote health literacy for children and parents.

<i>Narrative</i>

We have elected not to write to this selection criterion.

(C)(4) Engaging and supporting families

The extent to which the State has a High-Quality Plan to provide culturally and linguistically appropriate information and support to families of Children with High Needs in order to promote school readiness for their children by--

(a) Establishing a progression of culturally and linguistically appropriate standards for family engagement across the levels of its Program Standards, including activities that enhance the capacity of families to support their children's education and development;

(b) Increasing the number and percentage of Early Childhood Educators trained and supported on an on-going basis to implement the family engagement strategies included in the Program Standards; and

(c) Promoting family support and engagement statewide, including by leveraging other existing resources such as through home visiting programs, other family-serving agencies, and through outreach to family, friend, and neighbor caregivers.

If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Evidence for (C)(4)(a):

- To the extent the State has established a progression of family engagement standards across the levels of Program Standards that meet the elements in criterion (C)(4)(a), submit--
 - The progression of culturally and linguistically appropriate family engagement standards used in the Program Standards that includes strategies successfully used to engage families in supporting their children's development and learning. A State's family engagement standards must address, but need not be limited to: parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and adult and family literacy programs, parent involvement in decision making, and parent leadership development;
 - Documentation that this progression of standards includes activities that enhance the capacity of families to support their children's education and development.

Evidence for (C)(4)(b):

- To the extent the State has existing and projected numbers and percentages of Early Childhood Educators who receive training and support on the family engagement strategies included in the Program Standards, the State shall submit documentation of these data. If the State does not have these data, the State shall outline its plan for deriving them.

Evidence for (C)(4)(c):

- Documentation of the State's existing resources that are or will be used to promote family support and engagement statewide, including through home visiting programs and other family-serving agencies and the identification of new resources that will be used to promote family support and engagement statewide.

<i>Narrative</i>

(C)(4) Engaging and supporting families

Arizona's High-Quality Plan 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. We will engage in standards-based activities to reach 11,000 parents annually, supporting their very young children's education and development; train and support 5,000 early childhood educators annually in effectively engaging families to be their child's first teacher; expand FTF's current \$40 million investment in family support strategies; and leverage tribal partnerships and philanthropic investments to meet our goals.

These strategies will be concentrated in communities with a high density of English language learners and tribal children, with the goal of creating environments rich in vocabulary, language and literacy. These evidence-based efforts to improve English language acquisition and literacy will be evaluated and measured to ensure young children are better prepared in all Essential Domains of Kindergarten Readiness. With Arizona's high population of English language learners, nearly 50 percent of children under the age of 6 (Population Reference Bureau, 2007–2009), enhancing family literacy is particularly important because in families where one or both parents do not speak English, parents are less likely to read regularly to their children than in families where both parents speak English (Ballantyne, Sanderman, D'Emilio & McLaughlin, 2008). Young children who have literacy-rich home environments experience multiple benefits including boosts in literacy development, social-emotional gains, and increased likelihood of later overall school success (Child Trends Databank, n.d.). Research evidence indicates family support in the early years can help children benefit from strong cultural and linguistic family and community connections *and* improve English proficiency and school readiness (Britto & Brooks-Gunn, 2001).

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. Many young English language learners and children from tribal lands are cared for in their homes or in Family, Friend and Neighbor (FFN) care. A recent study of almost 1,200 FFN programs in Maricopa, Coconino and Yuma counties found more than seven distinct languages spoken by caregivers, parents and children in these programs, including Somali, Nepali, Navajo and Hopi. By far, the predominant languages spoken are Spanish and a blend of English/Spanish. Fifty-nine percent of adults speak Spanish to children in their care and 28 percent speak a blend of English and Spanish. English is spoken by about 10 percent of the adults. Spanish is also the primary language spoken by children when talking to their caregiver (46 percent) and to their families (42 percent). However, 10 percent more children than caregivers use a blend of English/Spanish and 4 percent more children than caregivers use English when speaking together (Shivers, 2011). It is very clear that the number and type of words children hear and speak are intensely influenced by their family members and the adults they interact with in informal care

environments. Building the confidence of parents and extended family members, reinforcing their role as their child's first and strongest teacher, and affirming the importance of English language acquisition, is the foundation of our proposal.

Our proposal focuses on implementing culturally responsive family support approaches that promote language proficiency, including English language acquisition. The following evidence-based principles guide our early childhood family support endeavors:

1. Strong early language development begins in the home and is the best foundation for later academic achievement (Britto & Brooks-Gunn, 2001);
2. Explicit and intentional teaching of early literacy skills by family members promotes school readiness and later academic success (Evans, Shaw, & Bell, 2000; Frijters, Barron, & Brunello, 2000);

Arizona invests approximately \$90 million annually (state and federal funding) toward voluntary family support programs, including the newly awarded \$13.4 million 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); \$6.2 million from the Arizona Lottery for home visitation through the DES serving 3,100 families, \$20 million in Early Head Start reaching 2,700 children; and \$40 million in FTF family support services provided by 91 grant partners across the state. These services provide a continuum of care with universal scope and reach. The Arizona Parent Kit is provided statewide to all parents of newborns. In state FY 2011, 65,628 kits were distributed to new parents including 7,537 distributed in Spanish. Our evidence-based intensive home visiting programs support first-time single mothers, families with children with developmental delays, and families isolated in rural areas and Arizona Indian Lands serving approximately 12,000 children. See the FTF Family Support Strategies and Funding for an overview of FTF funded family support strategies (First Things First, 2011ii, Attachment ZZ).

To advance Arizona's High-Quality Plan, Arizona will leverage current family support system components to advance evidence-based parent support and engagement models. Our efforts will

promote English language and literacy development in the home, in early learning and development programs, and across community-based settings for young English language learners, and throughout Arizona Indian lands. This will be accomplished by the following: 1) providing onsite, individualized targeted coaching to advance the integration of the Program Guidelines for High Quality Early Education, 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 English language learners and children on tribal lands.

(C)(4)(a) Culturally and Linguistically Appropriate Standards for Family Engagement

Arizona's Program Guidelines (First Things First, 2011f – Appendix M) contain dedicated sections for family engagement and support and linguistic and cultural integration. Linguistic and cultural integration guidelines provide direction to early childhood programs regarding appropriate selection of materials, communication with families, family involvement in classrooms and programs, and openly and sensitively discussing stereotypes as situations naturally occur (First Things First, 2011f – Appendix M). Family engagement and support guidelines provide direction on communication with families, family involvement in decision-making and transition-planning, helping families access community resources, creating welcoming environments for families of diverse backgrounds and family involvement in program and policy decisions. The guidelines also contain indicators for how early childhood educators can meet the linguistic, cultural, and learning needs of English language learners, including attending to the social, emotional, and cognitive skills of children, ensuring young children are provided English-speaking role models, and instructional strategies to support English language acquisition (pg. 38).

As illustrated in Section (C)(1) of this application, the AzELS, Infant/Toddler Guidelines (First Things First, 2011t – Appendix EE), and Program Guidelines serve as the foundation for Arizona's early learning and development system in all types of early learning programs. Taken

together, they map a framework for providing culturally and linguistically appropriate family support across all early childhood environments. Furthermore, they are the foundation of the program quality standards in Quality First (Section B).

(C)(4)(b) Support for Early Childhood Educators Implementing Family Engagement Strategies

Ongoing training and professional development is essential for early care and education programs to effectively integrate and align the Program Guidelines with family engagement activities. With support from the Head Start for School Readiness Act of 2007 State Advisory Council Grant (First Things First, Arizona Department of Education, 2011 - Attachment FF), the Arizona Department of Education (ADE) has established a two-year implementation plan to ensure Early Childhood Educators understand and uses the Program Guidelines. Following the core training model for the AzELS and Infant/Toddler Guidelines (See Section C1) a core training module will be developed for the family engagement and cultural and linguistic integration guidelines, addressing both the theoretical perspective and a practical application (Arizona Department of Education, 2011b - Attachment HH) and based on the National Professional Development Standards (National Staff Development Council Leaning Forward, n.d.)

The Coaching Academy described in (C)(1) will be the primary vehicle for advancing the knowledge and professional competence of Arizona's coaches who are working with providers statewide in high English language learner, geographically isolated, and tribal communities. The Program Guidelines will be included with the AzELS and Infant /Toddler Guidelines core curriculum, with focused attention on advancing the specialization and professional competency of coaches specific to linguistic and cultural integration and family engagement. The development of an evidence-based training curriculum and identification of specific resources and tools for Arizona's early learning coaches and mentors will ensure programs are effectively preparing Arizona's English language learners for academic success, and positioning home environments as resources that help prepare children in all Essential Domains of School Readiness. In addition, through the RTT-ELC funds, a culturally and linguistically appropriate parent companion book to the AzELS and Infant/Toddler Guidelines will be developed for

coaches to use with their programs. This companion book will serve as a tool and resource for programs to effectively partner with all families, especially families of English language learners. A total of 6,000 parent companion books will be distributed annually.

(C)(4)(c) Leveraging resources to promote effective family support and engagement

Language and Literacy for English Language Learners

The RTT-ELC grant will allow Arizona to leverage evidenced-based home visiting programs in regions across the state with an evidence-based early literacy model, Raising A Reader, in partnership with Arizona libraries and First Things First family resource centers across Maricopa, Pima, Yuma and Santa Cruz Counties to reach 5,000 families annually. Through funding from FTF and several corporate and private foundations, Raising A Reader is currently being implemented across Maricopa County, primarily in central and north Phoenix. In calendar year 2011, 680 workshops will be held, serving 850 families and upwards of 1,200 children. RTT-ELC funds will allow us to dramatically expand our reach. The specific communities targeted have high English language learners and include the following: Phoenix communities of Maryvale, South Phoenix (85041, 85040), Sunnyslope (85020, 85029) and Central Phoenix (85003, 85004, 85007, 85034, 85008, 85009, 85013, 85015, 85016), the Maricopa communities of Buckeye, Glendale (85301, 85303), El Mirage, Aguila, Guadalupe, Chandler (85225), Tempe (85211, 85212), Mesa (85201), Queen Creek (85242), and Gilbert (85296), the Pima communities of Summit View, Three Points, Amado, Ajo and Tucson (85713, 85714, 85705), Santa Cruz communities of Nogales and Rio Rico, and the Yuma communities of San Luis and Yuma (85364, 85365). With a high population of English language learners, almost 50 percent of the total population of children under age six (Population Reference Bureau, 2007-2009), the infusion of a national early literacy program in these regions will bring together a set of coordinated, community-wide interventions that promote family literacy practices for Children with High Needs. Making these coordinated, culturally responsive interventions available in the community will provide parents with the tools and resources they need to be their child's primary teacher, which is necessary for successful English language acquisition, and ultimately contribute to their child's school success (Peifer and Perez, 2011; Head Start Bureau, 2005). Our approach to Raising A Reader will promote English language acquisition by exposing children to

the English language and English print materials as well as materials in their home language.

The Phoenix (North, Central and South), Maricopa (Northwest, Southwest, Central, and Southeast), Central and South Pima, Yuma and Santa Cruz First Things First Regional Councils are positioned to implement this coordinated network of family support interventions having committed approximately \$17 million in FY2012 for home visiting programs serving approximately 5600 families and \$7.3 million in early literacy and family resource centers reaching almost 20,000 families. Our family resource centers are located in convenient community locations such as elementary schools, health clinics, and community neighborhood centers and have established strong partnerships across school districts, health providers, cities, and nonprofit programs. Thousands of families are seeking services and supports through the resource centers from information referral to parent education workshops and health promotion (First Things First, 2011jj – Attachment AAA). Partnerships with the libraries have promoted community based programming that encourages early literacy behaviors for adults and children and includes story times and parent workshops. Research evidence shows that parents who entered the library with their children, accessed more books and participated more frequently in family literacy programs (Birkmayer, 2001).

Through our High Quality Plan, we will partner with Arizona libraries, FTF family resource centers, and the Arizona Multihousing Association to expand the program in the communities identified above to implement a mixed delivery model that will accommodate larger urban areas, as well as more remote communities that may not have high-intensity residential communities. FTF family resource centers and libraries will be the primary vehicles for implementing the Raising A Reader program, bringing on highly skilled trainers to implement the 8 week programs. Trainers will be Early Childhood Educators with expertise in supporting English language learners in classrooms and trained on the AzELS and Infant/Toddler Guidelines. Staff from these programs and home visitors will work together to outreach and engage families, reinforcing the importance of continuously engaging their children in home activities that promote their early language development, and providing hands-on support in doing so in the home and community. The Raising A Reader trainers are bilingual and provide culturally appropriate bilingual materials to promote children's English language acquisition. Finally, FTF

will evaluate Raising A Reader to determine program impact on young English language learners' development of the Essential Domains of School Readiness and English language acquisition.

The Arizona model of Raising A Reader includes several key adaptations from the national model, most important of which is the inclusion of parents at the heart of the program. While in most states Raising A Reader is a book rotation program, where children bring home books each week from their child care centers, we have partnered with the Arizona Multihousing Association to deliver eight weeks of trainings to parents onsite in low-income apartment communities. Parents and their young children from birth to age five participate together in eight two-hour sessions in their own communities, eliminating the need for transportation and encouraging social cohesion. As a result of this community-based model, parents — many of whom are socially isolated by language barriers— meet their neighbors and become more engaged in their communities. Participating apartment managers report measurable increases in community cohesion and safety as a beneficial byproduct of Raising A Reader. Pre and post surveys in April–June 2011 also demonstrated very strong positive impacts on parent attitudes, children asking to read, the creation of family reading routines, frequency and length of family reading to children, child enjoyment of reading, books in the home, and visiting the library.

Enhancing Early Literacy on American Indian Lands

Our High Quality Plan will build on our strong partnerships with the Arizona Tribes to promote early language and literacy. Of Arizona's 22 federally recognized Indian tribes, 19 have elected to partner with First Things First. Through the RTT-ELC grant and to continue to support children with high needs, Arizona will also work with two Arizona tribes in unique locations to expand their home visitation programs to integrate a community based early literacy program. Children, who are exposed to early literacy skills which include print motivation, print awareness, vocabulary, letter knowledge, phonological awareness and narrative skills, are more successful English speakers, readers and writers when they enter school. The Hualapai Indian Reservation is located in northwestern Arizona along the west rim of the Grand Canyon. The location of the reservation makes accessing services very difficult for many families. The nearest

hospital and major grocery store, for example, are 50 miles away in the nearest town of Kingman. The Havasupai Tribe, located near the southwestern edge of the Grand Canyon National Park, is in a remote location in which travel to or from the Supai village must be done by foot, horseback, or helicopter.

The Hualapai Tribe will expand its maternal child health program to integrate an early literacy component serving 30 infants and toddlers. The Maternal Child Health program is a family support program that provides home visitation to families on the Hualapai Indian Reservation. It is universally implemented, working with 100 percent of the pregnant women and infants, and with targeted families and children who are in need of additional services. In partnership with the Tribe, an early literacy model will be developed that is culturally responsive and meets the FTF standards of practice for effective early literacy programs which specifies the following:

Evidence based programs involve parents and children in a series of classes (e.g. one to three hours per class session with participation in sessions held once to several times a week over the course of several weeks) to demonstrate a positive impact upon school readiness and child development outcomes (First Things First, 2011kk – Attachment BBB).

To provide a linguistically rich environment for the very young children of the Havasupai Tribe, RTT-ELC funding will expand the partnership between the FTF Regional Council, the tribe and the Flagstaff/Coconino County Library to provide monthly early literacy programs. The library staff will bring the families participating in ESSS and the Head Start program together to introduce age-appropriate early literacy skills and concepts in an optimal environment through story times that incorporate stories, songs, finger plays, rhymes, props and games. The story times will model for the parents how easy it is to introduce the early literacy skills at home, especially with infants. The librarians will provide parents with simple but effective ways to incorporate these skills into their daily routines. The inclusion of early literacy workshops with culturally appropriate books will increase parents' access to early literacy programs and increase their confidence and competence to support their children's early learning.

FTF, through our regional partnership councils, is also partnering with several tribes to preserve Native American culture and language in the Hualapai Tribe, Navajo Nation, Salt River Pima Maricopa Indian Community, Gila River Indian Community, and San Carlos Apache Tribe (First

Things First, 2011) – Attachment CCC). In state FY2012, the FTF tribal regional partnership councils have committed almost \$700,000 to preserve tribal languages, which strengthens American Indian families, with the intent of impacting more than 13,000 children. While the predominant language for American Indian children is English, their English-language skills are strengthened when community-based, native-language, and early learning and development programs are integrated in tribal communities (Rinehart, n.d.).

Through these partnerships, the initial work has begun to develop and provide a variety of materials such as books and CDs in each tribe's native language. For example, the Navajo Nation has an early literacy bundle that includes board books and a CD in Navajo that is provided as part of the Arizona Parent Kit to every newborn — 1,500 distributed in school year 2011. The Gila River Indian Community has cultural coordinators who provide teaching staff with education and training on native language and work with teachers to embed native language in everyday activities and lessons across their 10 early childhood programs, reaching 467 children.

Building on the partnerships in place with the tribes, the RTT-ELC grant will advance the native language preservation programs through the expansion of print materials, professional development for early childhood educators and community-based parent education programs. The tribal partnerships are explained in detail in Attachment CCC.

C(4) High-Quality Plan – RTT ELC Funded Components

Goal: Advance the integration of the Program Guidelines which address family engagement and linguistic and cultural integration through onsite, individualized targeted coaching	
Key Milestones/Activities	Proposed Targets
See Section C1 High Quality Plan for Coaching Academy	
Goal: Deliver culturally and linguistically appropriate parent education material that enhance families' capacity to engage in early literacy and math activities with their children	
Key Milestones/Activities	Proposed Targets
Parent Companion Book developed, working in	April 30, 2012

<p>partnership with ADE and community stakeholders, ensuring parent feedback is obtained and integrated</p> <p>Procure printing company to print 6,000 books annually</p> <p>Integrate Parent Companion book in the AzELS and Infant/Toddler Guidelines Coaching Academy Module</p> <p>Print initial 6,000 books and then annually through 2015</p> <p>Initially train Coaches and Mentors on use of parent companion book and then fully integrated into Coaching Academy</p> <p>Coaches and Mentors disseminate books to providers and provide onsite training on use of the parent companion book and effective engagement of families</p>	<p>April 1, 2012</p> <p>June 30, 2012</p> <p>June 30, 2012 (and January 1, 2013, 2014, 2015)</p> <p>September 30, 2012 and then ongoing</p> <p>October 1, 2012 and ongoing</p>
<p>Goal: Advance language and literacy development of English language learners and children on tribal lands</p>	
<p>Key Milestones/Activities</p>	<p>Proposed Targets</p>
<p>Enter into tribal agreements with San Carlos Apache, Hualapai Tribe, Havasupai Tribe, Salt River Pima Maricopa Indian Community and Gila River Indian Community</p> <p>Tribes develop materials and programming as specified in the tribal agreement</p> <p>Implementation of native language preservation and early</p>	<p>March 30, 2012</p> <p>July 1, 2012</p> <p>July 1, 2012 through December 31,</p>

literacy programs	2015
Release RFGA for Raising A Reader to be implemented in the grant specified communities in Phoenix and Maricopa, Pima, Santa Cruz and Yuma Counties	February 15, 2012
Award entity(ies) to implement Raising A Reader	July 1, 2012
Implementation of Raising a Reader	July 1, 2012 through December 31, 2012
Procure contract for evaluation of coordinated community interventions including home visitation, family resource centers, and Raising a Reader ensuring alignment with Raising A Reader grant awards	July 1, 2012
Data Collection	July 1, 2012 through December 31,
Initiate evaluation plan, anticipating 2 years data collection, 6 months analysis with final report by end of the grant period	January through June 2015 data analysis
Final Report	November 1, 2015

D. A Great Early Childhood Education Workforce

Note: The total available points for (D)(1) and (D)(2) = 40. The 40 available points will be divided by the number of selection criteria that the applicant chooses to address so that each selection criterion is worth the same number of points. For example, if the applicant chooses to address both selection criteria in Focused Investment Area (D), each criterion will be worth up to 20 points.

The applicant must address one or more selection criteria within Focused Investment Area (D).

(D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials

The extent to which the State has a High-Quality Plan to--

(a) Develop a common, statewide Workforce Knowledge and Competency Framework designed to promote children's learning and development and improve child outcomes;

(b) Develop a common, statewide progression of credentials and degrees aligned with the Workforce Knowledge and Competency Framework; and

(c) Engage postsecondary institutions and other professional development providers in aligning professional development opportunities with the State's Workforce Knowledge and Competency Framework.

If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Evidence for (D)(1):

- To the extent the State has developed a common, statewide Workforce Knowledge and Competency Framework that meets the elements in criterion (D)(1), submit:
 - The Workforce Knowledge and Competencies;
 - Documentation that the State's Workforce Knowledge and Competency Framework addresses the elements outlined in the definition of Workforce Knowledge and Competency Framework in Definitions (section III) and is

designed to promote children's learning and development and improve outcomes.

<i>Narrative</i>

(D)(1) Developing a Workforce Knowledge and Competency Framework and a Progression of Credentials

For more than 15 years, improving the quality of the early care and education workforce has been a top priority for Arizona's early childhood leaders and has evolved as a vital part of our early childhood system. Efforts began in 1996, when Governor Fife Symington's Division for Children established a Professional Development Committee charged with creating strategic plans and infrastructure for a statewide early childhood professional development system. In 1998 Governor Jane Hull hosted more than 100 stakeholders at an early childhood career development forum. Attendees enthusiastically endorsed moving forward with the statewide strategic professional development plan. Over the next several years, a Workforce Knowledge and Competency framework (the Arizona Core Knowledge Elements and Competencies, Attachment U) and a Career Ladder (Attachment U) were completed.

Based on these developments, in 2002, the Arizona Department of Economic Security/Child Care Administration (DES/CCA) awarded Child Care Development Funds (CCDF) quality set-aside funds to the Association for Supportive Child Care (ASCC) to launch S*CCEEDS (Statewide Child Care and Early Education Development System). S*CCEEDS provided a statewide credential verification system, a registry of Early Childhood Educators' career advancement, and mechanisms to communicate community-based training opportunities statewide. Concurrent with these system developments, state early childhood leaders advanced efforts to institute a birth to grade 3 early childhood certificate and elementary education early childhood (Birth through Grade 3) endorsement through the Arizona Department of Education (ADE), and early childhood degree and credential programs at all three Arizona Board of Regents (ABOR) universities. In 2004, the Arizona Board of Education adopted the credentials (certificate and endorsement) and voted to require early childhood certification for anyone teaching in state-funded preschool programs, IDEA part B, section 619 and ESEA Title I

preschool programs, and kindergarten classrooms (beginning in 2012). By fall 2006, the University of Arizona, Arizona State University, and Northern Arizona University had developed and implemented an early childhood bachelor's degree program and teaching certification program aligned to ADE and NAEYC's professional teaching standards, the Core Knowledge Elements and Competencies, and the Arizona Early Learning Standards.

In 2003, Governor Janet Napolitano convened the Arizona State School Readiness Board and engaged stakeholders statewide in a Professional Development Policy Work Group, which forwarded recommendations that were included in the School Readiness Action Plan. This plan and the recommendations in the four policy areas of scholarships, wage incentives, leadership development, and articulation formed the foundation of Arizona's professional development work for the following four years. When voters passed FTF in 2006, the professional development functions from Governor Napolitano's School Readiness Board migrated to FTF. As described in (A)(1), statewide professional development efforts accelerated, and to date more than \$20.4 million from FTF (First Things First, 2010a) and \$18.7 million from CCDF quality set aside (Department of Economic Security, 2011a) has been invested in professional development strategies, including T.E.A.C.H. Early Childhood[®] Arizona scholarships; Professional REWARDS, the Arizona compensation and retention program; and other scholarship, workforce recruitment, and teacher education strategies. We are currently piloting a bachelor's degree-level T.E.A.C.H. program, funded by the Boeing Corporation. Annual investment totals and enrollment numbers are discussed in detail in (D)(2).

With the significant strides as a result of Quality First and T.E.A.C.H., DES/CCA recognized the need to build a more complex and sophisticated professional development system. The S*CCEEDS program ended in 2009 in order to transition resources and effort toward building a system consistent with the more robust needs of our TQRIS. Several system-building activities are currently underway and are described below.

Future Priorities

The Arizona Association for the Education of Young Children (NAEYC) and FTF jointly reconvened an early childhood Professional Development Workgroup. In July 2011, FTF

established a new strategic initiatives unit charged with advancing the development of a robust professional development system. Influenced by national experts and significant stakeholder input, the workgroup has developed a High-Quality Plan to advance Arizona's professional development system. Goals related to (D)(1) include:

1. Revise the Core Knowledge Elements and Competencies (CKEC) into a tiered framework that remains aligned with the ADE Professional Teaching Standards and teacher certification requirements and incorporates current evidence-based knowledge about what teachers need to know and be able to do. The revised CKEC will be disseminated through a system of technical assistance centers described in (D)(2).
2. Remove structural barriers in the progression of degrees by creating a CDA to associate's to bachelor's degree progression accessible throughout the state with common course numbering, and a bank of common courses and curriculum materials developed collaboratively across Arizona's community colleges and Arizona Board of Regents (ABOR) universities.

(D)(1)(a) Create a Tiered Workforce Knowledge and Competency Framework

FTF's Professional Development Workgroup will revise the Arizona Core Knowledge Elements and Competencies (CKEC) (First Things First, 2011c – Attachment U) so they are tiered to increasingly advanced levels of knowledge and competency and meet all RTT-ELC Workforce Knowledge and Competency Framework indicators. Attachment XX contains a revision plan that compares the current CKEC with the RTT-ELC indicators. The revising process will be conducted by a team of 15 paid early childhood consultants including experts from Arizona's institutions of higher education, Early Childhood Educators, and early learning and development experts from across the state. Although the current CKEC meet all RTT-ELC definition indicators, we believe our revision process will substantially strengthen the CKEC so they can become the unifying framework for our proposed professional development system reform. The revised CKEC will be used to advance our professional development system in six strategic ways:

1. Coach early childhood educators at all levels of the career ladder about the sequence of knowledge and skills required to become an early childhood professional, and inform career development plans.

2. Align college coursework. Although all early childhood degree programs cover CKEC content, there is no uniform system for determining the level of skill or competency appropriate for CDA, associate's degree, or bachelor's degree coursework. Thus, students are often frustrated when they are required to take university classes that bear the same or similar title as classes already taken at a community college. The CKEC will be used to engage community college and university early childhood faculty in collaboratively designing coursework that offers increasingly sophisticated early childhood content.
3. Design and disseminate relevant credit and non-credit bearing community-based professional development. Early childhood educators, like all professionals, require in-service continuing professional development, typically ranging from 6–18 hours. We will ensure that community-based professional development is aligned to tiered CKEC.
4. Reinforce the use of the Arizona Early Learning Standards (AzELS), Infant/Toddler Guidelines, and Program Standards by providing a framework for infusing standards into all levels of the professional development system.
5. Instill knowledge and competencies required in Quality First program standards related to early childhood environments and adult-child interactions. Preliminary evaluation of the Quality First rating system indicate adult-child interactions and classroom environment scores contribute most to increases on the Quality First rating scale. Ensuring alignment between the tiered CKEC and Quality First will allow us to promote the skills necessary to progress in the TQRIS through all levels of professional development.
6. Evaluate the efficacy of the professional development system. The development of a linked data system (see Selection Criteria (E)(2)) will provide mechanisms to validate the tiered CKEC and evaluate how well the professional development system promotes increasing early childhood educators' knowledge and competencies.

(D)(1)(b)&(c) Developing an Accessible CDA to Associate's to Bachelor's Degree Progression & Engaging Postsecondary Institutions

Emerging early childhood professionals face many obstacles to accessing and successfully completing college-level professional development. Structural obstacles in higher education articulation and course progressions can block seamless forward progression to higher levels of educational attainment. Currently, the associate's degrees (A.A.) offered by some community

colleges articulate to Arizona's three public universities' bachelor's degree programs through a statewide articulation system known as Arizona General Education Catalog (AGEC). Thus, Arizona has an articulated progression of degrees. However, this degree progression does not effectively meet the early childhood system's needs. Traditional A.A. degrees focus on general education classes and do not require substantial early childhood coursework, and despite AGEC, full alignment is missing among and between community colleges and universities. As an alternative to the traditional degree progression, Arizona early childhood educators historically opt for two degree paths that do not provide a seamless progression to a four-year university degree (First Things First, 2011u, 2011v –Attachments II & JJ). They either: 1) obtain a CDA unattached to college credit; or 2) obtain an Associate's of Applied Science (A.A.S.) in early childhood education, which is a career and technical degree that often incorporates CDA coursework but does not matriculate to our public universities. In many cases, students who enter these degree tracks are unaware their coursework includes classes that do not articulate to a four-year degree.

A substantial majority of early childhood educators serving Children with High Needs in Arizona are from populations who traditionally encounter challenges enrolling, staying in, and completing college degrees. For example, in 2010, 63 percent of non-tribal Head Start teachers and assistants in Arizona were Hispanic/Latino. In the same year, 62 percent of Arizona Head Start teachers and assistants, overall, were proficient in a language other than English. Currently 464 Head Start teachers and assistant teachers work with Children with High Needs on tribal lands. Of those teachers and assistant teachers, only 24 (5 percent) have bachelor's degrees. Research indicates that early childhood educators from these populations often do not see themselves as college-bound (Perna & Titus, 2005; Zarate & Burciaga, 2010). For many, entering a two-year degree program requires substantial courage: a four-year degree might not even be considered. Once students enter college and experience success and if they choose to matriculate to a university program, their overall four-year program is far more expensive and time-consuming than if they had chosen an articulated program, creating barriers that are often insurmountable and further reinforcing the notion that a university education is unobtainable.

With support from Arizona’s postsecondary institutions with early childhood degree programs (Attachment HHH), FTF will lead the effort to overcome historical obstacles to establishing a seamless CDA to associate’s to bachelor’s degree progression, we’ve engaged the college of education deans and associate deans from Arizona’s Board of Regents universities and the presidents from community colleges located in FTF regions and tribal lands across the state.

FTF will lead the effort by convening workgroups of faculty and administrators from collaborating postsecondary institutions to:

- a. Engage with national experts on early childhood college degree program/curriculum development and create a plan for developing the reformed degree progression.
- b. Develop a scope and sequence of courses at the CDA, associate’s, and bachelor’s degree levels aligned to the proposed tiered CKEC framework (with common names and course numbering) and advance the reformed degree program through the curriculum approval and adoption processes at each institution. Faculty will identify core courses at all three levels that would be accepted for credit at any participating institution.
- c. Develop high-quality, culturally responsive, curriculum materials including syllabi templates, lesson plans, case studies, learning activities, assignments, recommended readings, digital media (including course content to be delivered in person and online), and assessments and scoring rubrics.

(D)(1) High Quality Plan – RTT ELC Funded Components

Goal: Revise CKEC into a tiered framework.	
Key Milestones/Activities	Proposed Targets
Finalize CKEC revision adopted by FTF Board and Interagency Coordinating Council	December 2012
Publish and disseminate CKEC	March 2013

Disseminate to 50% of workforce (10,000 Early Childhood Educators, professional development providers & post-secondary faculty)	2013-2014
Goal: Remove structural barriers in the progression of degrees.	
Key Milestones/Activities	Proposed Targets
Finalize degree programs and progression	Aug 2012
Secure post-secondary institutions curriculum committee approval and ADE credential approval	Dec 2012
Develop courses and curriculum materials	Jan 2014- Jan 2014
Secure curriculum committee course approvals	August 2014
Launch new degree programs	August 2015
Three ABOR Universities and 14 Community Colleges offering coursework	2015-2016 academic year

(D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities

The extent to which the State has a High-Quality Plan to improve the effectiveness and retention of Early Childhood Educators who work with Children with High Needs, with the goal of improving child outcomes by--

(a) Providing and expanding access to effective professional development opportunities that are aligned with the State's Workforce Knowledge and Competency Framework;

(b) Implementing policies and incentives (e.g., scholarships, compensation and wage supplements, tiered reimbursement rates, other financial incentives, management opportunities) that promote professional improvement and career advancement along an articulated career pathway that is aligned with the Workforce Knowledge and Competency Framework, and that are designed to increase retention;

(c) Publicly reporting aggregated data on Early Childhood Educator development, advancement, and retention; and

(d) Setting ambitious yet achievable targets for--

(1) Increasing the number of postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework and the number of Early Childhood Educators who receive credentials from postsecondary institutions and professional development providers that are aligned to the Workforce Knowledge and Competency Framework; and

(2) Increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Additionally, the State must provide baseline data and set targets for the performance measure under (D)(2)(c)(1) and (D)(2)(c)(2).

<i>Narrative</i>

(D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.

According to the study *Impacts of the Arizona System Ready/Child Ready (AzSRCR) Professional Development Project on Preschool Teachers' Self-Efficacy* (Ciyer, Nagasawa, Swadener, & Patet, 2010), many Arizona early childhood educators “comprise a ‘high-need’ population” that routinely encounter “obstacles to degree completion such as competing work or family responsibilities, a lack of academic preparation, being a first-generation college student, and lacking funding and financial aid” (p. 130). The researchers cite evidence that such nontraditional students have much more difficulty with retention and completion of degree programs. Indeed, Choy (2005) found 62 percent of nontraditional students dropped out of college within three years compared to 19 percent of traditional students.

A substantial majority of early childhood educators serving Children with High Needs are from populations who traditionally encounter challenges to enrolling in college and completing degree programs. For example, in 2010, 63 percent of non-tribal Head Start teachers and assistants in Arizona were Hispanic/Latino. In the same year, 62 percent of Head Start teachers and assistants, overall, were proficient in a language other than English. Although these demographic groups have historically been less likely to complete a college degree (Perna & Titus, 2005; Zarate, Bhimji, & Reese, 2005; Zarate & Burciaga, 2010), racial, ethnic, and language diversity should be seen as a valuable asset that could be leveraged to improve outcomes for Children with High Needs. With the right structure, supports, and system incentives, positive outcomes for the teachers of young Children with High Needs are possible. In 2010 the greatest percentage of Head Start teachers in the state with bachelor’s degrees (20 percent) and/or with associate’s degrees (53 percent) teach in the Migrant Head Start program, are predominantly Latina and all are bilingual. This program also boasts the greatest percentage of teachers with associate’s degrees who are currently enrolled in baccalaureate degree programs (46 percent) (Arizona Head Start Association).

(D)(2)(a) and (b) Expanding Access and Incentives To Increase Effective Professional Development

Evidence demonstrates that a system of strategic financial, social, academic, and practical support increases the numbers and percentage of early childhood educators who progress to higher levels of credentials. For example, Ciyer et al. (2010) found that Arizona early childhood educators who received appropriate financial, social, and practical support, not only increased their self-efficacy for degree completion but also advanced to higher educational levels, where they met further success. Of the nine Arizona System Ready/Child Ready participants who completed associate's degrees during Ciyer et al.'s study, all matriculated to a bachelor's degree at Arizona State University. As the study went to publication, seven had completed the degree and two were in the final phase of student teaching. All nine have now completed their baccalaureate program.

To encourage educational attainment and retention in the field, we will substantially increase scholarship and wage enhancement financial support with existing state (FTF) funds. Table 6 below indicates FTF professional development investments for FY2009 to FY2011 with budgeted allocations for FY2012 (First Things First, 2010a). These figures document Arizona's growing commitment to invest heavily in early childhood professional development. The last row of the table, recruitment and coaching strategies, documents the collective investment across a variety of FTF Regional Partnership Council professional development strategies. The workforce development projects described in (D)(1) and (D)(2) will build infrastructure so that Regional Partnership Councils can invest in a cohesive, integrated system that leverages assets more efficiently and effectively.

Table 6: First Things First Investments in Workforce Professional Development

Professional Development Program	FY2009 (expended funds)	FY2010 (expended funds)	FY2011 (expended funds)	FY2012 (budgeted funds)
T.E.A.C.H. scholarships	\$96,997	\$1,028,612	\$1,094,721	\$4,271,852

Other scholarships	\$0	\$65,724	\$237,945	\$1,435,420
Professional REWARD\$	\$0	\$384,944	\$1,057,200	\$2,573,750
Community-based professional development for early education professionals	\$0	\$1,362,042	\$1,848,731	\$2,775,924
Recruitment and coaching strategies*	\$0	\$530,733	\$515,757	\$1,208,989
Annual Totals	\$96,997.00	\$3,372,055.00	\$4,754,354.00	\$12,265,935.00

This increased investment in T.E.A.C.H. and REWARD\$ will fund the following enrollment increases:

	2011	2012	2013	2014
# of T.E.A.C.H. scholarships	1000	1500	2000	2000 (10% of EC Workforce)
# of REWARD\$ awards	1400	1540	1694	1863

To maximize the potential impact of financial support, students also need practical, social, and academic support. We will leverage successes and lessons learned from an innovative professional development project in Pima County. In 2010 and 2011, the Central Pima FTF Regional Partnership Council in Tucson launched a comprehensive effort based on the two strategies we are proposing here: they simultaneously invested a substantial sum in T.E.A.C.H. scholarships (more than \$1.7 million from 2010–2012) and in an innovative professional development TA center. The Central Pima professional development TA center (administrated by the United Way of Tucson and Southern Arizona) manages eight communities of practice with just under a \$1.5 million investment (2010–2011). The communities of practice combine high-quality community-based professional development (tied to college credit) and social, practical, and academic supports designed to overcome barriers to continuing professional development and college degree completion. Early childhood educators enrolled at Pima Community College (PCC) or the University of Arizona (UA) participate in a Pima Community

College/University of Arizona joint community of practice, which supports students at both institutions through access to high-quality community-based professional development, dedicated advising, and educational planning.

As the program developed, leaders of the PCC/UA joint effort identified a key barrier to successful degree completion: students' difficulty with completing rigorous general education requirements, especially math. To overcome this barrier, the TA center embedded tutors in the math classes students were taking and provided supplemental instruction when students struggled. In the first semester of the embedded tutoring program, 100 percent of early childhood educators passed their general education math class. The program has impacted degree completion rates as well. Prior to start-up, PCC awarded an average of 11 associate's degrees in early childhood. Graduation data for school year 2010–2011 (Pima Community College, 2010) indicate a total of 27 early childhood educators graduated from PCC in school year 2010–2011 a 250 percent increase from the year before the program started.

In addition to increasing FTF investments in T.E.A.C.H. and Professional REWARD\$, we will simultaneously replicate and scale up this successful communities of practice model into a coordinated statewide system of seven professional development technical assistance centers. The system will include a centralized TA center, which will house statewide administrative and infrastructure functions, and six regional TA centers (aligned with FTF regional councils and the Arizona Department of Education's Regional Centers). Regional TA centers will facilitate access to community-based education and support Early Childhood Educators progressing on an articulated career pathway to degree completion.

To sustain the effort, we will intentionally work with philanthropic partners and seek other public funds while building the professional development TA centers system. Philanthropic partners are eager to invest in a cohesive professional development system. The Helios Foundation recently awarded the University of Arizona a \$1.5 million five-year curriculum reform grant. The goal: to have early childhood educators and early childhood teacher education students work with families and young children to enhance early literacy development, especially for English language learners. The Helios Foundation has similar early childhood

professional development investments throughout the state. In Flagstaff, Northern Arizona University (NAU) has created an early learning center professional development hub.

Leveraging Helios investments, NAU college of education faculty have partnered with Flagstaff Unified School District, which has allocated substantial professional development resources to its early childhood workforce. Like the Tucson projects, early childhood leaders in Northern Arizona have created learning communities involving families, early childhood professionals, elementary teachers, and administrators.

Arizona's Proposed System of Professional Development TA Centers

Centralized TA Center

The centralized TA center's administrative functions will be incubated for three years at FTF before being contracted out during grant-year four. During this system development period FTF will facilitate the center's connection to the Arizona Department of Education, the Arizona Board of Regents, the community college system, FTF Regional Partnership Councils, and FTF grantees that are engaged in professional development activities. The centralized TA center will have seven primary functions:

- **Develop, adopt, and implement** a professional development system plan, using the Professional Development Workgroup described in (D)(1).
- **Launch six regional TA centers**, including developing standards of practice, scopes of work, and procuring contracts.
- **Convene intensive learning communities** in the six high-priority knowledge areas listed below. The Professional Development Workgroup has recognized that advancing Arizona's high-quality early childhood system will require intentional statewide capacity-building efforts in these key knowledge areas. We will convene a learning community of 10 to 15 stakeholders, post-secondary faculty, and Early Childhood Educators from across Arizona who will engage in a year of intensive professional development, including the planning of, and attendance at, an intensive two-to-three-day institute with leading national experts. Following the institute, with support from a FTF program specialist, the learning community will create curriculum modules (including high-quality materials) and a delivery mechanism such as a face-to-face workshop or webinar that will be deployed through the regional TA centers. Examples of workshops include:

community-based professional development on English language acquisition for early childhood educators working with young English language learners; how to talk with parents about referring young children for developmental screening; how to evaluate assessment methods or instruments for a specific purpose. Learning community participants will be certified to deliver the professional development curriculum and train others to use it. We will roll out the six intensive learning communities in two phases. Phase 1 will focus on the first three knowledge areas. Phase 2 will focus on the remaining three knowledge areas.

Phase 1(June 2012-October 2013):

- Language and Literacy: Including professional development to enhance instructional and family support capacity in language development, English language acquisition, early reading, emergent writing, and American Indian language preservation.
- Strengthening the Knowledge and Competencies of Family, Friend, and Neighbor Providers: Building on the convening of the 2006 National Center for Children in Poverty, we will convene providers of support to Family, Friend, and Neighbor (FFN) programs in an intensive six-month review of current Arizona FFN models, and FFN approaches used in other states. We will then leverage new understandings about FFN delivery systems to create innovative materials and delivery models to support work proposed in (B)(2).
- Early Childhood Assessment and Data Use: To enact recommendations of the NRC report *Early Childhood Assessment: Why, What & How*.
 - We will leverage relationships with National Evaluation Advisory Committee members (See (B)(4) and Attachment Y) to bring top national early childhood assessment expertise to Arizona.

Phase (June 2013-October 2014):

- Identifying, Educating, and Supporting Young Children with Disabilities: Provide professional development to help early childhood educators know and implement evidence-based inclusion practices; recognize and respond to children's diverse learning needs; refer children for developmental screening and evaluation; provide skilled guidance to children with behavioral or self-regulation challenges;

- and implement Individual Family Service and Individual Education Plans.
- Early Mathematics: Teach early childhood educators to provide high-quality mathematics instruction consistent with the NRC report *Mathematics Learning in Early Education: Paths Toward Excellence and Equity*.
 - Leadership and Systems Development: Leverage and build collaborations among existing leadership development initiatives to expand early childhood leadership-building capacity. Assets include: Arizona Emergent Leaders Program (which is one of four leadership development programs authorized by the National Association of Early Childhood Educators Lasting Legacy Fellowship Program); the Pima County Directors' Network; the Early Childhood Consortium; and Arizona Association for the Education of Young Children's Members in the Making Leadership Development Communities of Practice.
 - **Develop and implement a secure professional development system web site** to house:
 - An Early Childhood Educator registry with user-friendly interface that collects, stores, and reports professional development data including, but not limited to: early childhood educator career and demographic information, and their progression on the articulated career pathway, including participation in community-based professional development; and credential and degree completion.
 - Career development and advisement materials and forms.
 - The tiered CKEC and companion training materials.
 - Professional Development System Annual Reports that report aggregated data on Early Childhood Educator development, advancement, and retention ((D)(2)(c))
 - Calendar of statewide and regional community-based professional development opportunities aligned with the tiered CKEC, with participant reviews/ratings, locator maps of classes by zip codes, and biographical information on workshop presenters
 - Links to all early childhood post-secondary degree and credential programs.
 - **Design, develop, disseminate, and evaluate** culturally and linguistically responsive career development and advising materials including online content, videos, and DVDs in multiple, relevant languages, to help students access higher education and navigate

earning a college degree.

- **Collect survey and population-level early childhood workforce data** and produce annual public reports on the status of the early childhood professional development system including annual survey of compensation and credentials, aggregated data on the number of postsecondary institutions and professional development programs aligned with the tiered CKEC and Career Ladder, the number of early childhood educators receiving degrees and credentials from these institutions, and progress made in increasing the numbers of early childhood educators receiving degrees, especially among those serving Children with High Needs.
- **Convene (contract out to an intermediary organization) an annual/biannual professional development institute** for 700 to 800 Arizona Early Childhood Educators that delivers expert professional development on the six core knowledge areas (see above), Arizona Early Learning Standards, Infant/Toddler Guidelines, Program Guidelines, tiered CKEC and Career Ladder.
- **Develop sustainability plan**, including public-private partnerships with philanthropy and FTF Regional Partnership Councils to ensure sustainability of the professional development TA center system.

Regional TA Centers

Particularly critical to the success of the statewide TA center system will be the location of the six regional TA centers that will coordinate and deliver local professional development services, using a variety of methods to meet the needs of Arizona's geographical, linguistically and culturally diverse Early Childhood Educator and young child populations. FTF will procure six contracts through a competitive bid process for the six regional TA centers, which will be aligned to the six FTF regional areas (First Things First, 2011e – Attachment TT). The early childhood professional development regional TA centers will coordinate efforts with the Arizona Department of Education's new Regional Centers, which are designed to support K-12 educators and schools. FTF and its agency partners will seek organizations that are grounded in the local cultural and professional nuances of a community. It will be each regional TA center's responsibility to create a vibrant, accessible, and welcoming hub of professional development support for local early childhood professionals who may never before have seen themselves as

college-bound.

To set service targets for the regional TA centers, we examined FTF grantee quarterly reports for the Central Pima Regional Partnership Council professional development TA center (described above), which has met or exceeded their annual targeted number (1,450) of Early Childhood Educators served for both operational years. We set service targets for the three regional TA centers that incorporate large metropolitan areas (Tucson and two for Maricopa County) at approximately the same level as Tucson's current center (1500), and set service targets at one third (500) the larger centers for the three remaining regional TA centers. Each regional TA center's administrative home will be staffed with a director, one to three career advisors (determined by the size of the regional area and the number of community colleges and students), and an administrative support professional. The core functions of the regional TA centers will include:

- Developing a local strategic plan aligned to state standards and initiatives, but customized to meet local needs through relevant, culturally appropriate methods.
- Recruiting, mentoring, and advising: conducting targeted outreach to Career and Tech Ed programs, Head Start, Title I and IDEA preschools, FFN care, Early Childhood Development Programs aspiring to move up the TQIRS rating scale, and providers interested in becoming licensed or certified; embedding tutors in general education college courses; leveraging federal educational opportunity programs such as Upward Bound, Talent Search, and TRiO; helping early childhood educators access local and statewide professional development; applying for financial aid and wage enhancement opportunities; and enrolling in T.E.A.C.H. and FTF Professional REWARDS.
- Overseeing delivery of community-based professional development. Developing new or coordinating existing courses and housing materials and professional development tools essential for practical application in child care centers, public preschools and family, child care homes.
- Supporting Quality First Coaching Academy through a physical location for training, resources, and professional networks.
- Helping Early Childhood Educators access resources and services on the proposed

professional development web site, develop a career development plan aligned with the tiered CKEC and monitor their progress as they move up the Career Ladder.

- Convening communities of practice/learning communities and other professional/peer networks consistent with each center’s locally developed strategic plan.

(D)(2)(c) Publicly report aggregated data on Early Childhood Educators.

We will publicly report aggregated data on Early Childhood Educator development and advancement, and retention on the proposed early childhood professional development web site. The full data system development plan is found in E2.

(D)(2) High Quality Plan – RTT ELC Funded Components

Goal: Build a system of PD TA Centers	
Key Milestones/Activities	Proposed Targets
<u>Centralized TA</u>	
<i>Launch Regional TA Centers</i>	
Develop Standards of Practice, Scope of Work, intent to procure	June 2012
Release procurement	June 2012
Select contracts	August 2012
Regional TA Centers begin operations	Jan-June 2013
Establish all guidelines, working procedures between centralized TA and regional centers	Dec 2014
<i>Convene intensive learning communities in six high-priority knowledge areas</i>	

Convene Phase I learning communities	June 2012
Hold Phase 1 Institutes	Oct 2012-March 2013
Develop Curriculum Materials	March 2013-October 2013
6 Regional TA Centers operational	June 2013
Implement Phase 1 community-based professional development	January 2014
Convene Phase 2 learning communities	June 2013
Hold Phase 2 institutes	Oct 2013-March 2014
Develop Curriculum Materials	March 2014-October 2014
Implement Phase 1 community-based professional development	Jan 2015
All materials become available, begin integration into PD system	March 2015
<i>Develop secure PD website</i>	
Develop SOW, procure vendor	March-June 2012
Finalize contract	August 2012

Web site development	Sept-Dec 2012
Launch site	January 2013
<i>Design, develop, disseminate and evaluate culturally and linguistically responsive career development and advising materials (24-30 fully developed curricular modules suitable for delivery as community based training or integrated as college course content with at least 4 modules for each of the six key knowledge areas)</i>	
Design materials and dissemination plan	June-Aug 2012
Procure vendor for career development print/digital materials	Sept-Nov 2012
Procure vendor for culturally responsive career development and college advising video	Jan-June 2013
Produce up to 3 30-40 minute culturally responsive career/academic advising/recruiting videos	June 2013-June 2014
<i>Collect survey and population-level early childhood workforce data/produce annual public report</i>	
Integrated, high-quality, interactive, user-friendly PD system web site	January 2013

Publish 2012 PD System Report	October 2013
Publish 2013 PD System Report	October 2014
Publish 2014 PD System Report	October 2015
<i>Hold Annual PD Conference attended by 700 early childhood educators each year</i>	
Design conference plan; procure vendor	Jan-Apr 2012
Hold first PD institute	Jan-June 2013
Repeat for two more grant years	2014, 2015
<i>Develop sustainability plan with funding streams identified and committed to sustaining Centralized and Regional TA centers</i>	
Develop sustainability plan	Aug-Dec 2012
Actively recruit philanthropic partners, visit FTF regional partnership councils, secure other public funding	Jan-Dec 2013
Phase in sustainability plan with augmented funding	2014-2015
<u>Regional TA Centers</u>	
<i>Recruiting, mentoring and advising (1,500 early childhood educators in 2013, 3,000 early</i>	

<p><i>childhood educators in 2014 and 2015 – to include 18-42 Communities of Practice/Learning Communities statewide, At least 24 CBPD opportunities available monthly throughout the state)</i></p> <p>Launch recruiting, mentoring, advising strategies</p> <p>Launch 3 to 7 Communities of Practice/Learning Communities at each Regional TA Center</p> <p><i>Oversee delivery of community based PD</i></p> <p>Launch initial phase-in of community based PD; host at least workshops or classes each week</p> <p>Full roll-out of community based PD; host 2-3 CBPD workshops or classes each week.</p>	<p>July 2013</p> <p>Jan 2014</p> <p>Sept 2013</p> <p>March 2014</p>
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Performance Measures for (D)(2)(d)(1): Increasing the number of Early Childhood Educators receiving credentials from postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework					
	Baseline (Today)	Target — end of calendar year 2012	Target — end of calendar year 2013	Target — end of calendar year 2014	Target — end of calendar year 2015
Total number of “aligned” institutions and providers	18	18	23	33	43
Total number of Early Childhood Educators credentialed by an “aligned” institution or provider	653	653	720	830	1000

[Please indicate whether baseline data are actual or estimated and describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice. If baseline data are not currently available please describe in your High-Quality Plan in your narrative how and when you will have baseline data available.]

Data collection methodology: Statewide data on the number of early childhood educators receiving credentials from each post-secondary institution do not exist. Data were collected by contacting all Arizona Board of Regents Universities and community colleges. Data were provided by early childhood faculty or dean's office administrators from official college reports. For four-year universities, the data reflect the number of graduates for each credential-eligible degree; however, credentials are awarded by the Arizona Department of Education rather than post-secondary institutions.

Target setting logic:

Number of aligned providers and institutions. During Grant Year 2012 we will focus on developing the tiered CKEC and begin active aligning of post-secondary programs with the new CKEC. We anticipate having all 14 community colleges that offer early childhood degrees, all 3 ABOR universities, and all six Regional TA Centers (as providers of professional development) aligned with the Tiered CKEC by the end of 2013. In 2014, we will broaden outreach to other professional development providers and anticipate increasing the number of aligned PD providers by 10 each year.

Number of Early Childhood Educators credentialed by an "aligned" institution or provider. We anticipate the total number of credentialed Early Childhood Educators holding steady during Year 1 (2012) planning and scale-up of RTT-ELC funded projects. Our targets were based on the following model: Year 2 (2013) 10 percent increase; Year 3 (2014) 15 percent increase; Year 4 (2015) 20 percent increase. Although substantially higher increases in the number of degree completions were found in Pima County, we believe the proposed targets represent an ambitious but obtainable increase with the total increase in 2015 of 51 percent over baseline. These targets are also in line with increasing numbers of T.E.A.C.H. and REWARDS participants (see table in D1)

Performance Measures for (D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.										
Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	<i>Baseline and Annual Targets — Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year</i>									
	Baseline* (Today)		Target — end of calendar year 2012		Target — end of calendar year 2013		Target — end of calendar year 2014		Target — end of calendar year 2015	
	#	%	#	%	#	%	#	%	#	%
Credential Type 1 <i>Specify: Child Development Associate — Preschool</i>	131	6%	131	0%	144	10%	173	20%	208	20%
Credential Type 2 <i>Specify: Child Development Associate — Infant/toddler</i>	38	2%	38	0%	42	10%	50	20%	60	20%
Credential Type 3 <i>Specify: Child Development Associate — Family Child Care</i>	18	1%	18	0%	20	10%	24	20%	29	20%
Credential Type 4 <i>Specify: Child Development Associate — Home Visitor</i>	25	1%	25	0%	28	10%	33	20%	40	20%
Credential Type 5 <i>Specify: Provisional Early Childhood Education, Birth through Age 8 or Grade 3</i>	570	26%	570	0%	627	10%	752	20%	903	20%
Credential Type 6 <i>Specify: Provisional Early Childhood Special Ed, 0-5</i>	100	4%	100	0%	105	5%	110	5%	116	5%
Credential Type 7 <i>Specify: Reciprocal Provisional Early Childhood Education, Birth through Age 8 or Grade 3</i>	96	4%	96	0%	96	0%	96	0%	96	0%
Credential Type 8	25	1%	25	0%	25	0%	25	0%	25	0%

Performance Measures for (D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.											
Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	<i>Baseline and Annual Targets — Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year</i>										
	Baseline* (Today)		Target — end of calendar year 2012		Target — end of calendar year 2013		Target — end of calendar year 2014		Target — end of calendar year 2015		
	#	%	#	%	#	%	#	%	#	%	
<i>Specify: Reciprocal Provisional Early Childhood Special Education, Birth -5 years</i>											
Credential Type 9 <i>Specify: Standard Early Childhood Education, Birth through Age 8 or Grade 3</i>	593	27%	593	0%	652	10%	783	20%	939	20%	
Credential Type 10 <i>Specify: Standard Early Childhood Special Ed, 0-5</i>	627	28%	627	0%	658	5%	791	5%	926	5%	
<i>Include a row for each credential in the state's proposed progression of credentials, customize the labeling of the credentials, and indicate the highest and lowest credential.</i>											
<p>* At baseline percentages reflect the percent of total credentials for each credential type. In columns right of baseline, percentages reflect <i>percent increase</i> in the # of credentials (of the specified type) held. Because our data currently exist in disconnected data systems, it is impossible to determine the number and percentage of Early Childhood Educators at one credential level who have <i>moved up</i> to another – a statistic we will be able to track once our proposed early childhood professional development registry (D2) and early childhood data system (see E2) are operational. In this table we provided data we do have: the number of each credential held. Also, because data systems are siloed, it is impossible to track duplicates: individuals who hold a CDA and also an ADE teaching credential are counted twice in these data.</p> <p>Baseline Data Sources:</p> <ul style="list-style-type: none"> • Credential Type 1-4: Council for Professional Recognition; data obtained via formal data request (10/3/2011). • Credential Type 4-10: Arizona Department of Education 											

Performance Measures for (D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.										
Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	<i>Baseline and Annual Targets — Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year</i>									
	Baseline* (Today)		Target — end of calendar year 2012		Target — end of calendar year 2013		Target — end of calendar year 2014		Target — end of calendar year 2015	
	#	%	#	%	#	%	#	%	#	%
<p>Baseline data are actual numbers, not estimates. CDA credentials are lower than ADE credentials. Provisional ADE credentials are lower than standard ADE credentials.</p> <p>Rationale for proposed targets:</p> <ol style="list-style-type: none"> 1. We've set our targets modestly, knowing our baselines are inflated by an undetermined number of duplicates. 2. We maintained baseline into 2012 during system start up. Although we anticipate increased enrollment in college coursework during 2012 due to substantial investments in T.E.A.C.H. and REWARD\$, students benefitting from these programs will not graduate in Year 1. 3. Year 2 (2013) targets represent a 10% increase as reforms impact outcomes. 4. Years 3 & 4 (2014 & 2015) targets represent a 20% annual increase as outcomes of fully implemented workforce enhancement projects are realized. During years 3 & 4 we should also begin to be able to track the number and percent of students moving up from one credential to another. 5. No increase is expected in reciprocal provisional certificates (special education or standard): these credentials are granted to educators who move to Arizona with out-of-state qualifications. We do not expect Arizona reforms to impact these numbers. 6. We anticipate a more modest increase in special education certificates (provisional and standard; 5% increase across all grant years). We anticipate our proposed workforce enhancement projects will have a small positive impact on the number of special education certification. Our public universities are exploring ways to improve access to early childhood special education degrees that lead to certification. We will leverage the work of the Identifying, Educating, and Supporting Young Children with Disabilities Intensive Learning Community (D2) to build system capacity for degree creation and reform work that will be funded outside RTT-ELC. 										

E. Measuring Outcomes and Progress

Note: The total available points for (E)(1) and (E)(2) = 40. The 40 available points will be divided by the number of selection criteria that the applicant chooses to address so that each selection criterion is worth the same number of points. For example, if the applicant chooses to address both selection criteria in Focused Investment Area (E), each criterion will be worth up to 20 points.

The applicant must address one or more selection criteria within Focused Investment Area (E).

(E)(1) Understanding the status of children's learning and development at kindergarten entry

The extent to which the State has a High-Quality Plan to implement, independently or as part of a cross-State consortium, a common, statewide Kindergarten Entry Assessment that informs instruction and services in the early elementary grades and that--

(a) Is aligned with the State's Early Learning and Development Standards and covers all Essential Domains of School Readiness;

(b) Is valid, reliable, and appropriate for the target population and for the purpose for which it will be used, including for English learners and children with disabilities;

(c) Is administered beginning no later than the start of school year 2014-2015 to children entering a public school kindergarten; States may propose a phased implementation plan that forms the basis for broader statewide implementation;

(d) Is reported to the Statewide Longitudinal Data System, and to the early learning data system, if it is separate from the Statewide Longitudinal Data System, as permitted under and consistent with the requirements of Federal, State, and local privacy laws; and

(e) Is funded, in significant part, with Federal or State resources other than those available under this grant, (e.g., with funds available under section 6111 or 6112 of the ESEA).

If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

<i>Narrative</i>

(E)(1) Understanding the status of children’s learning and development at kindergarten entry

Arizona’s K-12 system has a long standing commitment to better understand students’ academic progress as they matriculate through elementary, middle, and high school. Currently students in grades 3 through 8, and 10 take the Arizona Instrument to Measure Standards, a criterion-referenced test designed to determine how well students’ are meeting the Arizona Academic Standards. Most recently, in July, 2010, Arizona adopted the Common Core Standards, and in Spring of 2010 was named as a governing state in the Partnership for Assessment of Readiness for College and Careers (PARCC). As a lead PARCC state, Arizona has been integrally involved in the development of a common grades 3-12 assessment, which the Arizona State Board of Education will consider adopting upon completion. Through PARCC, Arizona education leaders are involved in substantial discussions about developing assessments for K-2. The early education and K-12 communities will be closely monitoring those discussions as they progress.

Concurrently, comprehensive education reform legislation in 2010 included, “Move on When Reading” (ARS §15-704-A) which requires children to read well enough by the end of the 3rd grade to be promoted to the next grade (there are good cause exceptions for Children with High Needs, including children with specific disabilities and English language learners). Move on When Reading, as well as implementation of the Common Core State Standards, and the PARCC assessment are key strategies in Governor Brewer’s comprehensive education reform plan (Attachment C). In addition to the Move on When Reading grade-level reading requirement, Arizona law also requires each public school district to administer ongoing diagnostic reading assessments to monitor student progress in kindergarten through grade 3. Currently those assessments are developed or adopted at the district level.

Concomitantly with these K-12 developments, conversations in the early childhood community have intensified in the last year and the need to have better assessment tools and data has become

paramount. Efforts are already underway to build a common, cohesive system for helping teachers and parents understand young children's progress on the Essential Domains of School Readiness. On July 6, 2011 ADE, with assistance from REL West, convened a taskforce with representatives from Head Start and the State Advisory Council (First Things First), to begin defining kindergarten readiness and determining appropriate ways to understand the status of children's learning and development as they transition to kindergarten.

In another corresponding development, on August 29, 2011, the Arizona Early Childhood Development and Health Board/First Things First (FTF) adopted 10 School Readiness Indicators, which will be used to evaluate Arizona's progress on closing the readiness gap for Children with High Needs (First Things First 2011bb-Attachment AA). The first indicator is: *The number and percent of children demonstrating school readiness at kindergarten in all five domains of development* (see Section (B)(4)). To evaluate progress on this indicator, Arizona must have a systematic way to understand the status of children's learning and development at kindergarten entry.

These historic efforts are the backdrop for implementing a statewide Kindergarten Entry Assessment. The Arizona Department of Education (ADE) will lead efforts, working in collaboration with the State Board of Education and First Things First to identify a common Kindergarten Entry Assessment (KEA) that will be recommended to the State Board of Education (SBE) for final adoption and implementation across Arizona with the following goals:

- 1) Coordinate and align with assessment efforts underway in grades 3-12 and with state approved formative early childhood assessments.
- 2) Measure all Essential Domains of School Readiness.
- 3) Serve as a tool for kindergarten teachers and parents to understand children's learning, inform instruction, and facilitate collaboration between teachers and parents to support children's learning;
- 4) Provide a cross-sectional benchmark of Arizona's children's learning and development at kindergarten entry that can serve as an indicator of the effectiveness of early childhood system goals and First Things First.
- 5) Provide a baseline of children's learning and development for monitoring progress.

Consistent with the requirements of the RTT-ELC application, the KEA will not be used to prevent children from entering kindergarten. Further, high-stakes cut scores will not be established and the assessment results will not be used to label children (for example, as ready or not ready for school). Finally, mechanisms will be established to facilitate parents' full and transparent access to their children's results. Professional development for teachers will ensure all kindergarten teachers not only implement the assessment validly, but capably interpret results for parents, and partner with parents to collaboratively help young children succeed in school.

(E)(1)(a) Align KEA with Early Learning and Development Standards

The following table documents the criteria we will use to select a Kindergarten Entry Assessment and how these criteria align with the RTT-ELC Kindergarten Entry Assessment (p. 17 of the original RTT-ELC application) and the (E)(1) KEA selection criteria. The criteria we outline are consistent with the *National Research Council report on Early Childhood Assessment: What, When, and How?* and the *Standards for Educational and Psychological Testing* (AERA, APA, NCME, 1999).

Table 7: Assessment Selection Criteria

Assessment Selection Criteria	RTT-ELC Kindergarten Entry Assessment Definition	(E)(1) Criteria
Is aligned at the indicator level with the Arizona Early Learning Standards, the Kindergarten Academic Standards, and the Common Core State Standards, and covers all Essential Domains of School Readiness	(b), (d)	(a), (b)
Is administered during the first three months following a child's entry into kindergarten	(a)	
Provides substantial and convincing evidence of construct validity as substantiated by documented content validity (including content-related validity	(c), (d)	(b)

<p>evidence documenting alignment with AzELS/Kindergarten Standards/Arizona Common Core State Standards); 2) criterion (predictive) validity (with predictive validity evidence for literacy in grades 1–3), in conformance with the National Research Council report on <i>Early Childhood Assessment: What, When and How</i> (NRC, 2008, pp. 182-196) and the <i>Standards for Educational and Psychological Testing</i> (AERA et al., 1999)</p> <p>The Request for Proposals will require respondents to include cogent and properly documented and referenced interpretive and validity arguments (NRC, 2008, p. 187) for children ages 54–72 months, of all ethnic, racial, and linguistic backgrounds, and all children with mild to moderate delays or disabilities for the following purposes:</p> <ul style="list-style-type: none"> • Provide information to kindergarten teachers about individual children’s progress on an evidence-based, valid developmental trajectory of learning that: <ul style="list-style-type: none"> ○ Includes skills that typically emerge from age 24-months through at least grade 2 on all Essential Domains of School Readiness. • Provide community and population-level data, disaggregated by SES, race/ethnicity, and linguistic background, to evaluate changes in the school readiness gap at the school, district, community, FTF Regional Partnership Council, 		
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<p>county, and state levels on all Essential Domains of School Readiness.</p> <ul style="list-style-type: none"> • Identify children who are in need of additional supports and services in order to develop appropriate literacy skills and read at grade level by grade 3. • Screen for children who are in need of further evaluation for delays or disabilities. 		
<p>Shall not be used to prevent children’s entry into kindergarten.</p>	(c), (d)	
<p>Includes assessment information that can be used to plan classroom instruction and monitor children’s progress by allowing teachers to access assessment information in either real-time or with a short turnaround time (less than two weeks of assessment).</p>	(d)	
<p>Uses observational data from a variety of authentic classroom sources on multiple occasions.</p>		(b)

(E)(1)(c) KEA Phase-In Plan to Begin Assessment 2015 School Year

We will implement the following plan to phase-in a common statewide KEA. Ultimate authority to initiate the process described below and to adopt and implement a KEA lies with the Arizona SBE. SBE may exercise its authority to intervene in any portion of this process except for the actual competitive bidding, which must be conducted as specified by state procurement code. ADE will initiate the following steps, which will move the state from a conceptual framework and commitment to an adopted, implementable statewide KEA:

1. Continue to participate in the development of PARCC K-2 assessment system throughout grant period (Jan 2011- Dec 2015).
2. Continue REL West school readiness workgroup and include a series of statewide stakeholder leaders to determine a definition of school readiness and identify ways to engage school district and charter school personnel, parents, and early childhood

- educators to exemplify best practice uses of KEA methods and results. (January 2012–June 2012)
3. Collaborate with FTF executive and senior leadership to convene a formal tribal consultation on the KEA for children living on tribal lands. (July 2012)
 4. Conduct a gap analysis between criteria being used to develop PARCC K-2 assessment, feedback from stakeholders, and criteria listed in Table E1. (August-October 2012)
 5. Develop and submit a proposal to the SBE regarding the rationale, process, and options for implementing a KEA. (December 2012)
 6. Work, in the interim, with school districts to provide information and develop their capacity to effectively prepare for an interim progress assessment that will achieve Move on When Reading Goals. (June 2012-June 2015)
 7. Develop requirements and a Scope of Work (SOW) for the KEA that includes the criteria listed in Table 7, above. SOW will be aligned with results of gap analysis. The FTF National Research and Evaluation Advisory Panel (see Appendix X) will provide insights and feedback to the Scope of Work prior to release. (by March 2013)
 8. Release the Request for Proposals. (by June 2013)
 9. Convene a review team of early childhood assessment experts to review, rate, and rank proposals and make a selection recommendation to the SBE. The review team will develop a rubric based on the assessment selection criteria outlined in Table 7, above. The recommendation will urge the state board to adopt the KEA by January 2014, but the SBE may, at its discretion, exercise oversight over the final selection process or delegate the authority to the department. The final selection requires board action. (by September 2013)
 10. Develop a plan for phased-in implementation that:
 - a. Phases in at least one-third of Arizona school districts each year beginning no later than school year 2014–2015, with full implementation no later than 2016–2017.
 - b. Includes a comprehensive professional development plan for teachers, school district administrators, and site-level administrators. The plan will also include strategies and support for assisting districts and other LEAs to implement Move

- on When Reading requirements, and to strengthen teachers' understanding of how to use assessment data to inform instruction and collaborate with parents.
- c. Includes a plan for ensuring inter-rater reliability and for periodic monitoring of implementation validity as described on p. 203 of the NRC report on Early Childhood Assessment (NRC, 2008).
 - d. Articulates policies and procedures for storing data in the Statewide Longitudinal Data System and for sharing data with other participating state agencies.
 - e. Delineates a plan for using KEA results to:
 - i. Inform instruction by providing results to classroom teachers within a minimum of two weeks of assessment administration, and even more quickly if using an assessment with an electronic data system;
 - ii. Align data with other K-12 system assessments, specifically PARCC assessments;
 - iii. Benchmark FTF School Readiness Indicator #1;
 - iv. Disseminate data disaggregated by FTF Regional Councils.

(E)(1)(d) Data is Reported to the Statewide Longitudinal Data System

Arizona's Kindergarten Entry Assessment will comply with Arizona Data Commission requirements. Data will be reported as part of Arizona's Statewide Longitudinal Data System. See complete description in section (E)(2).

(E)(1)(e) High-Quality Implementation Plan is Funded with Resources other than RTT-ELC

The development of a plan to implement a KEA has prompted cross-sector collaboration, as a common statewide kindergarten assessment is recognized as essential for informing instruction, for developing a comprehensive early learning system, and as a mechanism to link the early - childhood system to the K-12 system. ADE and FTF have been working closely with the Virginia G. Piper Charitable Trust in the development of this proposal. The Trustees have reviewed the narrative proposal and budget (see Piper Trust letter in Attachment EEE). If Arizona is awarded RTT-ELC funding, the Trustees will formally consider an investment to cover ADE's \$2.9 million startup costs and ensure resources are available for a successful

statewide KEA. Our application shows ADE's \$2.9 million startup costs covered by RTT-ELC funds. If awarded, during the 90-day budget review process we will secure final approval of the Virginia G. Piper Charitable Trust Trustees and request a reallocation of these funds to enhance other areas of our High-Quality Plan.

Ongoing KEA implementation costs are estimated at \$1.2 million annually (90,000 kindergarten children; \$11-\$13/child [based on current per/child costs to assess preschool children using the state-approved assessment instrument, and costs to districts that currently use comprehensive formative assessments in K-12]; plus training and maintenance costs). Arizona school districts already bear the costs of kindergarten assessment as they are mandated by statute to assess reading in kindergarten. Further, most schools and districts already invest district funds in some form of kindergarten readiness or entry assessment. To ensure sustainability and in the spirit of effective public/private partnerships, the state – through ongoing contributions of \$400,000/year by First Things First and by ADE (\$800,000 annual total), will offset approximately 60% of the costs of administration to school districts and other LEAs. According to ADE school count data, Arizona has approximately 1205 schools with kindergarten classes. The average estimated costs to LEAS will be less than \$350 per school; an amount easily sustained by districts and other LEAs.

(E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

The extent to which the State has a High-Quality Plan to enhance the State's existing Statewide Longitudinal Data System or to build or enhance a separate, coordinated, early learning data system that aligns and is interoperable with the Statewide Longitudinal Data System, and that either data system--

- (a) Has all of the Essential Data Elements;
- (b) Enables uniform data collection and easy entry of the Essential Data Elements by Participating State Agencies and Participating Programs;
- (c) Facilitates the exchange of data among Participating State Agencies by using standard data structures, data formats, and data definitions such as Common Education Data Standards to ensure interoperability among the various levels and types of data;
- (d) Generates information that is timely, relevant, accessible, and easy for Early Learning and Development Programs and Early Childhood Educators to use for continuous improvement and decision making; and

(e) Meets the Data System Oversight Requirements and complies with the requirements of Federal, State, and local privacy laws.

If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

<i>Narrative</i>

(E)(2) Building an Early Learning Data System

As part of Arizona's High-Quality Plan and to support statewide early childhood decision-making and continuous improvement efforts, Arizona will create an Early Childhood Learning Data System (ECLDS) that connects participating state agencies (PSAs), the broader early learning community, and the P-20 State Longitudinal Data System (SLDS). This data network, described in detail below, will build on a significant existing commitment to data warehousing that connect relevant data sets. The data network will enable reporting and analysis that can identify achievement gaps, pinpoint initiatives that best promote positive outcomes, provide data for longitudinal analysis and investigate any possible differential impact of high-quality services on Children with High Needs.

Under this model, the multiple early learning stakeholders will operate as a federated system. This environment will create a secure data network linking child, family, provider, educator, and outcome data from multiple systems so that the Essential Data Elements of a coordinated early learning data system are captured and available for analysis.

In building this data network, current data architectures and standards will be aligned to ensure uniform data collection, standard data structures, formats, and definitions. The four-year plan includes strategic planning for coordination with other early childhood state agencies and identification of gaps in the state's early childhood data. The structural development will adhere to strict data policies and transparency through open, public discourse and will guide decision-making. Our commitment to parent choice and decision making is a core value, therefore complete information about the intent and use of the data and the opportunity for parents to opt out of the federated environment will be explicit and available at any time. Prior to connecting data between early childhood and K-12 systems, parents will be informed of the intent to connect data and will receive explicit instructions for opting out of having pre-kindergarten data linked to K-12.

(E)(2)(a) and (b) SLDS Contains All Essential Data Elements

As seen in table (A)(I)-13, Arizona is committed to the collection of data critical for the effective monitoring and measurement of programs serving young children. State agencies, First Things First (FTF) grantees, and other organizations already collect many of the Essential Data Elements, as described in detail in the following pages.

Integrating, analyzing and using data more effectively and efficiently is an ongoing challenge. The focus of work under the RTT-ELC grant, will be to continue to implement methods of making data more usable and meaningful for end users wishing to analyze trends around early childhood programming.

Data Collection within the Lead Agency

FTF's existing data systems provide a strong foundation upon which the ECLDS can be built. FTF's data systems consist of a Program and Grant Management system, Financial Accounting system, a Tiered Quality Rating and Improvement data system, and an early childhood data warehouse with automated analytic and reporting functions.

The Program and Grant Management and Financial Accounting systems, serve as our accountability mechanism, ensuring Arizona's early childhood funds are spent on services that

help Arizona's young children be healthier and start kindergarten ready to succeed. It offers a secure web portal for FTF service providers to manage their contracts, submit reimbursements, and submit quarterly data reports. This information is then reported from an early childhood data warehouse through system-generated reports. Multiple reports are currently available for the information and decision-making needs of the FTF Board, Regional Partnership Councils, participating programs, and other stakeholders. For example, authorized users (authenticated through a secure login system) can access real-time data on programmatic spending and service data such as the number of families, early childhood educators, or Early Learning and Development Programs served. Additional data on staff-to-family-and-child ratios, intensity of service, and classroom quality assessment also are collected. Service and financial data can be reported in multiple formats and levels of aggregation including, for a specific region, programmatic strategy, or contract. FTF's data systems currently integrate through the transfer of data through a secured File Transfer Protocol process, with numerous data systems throughout the state, including T.E.A.C.H, CareFacts, Helpline, and Quality First Scholarships data system. The interactive nature of these systems with external parties demonstrates that Arizona is already moving toward data system interoperability.

FTF's Quality First (Arizona's TQRIS) data system is a secure, web-based application that facilitates the data collection, storage and calculations of Quality First Rating Scale items. Data include individual environmental rating scale (ERS) scores, the Classroom Assessment Scoring System (CLASS) score, and provider information that is used to calculate point values for the participating program's overall assessment.

Collectively, the TQRIS system captures more than 500 data elements per participating program. Currently, information is collected on more than 700 participating programs; by the end of FY2012, the TQRIS will include more than 900 programs (more than one-third of the licensed providers in the state). Essential data elements for each participating program include licensing and regulating body, accreditation, child and family demographics, target populations served, enrollment, program curriculum, quality improvement initiatives, children with special needs data; child educator information such as demographics, retention rates, professional development plans, degree status, and educational attainment, as well as classroom and family group

information including age groups served, ratios, and capacity. Data collected within the Quality First system has already proven to be a rich resource for decision making and ongoing progress improvement. For example, FTF regularly examines quality rating scores, program assessment scores and sub-scale scores (ERS and CLASS) to identify trends and areas for additional coaching focus. These data allowed FTF to quickly and accurately identify changes in TQRIS participants' ratings from their baseline assessment to their first progress assessment.

Additionally, these data and the ongoing information they provide helped focus modifications in FTF's Request for Grant Application for Quality First Coaching.

Current Data Collection within Participating State Agencies

The ADE recently launched an initiative to build, release and support a Student Longitudinal Data System. The Arizona Student Longitudinal Data System (AZ-SLDS) is a cornerstone of Governor Jan Brewer's education plan for Arizona and a key component of a P-20 system. AZ-SLDS is a state-funded system currently in development and, when complete, will facilitate data capture and reporting for children from preschool through higher education and the workforce, including Title I Preschool and Preschool Special Education in fulfillment of the Individuals with Disabilities Education Act. ADE currently collects and houses data aligned with Essential Data Elements for children in kindergarten through high school as well as those serviced in Title I Preschool and Preschool Special Education. Once launched AZ-SLDS will house these data.

Essential Data Elements include:

- A unique child identifier
- A unique teacher identifier
- A unique school (LEA) and district identifier
- Classroom and course information linked to child participation including attendance, eligibility for special education, credits earned, grade point average, and assessment results, including formative preschool assessment
- Teacher, child and family demographic information

AZ-SLDS will create a longitudinal data system that:

- Connects student performance achievement data to teachers and principals.

- Produces student, teacher, school, and district academic growth calculations.
- Imports, exports, captures, and transforms student, teacher, school, and district data to/from a number of different sources.
- Integrates data visualization tools or dashboards to communicate information clearly and effectively to a wide range of audiences.

As described in (E)(1), ADE will also house Kindergarten Entry Assessment data. ADE and FTF began planning in 2009 to link data captured by FTF data systems to the SLDS. As part of its enrollment process, upon parental consent, ADE will assign unique child identifiers to the 7,000 children whose families voluntarily participated in an early childhood assessment as part of FTF's external evaluation efforts as these children matriculate into the K–12 system. The external evaluation effort consists of extensive child-level data, collected through families who voluntarily committed to the study. It is being collected on children from birth to 6 years of age in the areas of language and literacy, mathematics, socio-emotional development, executive functioning, and motor development. Linking children from these systems to the K-12 data sets will not occur prior to children entering school and receiving a SAIS ID, which occurs at age three at the earliest. In addition, no data on the child prior to their third birthday will be included in the data link. (See Attachment L — initial SAIS student ID matching logic).

The Arizona Department of Health Services (ADHS) collects, houses, and reports varied data. Key data sources aligned to early childhood data are: the Women, Infants, and Children program; childhood vaccinations (housed in the Arizona State Immunization Information System) and Vital Records. Additionally, ADHS licenses and monitors health and child care facilities and providers throughout Arizona. Additionally, data are collected through the ACA Maternal, Infant and Early Childhood Home Visiting Program. Across all of these programs, Essential Data Elements captured by ADHS's systems include a unique child identifier, child and family demographic information, unique early childhood program identifier, provider demographics, enforcement actions and good standing status (related to their licensing function).

The Arizona Department of Economic Security (DES) also maintains data on young children and their families. Critical data include: information on children and families served by TANF and early care providers serving children eligible for CCDF child care subsidy. Additionally, DES administers the Child Care Resource and Referral database, which houses information on all DES-regulated child care providers as well as licensed providers and participating Family, Friend and Neighbor providers. FTF and DES already work closely in exchanging essential data; most notably through agreement with DES, FTF receives a quarterly flat file from the National Child Care Resource and Referral data system, which contains a listing of all early care providers in Arizona, their unique identifiers, as well as multiple pieces of demographic data and information on their early childhood educators. Essential data elements housed at DES include unique identifiers for children and programs, as well as extensive demographic and service data.

Data Collection by Current FTF Partners

Participating partners, as part of their contractual requirement or data sharing agreements with FTF, collect and submit data as required by FTF, securely and confidentially store client data, and use data to assess progress in achieving desired outcomes. Program-specific data, units of service, target service numbers, and performance measures are provided through FTF's secure web portal, and evaluated according to the contracted deliverables and standards of practice for a contract. FTF uses these data to determine the key impacts of the strategies, programs, and approaches being implemented.

Data elements within the Teacher Education And Compensation Helps (T.E.A.C.H.) Early Childhood[®] Arizona include an identifier for all program participants; and early childhood educator demographic information, including credits earned before enrolling in the program, credit earned through the program, and degrees completed.

Child Care Health Consultation captures data in CareFacts[™], a PC-based clinical and administrative health care application for home health, public health, and hospice care. The client-server application enables nurses, other clinicians, and paraprofessionals to document each patient encounter and update information at the point-of-care in multiple care settings.

CareFacts' software incorporates standard nursing and health care language with more than 150

outcome assessment tools. Essential data elements include a unique program site identifier for all programs participating in the child care health consultation program, and early learning and development program information, including environmental rating scores.

Essential Data Elements captured by the Professional REWARD\$ system include a unique early childhood provider identifier for all participants in the program; and early childhood educator demographic information, including credits earned and degrees completed.

Arizona's Head Start programs are administered by the Arizona Department of Education Head Start State Collaboration Office, which is funded by the U.S. Department of Health and Human Services. Arizona's Head Start programs annually serve nearly 23,000 children and more than 21,500 families through a network of 30 community-based nonprofit organizations, American Indian tribal councils, local governments, and school districts. Head Start benefits from a robust and comprehensive data-collection process. The data and reporting needs of Head Start programs and administrators are served by a national data system (Head Start Program Information Report-PIR) as well as varied local data management resources. The PIR system houses aggregated information, including:

- Child enrollment totals
- Data on the status and regularity of child medical and dental treatment as well as insurance
- Prenatal services
- Teacher educational information
- Teacher salary information
- Teacher turnover rates
- Caseload and staff-to-child ratio information
- Information on family support and home visitation

Head Start programs or grantees in Arizona use divergent and individualized data systems to house and aggregate child and teacher level data for submission to the PIR system. FTF makes

regular use of and has access to PIR reporting but does not currently have agreements with Head Start grantees for exchange of local data on children, teachers, and families.

(E)(2)(b) and (c) Arizona's Ability to Uniformly Collect Data and Link Data Elements and Systems

The coordination and infrastructure for data linkages envisions moving beyond compliance and monitoring to analyzing data for trends and program impacts. Through collaborative efforts to establish common data elements, and uniformly collect and exchange data, FTF is now positioned to integrate data from T.E.A.C.H, CareFacts, Quality First (Arizona's TQRIS), and Professional REWARDS. Further, FTF, ADE, ADHS, and DES are working together to coordinate information on Early Learning and Development Programs' status and eligibility in the four agencies' regional and Quality First systems. ADHS provides FTF with regulatory status information on centers and group home child care providers so that FTF can process eligibility as well as monitor status for programs participating in Quality First. FTF also accesses the DES' childcare database to monitor compliance of certified family home providers. Timely data sharing is important as Quality First eligibility requires that centers and group home childcare providers be regulated by and in good standing with ADHS. Similarly, program eligibility for certified family home providers who care for fewer than five children for compensation requires that each provider be regulated by and in good standing with DES/Child Care.

FTF provides data on programs enrolled in Quality First to ADHS, DES, and other providers — both to help coordinate for current efforts and prepare for deeper integration. This data alignment and collaboration will facilitate initiatives described in (Section B).

Our goals for RTT-ELC funds will be used to make the following improvements to Arizona's early childhood longitudinal data system:

- Develop consistent standards, policies, and procedures for data collection, access, security, storage, and data architectures;
- Design and implement a plan to collect and store all Essential Data Elements, with a focus on developing mechanisms for collecting and storing Essential Data Elements currently not collected by any data system;

- Develop a secure, interoperable data network;
- Establish pathways for data sharing and exchange — ranging from full transfers to business intelligence (BI) views that pull in data sets from varying sources and allow for analytic views;
- Design and deploy a common, secure, web-based portal which end users can enter using a valid username and password; this portal provides a mechanism whereby end users, such as providers, educators, and parents, can access the information they are permitted and authorized to view; thereby aligning to our values of accountability, transparency and parental controls; and
- Develop valid and integrated means for end users to efficiently synthesize and analyze relevant data in a consistent manner across multiple data.

Each partner agency will:

- Support the Early Childhood Learning Data System development efforts.
- Catalog current data fields captured by all participating agencies (data dictionary).
- Identify essential data elements not being collected.
- Participate in determining which essential data elements currently being captured will be made available through the data network.
- Identify which Essential Data Elements are not currently being captured in an electronic system but are being collected and could then be entered and stored in the data system.
- Use standard data collection formats to ensure uniform data exchange capabilities, interoperability, analysis, and reporting among all participating agencies' systems.
- Comply with federal, state and local information privacy laws including developing a parent or guardian informed consent and notification process for any data collection effort involving minors. Consent forms will notify participants that participation is completely voluntary and participants may end their participation at any time with no effect on any current or future services.

Additionally, FTF will:

- Coordinate the ECLDS development efforts.

- Ensure the use of uniform data architectures, standard data collection formats, and standard data definitions.
- Provide access to secure portal for data entry/transfer by participating agencies and providers.
- Ensure compliance with all federal, state and local information privacy laws.
- Coordinate a multidata point data-matching process to associate a SAIS numbers (ADE unique child identifier) to individual children in order to ensure the interoperability of systems. Linking children from the ECLDS system to the K-12 data sets will not occur prior to children entering school and receiving a SAIS ID, which occurs at age three, at the earliest. In addition, no data on the child prior to their third birthday will be included in the data link.
- Incorporate all of the Essential Data Elements in the data system.
- Facilitate the exchange and hosting of Essential Data Elements.

The initial universe of data will include families and children who are voluntarily receiving child care subsidy, a Quality First Scholarship or participating in FTF funded program and services. Early Childhood Educator data and Provider Data will focus on those educators who are enrolled in an FTF funded program (i.e., TEACH, Professional Reward\$, Quality First) and Provider Data will initiate with providers that are DES certified, DHS licensed or that are Quality First providers. Participating state agencies have committed to a collaborative data system-building effort outlined in the attached MOUs (Attachment PPP) and Gantt chart (Attachment KK). Data sharing and analysis will focus on preschool age children.

(E)(2)(d) Timely, Relevant and Accessible Information for Early Learning and Development Program and Early Childhood Educators

Collecting, sharing and analyzing data is only relevant if the aggregated information is disseminated in a timely and useful manner. The long-term ability to tie successful academic progress to high quality early childhood experiences will be invaluable. In the short run, successful analysis can have a significant impact on program improvement efforts and system development. Especially critical is the analysis of data on any differential impact of

programming on children with high needs. In addition to being available to parents, the public web portal will allow early learning providers to view and understand data on their programs and will link to the web resource tool for early childhood educators further described in (D2).

For example, information about Quality First Centers will be linked to children who received Quality First Scholarships, Preschool Scholarships or child care subsidy. This information will be linked to information on teachers participating in T.E.A.C.H. and Professional REWARDS. The child-level preschool data can then be linked to ADE data sets (which will include KEA data). In this environment, outcomes can be linked to program services voluntarily accessed at varying points, and from this trends can be identified and efforts with programming can be adjusted accordingly.

(E)(2)(e) Meets Data System Oversight Requirements

The Data System will be a secure network, open only to those who are permitted, focused on ease of use and accessibility. Through the proper adherence to data governance policies, security protocols, and legal protections for data (i.e., HIPAA, FERPA), the appropriate and secure access and sharing of data will occur. All Participating State Agencies involved with this project will coordinate with the Arizona Strategic Enterprise Technology (ASET) Office, the State of Arizona's lead agency for strategic planning and coordination related to information technology, to address technology, coordination and security components of this project.

The lead agency and all participating state agencies are committed to complete transparency. Participation in programs and data collection efforts is voluntary and providers and parents are able to opt out if they desire. This action does not affect a provider, parent or family from being eligible to receive services funded by FTF and Participating State Agencies. All entities are subject to public records request and have Data Security and Transparency Policies (Attachment WW).

The Arizona Data Governance Commission, which was created under Arizona Revised Statute 15-249.01, was created to identify, examine, and evaluate the needs of public institutions that provide instruction to pupils in preschool, kindergarten, grades 1 through 12 and postsecondary

programs in Arizona; and provide analyses and recommendations. Membership includes the CEO of FTF, the Superintendent of Public Instruction, representatives from school districts, community college and universities, and representatives from the business community. Each year, the commission submits an annual report on its activities to the Governor’s Office, the Speaker of the House of Representatives, the President of the Senate, and the Secretary of State. An annual report will also be submitted on this effort to the State Board of Education. The Commission is governed by all Arizona Open Meeting Law (ARS § 38-431-431.09) and operates in a transparent, publicly accountable format. This format will provide the opportunity for open, public discourse on what can be sensitive ethical questions in collecting, storing and sharing data.

ADE has the responsibility to develop AZ SLDS working in coordination with the Arizona Data Governance Commission. Similarly, FTF will have the responsibility to develop ELDS and coordinate with the Arizona Data Governance Commission to review and provide analysis of the system’s development and implementation. Additionally, we will work to ensure representatives from the Department of Economic Security and the Department of Health Services serve on the Commission.

(E)(2) High-Quality Plan – RTT ELC Funded Components

Goal: Create and support a Longitudinal Student Data System (LSDS) that Supports Early Childhood Education (E-2-a), which has consistent standards, policies and procedures (E-2-b and c), and is able to provide timely and relevant access to information (E-2-d).	
Key Milestones/Activities	Proposed Targets
Establish an Early Childhood Longitudinal Data System Collaborative to work with the Interagency Directors Coordinating Council	February 1, 2012
Convene for first time the agency and provider partners	February 28, 2012

Common data and technical structure agreed to by PSA and PP partners	December 31, 2012
Data system architecture and portal designed	June 30, 2013
Data system architecture and portal deployed	September 31, 2014
Data is being shared via secure network by PSA and PP partners	December 31, 2014
Data sets are sufficiently robust to produce longitudinal reporting	December 31, 2014
Data from system is being regularly used by Participating State Agencies to inform programming, improve services, and inform parents, policy makers, and the public.	June 30, 2015
Goal: Ensure compliance with data oversight requirements and relevant federal, state, and local privacy laws (E-2-e)	
Key Milestones/Activities	Proposed Targets
All partners have adopted data security policy	September 30, 2012
All agencies develop data transparency policies	November 30, 2012
All partners have adopted policies and processes which promote parent notification about data collection and ability to opt out	January 31, 2013

VII. COMPETITION PRIORITIES

Note about the Absolute Priority: The absolute priority describes items that a State must address in its application in order to receive a grant. Applicants do not write a separate response to this priority. Rather, they address this priority throughout their responses to the selection criteria. Applications must meet the absolute priority to be considered for funding. A State meets the absolute priority if a majority of reviewers determines that the State has met the absolute priority

Priority 1: Absolute Priority – Promoting School Readiness for Children with High Needs.

To meet this priority, the State’s application must comprehensively and coherently address how the State will build a system that increases the quality of Early Learning and Development Programs for Children with High Needs so that they enter kindergarten ready to succeed.

The State’s application must demonstrate how it will improve the quality of Early Learning and Development Programs by integrating and aligning resources and policies across Participating State Agencies and by designing and implementing a common, statewide Tiered Quality Rating and Improvement System. In addition, to achieve the necessary reforms, the State must make strategic improvements in those specific reform areas that will most significantly improve program quality and outcomes for Children with High Needs. Therefore, the State must address those criteria from within each of the Focused Investment Areas (sections (C) Promoting Early Learning and Development Outcomes for Children, (D) A Great Early Childhood Education Workforce, and (E) Measuring Outcomes and Progress) that it believes will best prepare its Children with High Needs for kindergarten success.

Note about Competitive Preference Priorities: Competitive preference priorities can earn the applicant extra or “competitive preference” points.

Priority 2: Competitive Preference Priority – Including all Early Learning and Development Programs in the Tiered Quality Rating and Improvement System. (10 points)

Competitive Preference Priority 2 is designed to increase the number of children from birth to kindergarten entry who are participating in programs that are governed by the State’s licensing system and quality standards, with the goal that all licensed or State-regulated programs will participate. The State will receive points for this priority based on the extent to which the State has in place, or has a High-Quality Plan to implement no later than June 30, 2015--

(a) A licensing and inspection system that covers all programs that are not otherwise regulated by the State and that regularly care for two or more unrelated children for a fee in a provider setting; provided that if the State exempts programs for reasons other than the number of children cared for, the State may exclude those entities and reviewers will score this priority only on the basis of non-excluded entities; and

(b) A Tiered Quality Rating and Improvement System in which all licensed or State-regulated Early Learning and Development Programs participate.

If the State chooses to respond to this competitive preference priority, the State shall write its full response in the text box below. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring this priority, peer reviewers will determine, based on the evidence the State submits, whether each element of the priority is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); and the extent to which the different types of Early Learning and Development Programs in the State are included and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

<i>Narrative</i>

We have elected not to write to this priority.

Priority 3: Competitive Preference Priority – Understanding the Status of Children’s Learning and Development at Kindergarten Entry. (10 points)

To meet this priority, the State must, in its application--

- (a) Demonstrate that it has already implemented a Kindergarten Entry Assessment that meets selection criterion (E)(1) by indicating that all elements in Table (A)(1)-12 are met; or
- (b) Address selection criterion (E)(1) and earn a score of at least 70 percent of the maximum points available for that criterion.

For Competitive Preference Priority 3, a State will earn all ten (10) competitive preference priority points if a majority of reviewers determines that the State has met the competitive preference priority. A State earns zero points if a majority of reviewers determines that the applicant has not met the competitive preference priority.

Applicants do not write a separate response to this priority. Rather, applicants address Competitive Preference Priority 3 either in Table (A)(1)-12 or by writing to selection criterion (E)(1).

Under option (a) below, an applicant does not earn competitive preference points if the reviewers determine that the State has not implemented a Kindergarten Entry Assessment that meets selection criterion (E)(1); under option (b) below, an applicant does not earn competitive preference points if the State earns a score of less than 70 percent of the maximum points available for selection criterion (E)(1).

Specify which option the State is taking:

- (a) Applicant has indicated in Table (A)(1)-12 that all of selection criterion (E)(1) elements are met.
- (b) Applicant has written to selection criterion (E)(1).

Note about Invitational Priorities: Invitational priorities signal areas the Departments are particularly interested in; however addressing these priorities will not earn applicants any additional points.

Priority 4: Invitational Priority – Sustaining Program Effects in the Early Elementary Grades

The Departments are particularly interested in applications that describe the State’s High-Quality Plan to sustain and build upon improved early learning outcomes throughout the early elementary school years, including by--

(a) Enhancing the State’s current standards for kindergarten through grade 3 to align them with the Early Learning and Development Standards across all Essential Domains of School Readiness;

(b) Ensuring that transition planning occurs for children moving from Early Learning and Development Programs to elementary schools;

(c) Promoting health and family engagement, including in the early grades;

(d) Increasing the percentage of children who are able to read and do mathematics at grade level by the end of the third grade; and

(e) Leveraging existing Federal, State, and local resources, including but not limited to funds received under Title I and Title II of ESEA, as amended, and IDEA.

<i>Narrative</i>

Invitational Priority #4 – Sustaining Program Effects in the Early Elementary Grades

Arizona has a High Quality Plan to sustain early learning outcomes, ensure that children reach critical benchmarks by third grade and are on a trajectory toward college and career readiness. This work began in earnest in 2003 when then Gov. Janet Napolitano convened the Arizona State School Readiness Board and continued in 2005 when she convened the P-20 Council to improve education from early childhood through the postsecondary years. In late 2006, voters agreed to create First Things First and funnel a dedicated tobacco tax to improve the early childhood development and health of young children prior to entering school and to coordinate the efforts of educators, caregivers, families, tribal governments, communities and health care professionals so that all children enter kindergarten ready to succeed in school. In May 2008, The Kellogg Foundation and the Education Commission of the States selected Arizona as one of five states to

host a Governor's Forum on Linking Ready Kids to Ready Schools. "The essential elements for reform exist," the Governor told the six dozen educators, education experts, state agency representatives and advocates gathered together, "but they must be pulled together."

Recommendations made by the Forum participants include:

- Aligning early learning standards with K-3 standards.
- Determining what "ready schools" mean to support kindergarten transition.
- Building a pipeline among educators at different levels so that children learn on a smooth continuum; integrating their care from the earliest years through post-graduate work.
- Improving reading, writing and speaking among all students.
- Making sure agencies on all levels send the same message and coordinate resources.

Arizona's High Quality Plan builds on these initial recommendations and proposes continued development and implementation of a seamless system of support from birth through grade 3. The early childhood system is viewed as a prevention and intervention model to support success in school, especially for children from high needs populations such as English Language Learners, students with developmental delays and disabilities, and those residing on tribal lands or in rural communities. While no funding is requested in this grant application for activities, Arizona will continue and augment efforts toward sustaining learning outcomes into the early elementary grades as described in this section.

(4)(a) – Enhancing the State's Current Standards for Kindergarten Through Grade 3

The key to building a seamless system of learning between birth to five programs and the early elementary years is an aligned continuum of learning standards. The Arizona Early Learning Standards (AzELS) (Attachment F) for children three to five years have evolved over time to reflect policy updates and evidence-based research and practice. During the last revision of the standards in 2005, Arizona incorporated additional content areas to cover all essential domains of school readiness, and updated research to support Arizona's view of the whole child. The AzELS also align with the Head Start Child Outcomes Framework and the Arizona Academic Standards for kindergarten to facilitate curricular and assessment alignment from preschool through grade 3. The AzELS contain a matrix at the end of each standard section, making the alignment explicit

and easy to use across programs and grade levels. Currently, the Academic Standards for kindergarten do not fully illustrate a set of social and emotional indicators. However, through our high quality plan, the Arizona Department of Education (ADE) and key stakeholders will convene in early 2012 to extend the social and emotional standards in the AzELS into K-3 standards and establish guidance documents for educators and families.

In July 2010, Arizona's State Board of Education adopted the English Language Arts and Mathematics Common Core State Standards for kindergarten through grade 12. To ensure the continued strength, relevance, and full alignment of the Arizona Early Learning Standards to both the 2010 Arizona English Language Arts and Mathematics Standards and the Head Start Outcomes Framework, Arizona has completed a Revision and Realignment Implementation Plan. The Standards revision and realignment work is scheduled to begin in early 2012 (See Revision and Realignment Implementation Plan in Attachment CC).

(4)(b) – Transition Planning for Children Moving from Early Learning and Development Programs to Elementary Schools

A child's early learning experiences are a critical period that sets the trajectory for future school success. Children achieve optimal progress in their learning and development as a result of the seamless connection between a child's early learning and development program and kindergarten. Teachers and parents agree that discontinuities between preschool and kindergarten pose challenges for children and transitions are successful when a quality transition plan emphasizes not only the elements to enhance school readiness for the child, but also communication and support for the child and their family.

In Arizona's high quality plan, ADE strengthens relationships between public school districts and early learning and development programs to support effective transitions. ADE consulted with Dr. Robert Pianta and his team from the University of Virginia to create a model Kindergarten Transition Plan to assist LEAs in creating and implementing quality transitions that meet the needs of children, parents, and teachers (Arizona Department of Education, 2011c). Specific guidance for transition is inclusive of expectations, specific action steps and the development of parent communication and orientation events so families are knowledgeable and prepared to support their child during transition. Local program staff is sensitive and responsive

to cultural and familial circumstances when helping families and children with expectations, environments and procedures. Successful transition plans and seamless connections require dedicated time for staffs to discuss and share curricula, instructional strategies, methods and procedures in order to confirm alignment. Grade level teacher visits are needed to communicate and ensure horizontal alignment of standards. Cross grade level student visits are required to ensure vertical alignment. It is expected and a common practice within Arizona schools to designate planning time for the assurance of alignment and dialogue.

To further ensure transition planning occurs, Arizona schools submit information about transition practices to ADE in compliance with Title I and ADE requirements. Additionally, local Head Start programs document kindergarten transition policies through MOUs with partner LEAs. ADE has also implemented a school reform system model of multi-tiered academic and behavioral support, the Arizona Response to Intervention (AzRTI) (Arizona Department of Education, 2011d). This system model addresses five areas of support for children: assessment and progress monitoring, evidence-based practices and standard protocols, collaborative problem solving, parent and family partnerships, and capacity building and infrastructure. Three distinct levels of support (i.e., universal, targeted intervention and intensive intervention) are provided, depending on the individual needs of the child. Using this model in early learning and development programs and in transition planning ensures kindergarten teachers know right from the start how to begin addressing their new kindergarten student's individual learning needs and to continue supporting the student's success using the AzRTI model.

(4)(c) Promoting Health and Family Engagement

Arizona schools are supported in their use of a Coordinated School Health Program model (CSHP) to inform and provide training and resources for parents, teachers and students in the eight interactive model components to promote healthy behaviors: counseling and social services; family/community involvement; health education; health promotion for staff; health services; health school environment; nutrition services; and physical education. Implemented through a partnership between the Arizona Department of Health Services (DHS) and ADE, and funded through the national Centers for Disease Control and Prevention, the CSHP in Arizona has three primary focus areas in nutrition, physical activity and tobacco prevention that build

directly on the EMPOWER health standards required by programs participating in our TQRIS (Attachment V).

Positive early learning outcomes are extended into the early grades when LEAs continue established reciprocal relationships with families, and move beyond parent involvement activities to empower families to actively engage and contribute to their child's learning. Arizona's plan to continue family engagement into the early elementary years is based on the work of Dr. Maria C. Paredes's Academic Parent-Teacher Teams (Paredes, 2010) and is included in the AzRTI model. The objective is to improve student academic achievement by increasing the quality and quantity of parent-teacher communication and interaction; to implement a parent involvement model that is focused on coaching parents to become engaged, knowledgeable members of the academic team; and to establish high expectation agreements between teachers and families to optimize student learning. Parents and teachers meet three times per year for 75 minutes in a classroom team meeting that includes six key elements:

- Personal invitation by teacher
- Review academic student performance data
- Set 60-day parent-student academic goals
- Teacher demonstration of skills
- Parent practice of skills
- Social network among parents and teacher

The teacher helps parents set 60-day goals for their child based on his or her academic scores. For example, if the standard is for first graders to learn 120 high-frequency words by the end of second quarter, children working ahead of the curve might have a goal of mastering all 120 by the end of November, whereas a child behind the curve might have a goal of 75. It is the responsibility of the instructional staff to teach families how to extend learning. Whole class training to include modeling of skills to be practiced at home, sufficient access to learning materials at home, parent communication strategies and notification of school-based activities must be provided to parents.

Additionally, these meeting are supplemented by one or more individual parent-teacher meetings for 30 minutes that include three key elements:

- Review student performance data
- Create action plan to optimize learning
- Social Network between individual parent and teacher

(4)(d) Increasing the Percentage of Children Working at Grade Level in Reading and Mathematics by the End of Third Grade

ADE's 2011-2012 Strategic Plan (Arizona Department of Education, 2011e) includes a key goal, immediate statewide benchmarks, and a critical strategy to increase reading and math achievement by the end of third grade:

Goal:

Increase by at least 10 percentage points, the percent of students (with emphasis on low income and minority students) meeting or exceeding AIMS (Arizona's Instrument to Measure Success) standards for reading, writing and math, by FY2015:

Objectives:

- a. Increase the percent of all students meeting or exceeding AIMS math standards at all grade levels by at least two (2) percentage points by May 15, 2012.
- b. Increase the percent of all students meeting or exceeding AIMS reading standards at all grade levels by at least two (2) percentage points by May 15, 2012.
- c. Increase by 2%, the percent of third graders meeting or exceeding State standards for Reading by June 1, 2012
- d. By June 1, 2012, based on partner and stakeholder perceptions, increase the integration of quality early childhood programs, interventions and partnerships, pre-school through K-12, to increase the percent of students meeting third grade benchmarks in subsequent school years.

f. By 2012, increase by three percentage points the percent of students meeting or exceeding AIMS standards within two years of being reclassified as Fully English Proficient (FEP).

The objective over the next five years is to achieve an average of 3% annual growth FY2011–2016, and 2.5% annual growth FY2016–2020. These benchmarks have taken on a sense of urgency as a result of action taken by the Arizona Legislature in 2010 to revise A.R.S. §15-701 (*Move on When Reading*) which requires schools to retain third grade students who attain a “falls far below” designation on the third grade state reading assessment. Children in first grade this school year are the first to be impacted by this new requirement.

To address this new focus on K–3 reading, ADE is providing training for Pre K–3 leadership teams on using the AzRTI multi-tiered system of support in academics and behavior. In addition, the Department of Education provides trainings and supports in language and literacy development, English Language Arts and Math Standards. There is a particular emphasis on helping local programs develop strong, intentional first level universal instructional support (Tier I) in reading and mathematics for all students.

To strengthen the use of data and improve the alignment and transition between grade levels, ARS §15-704 requires LEAs to implement a comprehensive K–3 assessment system, a research-based reading curriculum, and explicit instruction and intensive intervention to students reading below grade level. The assessment system must include universal screening, benchmark assessments, and diagnostic and progress monitoring (formative assessment) for students in kindergarten through grade 3. This information must also be shared with families so that they can support their child’s progress in acquiring reading skills. Sharing learning information with the families of English Language Learners, students with special education needs and those in our rural and tribal communities is particularly important in order to ensure families fully understand Arizona’s *Move on When Reading* requirements.

Arizona has two additional initiatives that support increasing the percentage of children able to read and do mathematics by the end of third grade. *Arizona's Literacy Plan: Birth to 12* (Arizona Department of Education, 2011e – Attachment BB) is a cohesive, seamless roadmap for parents, educators, professionals, policy makers, and community stakeholders that clearly outlines the stages of literacy development from birth through grade twelve. The Plan communicates the necessary supports required at all stages of growth to ensure that learning is maximized, and transitions logically from a literacy framework to an articulated, comprehensive action plan that defines performance measures and specific outcomes. The intended outcome of the Plan is that Arizona's high school graduates will have developed a deep well of specific skills, content knowledge and expertise that clearly demonstrates a fluid integration of oral language and literacy skills. Proficiency in listening, speaking, reading, and writing across the content areas will ensure our children in K-3 are ultimately graduates well prepared for the 21st century.

Arizona's plan to sustain program effects in the early elementary grades also builds on Governor Brewer's Education Plan, *Arizona Ready*, which includes significant professional development supports for educators. Our model will establish local teams made up of both public school administrators, public school early childhood educators and local early childhood community partners (e.g., Head Start, non-profit, for profit and faith-based programs). These teams will participate in intensive professional development on quality transition practices, effective instructional strategies for preschool through grade three, using AzRTI to build student skills in reading and math, quality environments for young learners, and using monitoring and technical assistance data to identify local needs.

(4)(e) – Leveraging Existing Federal, State and Local Resources

The AzRTI prevention model leverages all resources available to LEAs to provide comprehensive educational programs, and professional development and technical assistance for educators. ESEA Title I funds are used to support the use of effective instructional strategies, interventions and instructional materials to improve outcomes for Arizona's children with high needs. ESEA Title II funds serve to support academic coaches for educators in grades K–3. Fifteen percent of IDEA funds are an allowable and recommended use of funds to establish a

prevention model to address student needs prior to placing a child in a special education program.

Additionally, in the next year, leaders from three of Arizona’s philanthropic foundations that focus in education are convening a broad group of stakeholders, including representatives from ADE and First Things First, in a series of community meetings across the state to focus on key elements of early reading success — school readiness, chronic absenteeism, and summer learning loss. The plan is to identify potential alignment of strategies and outcomes that will lead to an integrated approach for addressing the three focus areas.

In summary, Arizona’s High Quality Plan for sustaining program effects in the early elementary grades derives from the key goal of increasing the percentage of children who read and perform mathematics at grade level by the end of the third grade. The plan includes effective strategies and activities for enhancing K–3 standards, ensuring smooth transitions, promoting health and family engagement, and leveraging available resources

Priority 5: Invitational Priority – Encouraging Private-Sector Support

The Departments are particularly interested in applications that describe how the private sector will provide financial and other resources to support the State and its Participating State Agencies or Participating Programs in the implementation of the State Plan.

<i>Narrative</i>

Strong Philanthropic Support for Early Childhood Development and Health in Arizona

Arizona’s philanthropic community is deeply committed to investing substantially in early childhood development. Major philanthropic foundations that have made early childhood a priority include: the Virginia G. Piper Charitable Trust, which has invested more than \$23 million in support of early childhood health and education since its inception in 2002; the Helios Education Foundation, which invested more than \$3.8 million in early childhood projects in Arizona and Florida in 2010; and, the Arizona Community Foundation and Nina Mason Pulliam Charitable Trust, each of which has invested more than \$1 million in early childhood efforts

since 2008. These represent just a few of the multi-million-dollar early childhood investments made by our philanthropic community in recent years.

Philanthropic investments built the infrastructure to support the creation of First Things First, a statewide commitment to early childhood development created by Arizona voters in 2006 and funded through a dedicated sales tax on tobacco products. In fact, many regional coalitions originally organized and funded by philanthropic dollars evolved into what are now the 31 First Things First regional councils. Principal among these foundational regional coalitions was the Arizona Early Education Funds, a collaboration of early childhood funders brought together in 2005 as part of the Governor's School Readiness Action Plan to build local capacity, raise private funds, galvanize the business community, and build an early education infrastructure. In recognition of this successful partnership between the Governor's office and Arizona's philanthropic community, Arizona was one of 11 states profiled in a 2008 report by the National Governor's Association Center for Best Practices on successful early childhood public-private partnerships (NGA Center for Best Practices, 2008). In addition to funding the regional infrastructure behind First Things First, the work of Arizona's philanthropic partners to raise awareness about the importance of public investment in early childhood education and health helped pass the 2006 ballot initiative that created First Things First (Proposition 203), and was instrumental in the defeat of a 2010 ballot measure that sought to revert these early childhood dollars to the state General Fund (Proposition 302). A consortium of early childhood funders are active funders and members in a statewide education reform organization called Expect More Arizona. First Things First serves on the board and statewide advisory council for this multi-funder collaborative dedicated to ensuring that Arizona students succeed from cradle to career.

In addition to funding the community organizing and coalition building that lead to the creation of Arizona's early childhood state agency and its dedicated revenue stream, philanthropic dollars have incubated successful early childhood programs that are now sustained or have been expanded through public funding. For example, the Arizona Parent Kit, which is offered to all parents of newborns as they leave hospitals and birthing centers, were originally funded by the Virginia G. Piper Charitable Trust in one Arizona county and are now funded statewide through a \$1.6 million annual commitment from First Things First. The newest Educare site (there are 13 currently in operation nationally) opened in Phoenix this fall. Educare focuses on closing the

achievement gap for Children with High Needs in high-risk communities. Each Educare program combines private funding, which supports the capital campaign, with federal Head Start dollars to fund program operations. Educare Arizona's \$10 million capital campaign was supported by more than 40 foundations, corporations and private donors, all supportive of Educare's mission to serve as a platform for change. And, the United Way of Tucson and Southern Arizona was critical to an early pilot, funded by local philanthropic dollars and federal dollars, of what is now Quality First, the statewide, publically-funded TQRIS. These examples provide evidence of the philanthropic sector's desire to partner with the public sector in support of early learning and development.

Philanthropy Committed to RTT-ELC Implementation and Sustainability

As demonstrated by its record of support for early childhood development and health and the strong letters of support included in the Appendix of this proposal, Arizona's philanthropic community stands ready and eager to expand public-private partnerships to sustain the work proposed in this application. Our philanthropic partners enthusiastically participated in the development of Arizona's High-Quality Plan and are committed to supporting and advancing the proposed efforts. Arizona received letters of support from thirteen of our largest and most influential foundations (Appendix EEE), including our four largest United Way affiliates, the Arizona Community Foundation (which is made up of more than 1,000 donor-advised charitable funds), and the most prominent private foundations investing in education in our state. These letters demonstrate a strong desire to collaborate and coordinate on a strategic, early childhood system-building agenda.

Our proposed plan speaks to many of the priorities held by our foundation partners. The Helios Education Foundation has placed professional development and early literacy at core of its early childhood funding platform, just as we have built our RTT-ELC proposal around these goal areas. The Virginia G. Piper Charitable Trust is currently a significant funder of Raising A Reader, which we propose to expand beyond Maricopa County to communities with large numbers of English language learners across Southern Arizona (Selection Criteria (C)(4)). The Piper Trust has recently selected early literacy as its funding priority, suggesting ongoing support for Raising A Reader and other evidence-based literacy efforts. In addition, to ensure that all

Arizona children are reading by third grade, the Piper Trust is prepared to make a significant commitment to ensure successful implementation of a statewide kindergarten assessment over the next five years. This philanthropic support will be critical to the successful rollout and sustainability of our proposed kindergarten assessment (Selection Criteria (E)(1)). The Valley of the Sun United Way has identified a gap in programming for unregulated, informal child care providers, and will launch a pilot program to support this segment of the child care workforce in 2012. This dovetails with the proposed capacity building initiative for Family, Friend and Neighbor care providers (Selection Criteria (B)(2)). The Helios Foundation is committed to improving teacher preparation by investing in the capacity of early childhood programs in our community colleges and universities, and the Boeing Corporation is currently funding a pilot of a T.E.A.C.H Early Childhood Arizona expansion for early childhood educators working on obtaining a bachelor's degree. These professional development efforts are well aligned with our plans to strengthen our early childhood professional development system by increasing access to IHEs and degrees (Selection Criteria (D)(1)). These examples illustrate the synergy and alignment between the goals and vision of this proposal and those of our philanthropic partners, and demonstrate that there is great potential for ongoing collaboration between the private and public sectors.

Arizona foundations are also committed to system building efforts at both the state and national levels. Arizona recently became a member of the BUILD Initiative, which is a national movement of state-based foundations committed to comprehensive early childhood development system-building. BUILD helps participating states coordinate and integrate early childhood policies, programs and services, and requires substantial financial commitment from foundations in participating states. Arizona's recent membership into the BUILD Initiative is indicative of our funding partners' commitment to systems thinking and building. This commitment is also illustrated by the tremendous philanthropic support for Educare Arizona. Through the national Bounce Learning Network of Educare states, we are affiliated with a national network of early childhood foundations such as the W.K. Kellogg Foundation, the Bill and Melinda Gates Foundation, and Buffett Early Childhood Fund, strategically positioning Arizona to attract philanthropic support from national organizations for additional early childhood initiatives. Educare, BUILD, the Early Education Funds and the strong collaborative relationships between

First Things First and members of the philanthropic community demonstrate our desire and capacity to cultivate relationships with both state and national foundations to support and sustain the work in this plan. They also demonstrate the philanthropic community's commitment to supporting the system-building work at the core of RTT-ELC (Selection Criteria (A)(3)).

Cultivating Public/Private Partnerships at the State and Local Level

As directed by statute, First Things First has a private gifts account, into which private grants, gifts and contributions can be deposited. The agency is beginning the process of establishing protocols for private gifts and engaging non-government fund sources to build up this private account in support of public-private ventures. Several local regional councils have actively begun recruiting the private sector as partners in their regional funding plans.

As public grantmakers, both First Things First and the Governor's Office for Children, Youth and Families hold seats on the Arizona Grantmakers Forum, the state's philanthropic membership organization. As a member of this roundtable, First Things First has the opportunity to grow and cultivate public private partnerships with the state's private and corporate funding community.

Through their participation on each of the 31 regional partnership councils, Arizona foundations are integrally involved with early childhood development and health in every corner of our state, and these partnerships have yielded tangible results in local communities. The Virginia G. Piper Charitable Trust has provided grant support for coordination of family support and health services in the greater Maricopa County metropolitan area. In Tucson and Phoenix, the United Ways are significant partners in aligning and expanding family support services as well as convening community partners to foster collaboration and streamline access to early childhood services. These examples illustrate the record of support among our philanthropic community as well as their capacity to make considerable financial commitments to early education, family support, and health services for families with young children.

VIII. BUDGET

AWARD INFORMATION

Budget Requirements: To support States in planning their budgets, the Departments have developed the following budget caps for each State. The Secretaries will not consider for funding an application from a State that proposes a budget that exceeds the applicable cap set for that State. The Departments developed the following categories by ranking every State according to its share of the national population of children ages birth through five years old from Low-Income families and identifying the natural breaks in the rank order. Then, based on population, budget caps were developed for each category²⁰.

Category 1--Up to \$100 million--California, Florida, New York, Texas.

Category 2--Up to \$70 million--Arizona, Georgia, Illinois, Michigan, North Carolina, Ohio, Pennsylvania.

Category 3--Up to \$60 million--Alabama, Colorado, Indiana, Kentucky, Louisiana, Missouri, New Jersey, Oklahoma, Puerto Rico, South Carolina, Tennessee, Virginia, Washington, Wisconsin.

Category 4--Up to \$50 million--Alaska, Arkansas, Connecticut, Delaware, District of Columbia, Hawaii, Idaho, Iowa, Kansas, Maine, Maryland, Massachusetts, Minnesota, Mississippi, Montana, Nebraska, New Hampshire, New Mexico, Nevada, North Dakota, Oregon, Rhode Island, South Dakota, Utah, Vermont, West Virginia, Wyoming.

In addition to considering other relevant factors (see 34 CFR 75.217(d)(3)), the selection of grantees may consider the need to ensure that early learning and development systems are developed in States with large, high-poverty, rural communities (including States with high percentages of high-poverty populations in rural areas and States with high absolute numbers of high-poverty individuals in rural areas). Awards may be granted to high-quality applications out of rank order to meet this need.

Grant Period: The grant period for this award is December 31, 2011 through December 31, 2015.

²⁰ Source: U.S. Department of Commerce, Census Bureau, 2009. American Community Survey (ACS) 1-year Public Use Microdata Sample (PUMS) data.

BUDGET INSTRUCTIONS
(Evidence for selection criterion (A)(4)(b))

In the following budget section, the State is responding to selection criterion (A)(4)(b). The State should use its budgets and budget narratives to provide a detailed description of how it plans to use Federal RTT-ELC grant funds and funds from other sources (Federal, State, private, and local) to support projects under the State Plan. States' budget tables and narratives, when taken together, should also address the specific elements of selection criterion (A)(4)(b), including by describing how the State will effectively and efficiently use funding from this grant to achieve the outcomes in the State Plan and do so in a manner that

- (1) Is adequate to support the activities described in the State Plan;
- (2) Includes costs that are reasonable and necessary in relation to the objectives, design, and significance of the activities described in the State Plan and the number of children to be served; and
- (3) Details the amount of funds budgeted for Participating State Agencies, localities, Early Learning Intermediary Organizations, Participating Programs, or other partners, and the specific activities to be implemented with these funds consistent with the State Plan, and demonstrates that a significant amount of funding will be devoted to the local implementation of the State Plan

The budget narratives should be of sufficient scope and detail for the Departments to determine if the costs are necessary, reasonable, and allowable. For further guidance on Federal cost principles, an applicant may wish to consult OMB Circular A-87. (See www.whitehouse.gov/omb/circulars).

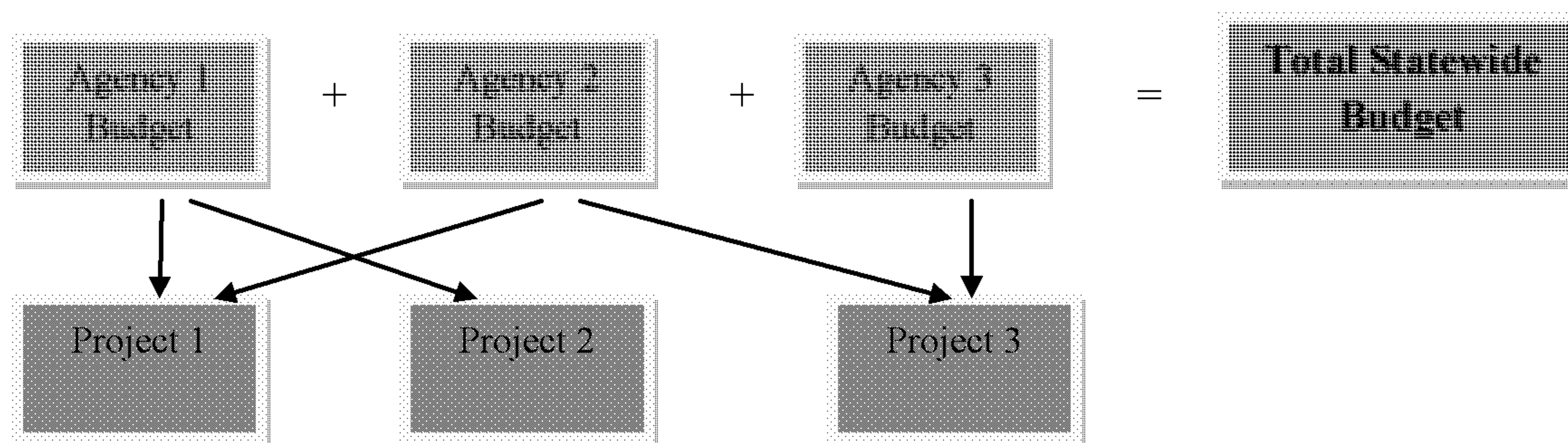
We expect the State to provide a detailed budget by category for each Participating State Agency that rolls up into the total statewide budget. We further expect that the budgets of each Participating State Agency reflect the work associated with fully implementing the High-Quality Plans described under the selection criteria and Competitive Preference Priority 2 and describe each Participating State Agency's budgetary role²¹ in carrying out the State Plan.

For purposes of the budget, we expect that the State will link its proposed High-Quality Plans to "projects" that the State believes are necessary in order to implement its plans. The State might choose to design some projects that address only one criterion's High-Quality Plan, while other projects might address several similarly-focused criteria as one group. For example, the State might choose to have one "management project" focused on criterion (A)(3), organizing and aligning the early learning and development system to achieve success. It might have another "workforce project" that addresses criteria (D)(1) and (D)(2) under the Great Early Childhood Education Workforce section.

Some projects may be done entirely by one Participating State Agency, while others may be done by multiple agencies in collaboration with one another. The State, together with its

²¹ Participating State Agency's budgetary roles should be consistent with the scope of work outlined in the Participating State Agency's MOU or other binding agreement.

Participating State Agencies, will define the projects required to implement the State Plan and will determine which Participating State Agencies will be involved in each project, as shown below.



To support the budgeting process, we strongly suggest that applicants use the RTT-ELC budget spreadsheets prepared by the Departments to build their budgets. These spreadsheets must be submitted together with, but in a file separate from, the application.²² These spreadsheets have formulas built into them that are intended to help States produce the budget tables required within this section.

The following information must be included in the State's budget:

- I. **Budget Summaries:** In this section, the State provides overall budget summary information by budget category, Participating State Agency, and project.
 - a. **Budget Summary by Budget Category.** This is the cover sheet for the budget. (See Budget Table I-1.) States should complete this table as the final step in their budgeting process, and include this table as the first page of the State's budget. (Note: Each row in this table is calculated by adding together the corresponding rows in each of the Participating State Agency Budget by Category tables. If the State uses the budget spreadsheets provided, these "roll-up" calculations are done automatically.)
 - b. **Budget Summary by Participating State Agency.** This summary lists the total annual budget for each Participating State Agency. (See Budget Table I-2.) States should complete this table after completing Budget Table II-1 for each Participating State Agency (see Part II: Participating State Agency Budgets). If the State uses the budget spreadsheets provided, these "roll-up" calculations are done automatically for the State.
 - c. **Budget Summary by Project.** This summary lists the total annual budget for each of the projects. (See Budget Table I-3.) States should complete this table after completing Budget Table II-2 for each Participating State Agency (see Part II:

²² See Application Submission Procedures, section XV. Please note that the RTT-ELC budget spreadsheets will not be used by the reviewers to judge or score the State's application. However, these spreadsheets do produce tables that States may use in completing the budget tables that the State submits as part of its application. In addition, the budget spreadsheets will be used by the Departments for budget reviews.

Participating State Agency Budgets). If the State uses the budget spreadsheets provided, these “roll-up” calculations are done automatically for the State.

- d. Budget Summary Narrative. This budget narrative accompanies the three Budget Summary Tables and provides the rationale for the budget. The narrative should include, for example, an overview of each Participating State Agency’s budgetary responsibilities and descriptions of each project that the State has included in its budget.
- II. Budgets for Each Participating State Agency. In this section, the State describes each Participating State Agency’s budgetary responsibilities.²³ The State should replicate this section for each Participating State Agency and for each Participating State Agency complete the following:
- a. Participating State Agency By Budget Category. This is the budget for each Participating State Agency by budget category for each year for which funding is requested. (See Budget Table II-1.)
 - b. Participating State Agency By Project. This table lists the Participating State Agency’s proposed budget for each project in which it is involved. (See Budget Table II-2.)
 - c. Participating State Agency Budget Narrative. This budget narrative describes the Participating State Agency’s budget category line items and addresses how the Participating State Agency’s budget will support the implementation of each project in which it is involved.

The State should replicate Budget Part II for each Participating State Agency as follows:

- For Participating State Agency 1: Budget by Category, Budget by Project, Narrative
- For Participating State Agency 2: Budget by Category, Budget by Project, Narrative

²³ Participating State Agency’s budgetary roles should be consistent with the scope of work outlined in the Participating State Agency’s MOU or other binding agreement.

BUDGET PART I: SUMMARY**BUDGET PART I - TABLES**

Budget Table I-1: Budget Summary by Budget Category--The State must include the budget totals for each budget category for each year of the grant. These line items are derived by adding together the corresponding line items from each of the Participating State Agency Budget Tables.

OVERALL STATEWIDE BUDGET

Budget Table I-1: Budget Summary by Budget Category					
(Evidence for selection criterion (A)(4)(b))					
Budget Categories	Grant Year	Grant Year	Grant Year	Grant Year	Total
	1	2	3	4	(e)
	(a)	(b)	(c)	(d)	
1. Personnel	2,700,820	3,334,289	3,064,469	2,522,320	11,621,898
2. Fringe Benefits	1,010,325	1,268,122	1,160,366	940,634	4,379,447
3. Travel	199,635	253,997	183,422	134,912	771,966
4. Equipment	650,060	280,017	473,517	143,850	1,547,444
5. Supplies	160,160	223,994	179,400	146,930	710,484
6. Contractual	2,952,480	5,217,937	4,029,962	2,353,281	14,553,660
7. Training Stipends	0	0	0	0	0
8. Other	251,718	503,570	481,350	141,516	1,378,154
9. Total Direct Costs (add lines 1- 8)	7,925,198	11,081,926	9,572,486	6,383,443	34,963,053
10. Indirect Costs*	463,992	684,072	627,900	469,183	2,245,147
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	2,339,350	8,860,775	11,983,175	9,208,500	32,391,800
12. Funds set aside for participation in grantee technical assistance	100,000	100,000	100,000	100,000	400,000
13. Total Grant Funds Requested (add lines 9-12)	10,828,540	20,726,773	22,283,561	16,161,126	70,000,000

14. Funds from other sources used to support the State Plan	197,102,483	194,211,573	193,611,573	174,081,573	759,007,202
15. Total Statewide Budget (add lines 13-14)	207,931,023	214,938,346	215,895,134	190,242,699	829,007,202

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

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

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

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

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

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

Budget Table I-2: Budget Summary by Participating State Agency--The State must include the budget totals for each Participating State Agency for each year of the grant. These line items should be consistent with the totals of each of the Participating State Agency Budgets provided in Budget Tables II-1.

OVERALL STATEWIDE BUDGET					
Budget Table I-2: Budget Summary by Participating State Agency					
(Evidence for selection criterion (A)(4)(b))					
Agency Name	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Arizona Department of Education	10,381,703	10,295,999	10,133,462	9,724,707	40,535,871
Arizona Department of Economic Security	23,766,563	24,941,563	24,716,563	24,049,897	97,474,586
Arizona Department of Health Services	15,592,547	14,512,804	13,687,803	12,821,137	56,614,291
First Things First	158,190,210	165,187,980	167,357,306	143,646,958	634,382,454
Total Statewide Budget	207,931,023	214,938,346	215,895,134	190,242,699	829,007,202

Budget Table I-3: Budget Summary by Project--*The State must include the proposed budget totals for each project for each year of the grant. These line items are the totals, for each project, across all of the Participating State Agencies' project budgets, as provided in Budget Tables II-2.*

OVERALL STATEWIDE BUDGET					
Budget Table I-3: Budget Summary by Project					
(Evidence for selection criterion (A)(4)(b))					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Section A	197,903,437	195,000,304	194,400,304	174,870,304	762,174,347
Section B	2,634,136	8,195,215	8,226,620	5,453,614	24,509,583
Section C	1,549,097	1,946,618	1,336,305	1,335,417	6,167,437
Section D	2,650,814	5,068,027	7,152,666	6,047,474	20,918,981
Section E	3,193,540	4,728,183	4,779,240	2,535,891	15,236,854
Total Statewide Budget	207,931,023	214,938,346	215,895,134	190,242,699	829,007,202

BUDGET PART I -NARRATIVE

Describe, in the text box below, the overall structure of the State's budget for implementing the State Plan, including

- *A list of each Participating State Agency, together with a description of its budgetary and project responsibilities;*
- *A list of projects and a description of how these projects taken together will result in full implementation of the State Plan;*
- *For each project:*
 - *The designation of the selection criterion or competitive preference priority the project addresses;*
 - *An explanation of how the project will be organized and managed in order to ensure the implementation of the High-Quality Plans described in the selection criteria or competitive preference priorities; and*
- *Any information pertinent to understanding the proposed budget for each project.*

<i>Narrative</i>

State Agency Project and Budgetary Responsibilities**First Things First (FTF)**

Project responsibilities: As the lead agency, FTF will provide overall system leadership and interface with federal Race to the Top partners. FTF has direct responsibility for every proposed project described below, either as an active participant in the work or as the agency responsible for writing and releasing Requests for Proposals and administering contracts with participating partners.

Budgetary responsibilities: Over the four years of the grant, FTF receives \$19,925,500 to support its direct work, and \$32,550,000 to contract out to participating partners (\$2,450,000 to institutes of higher education and \$30,100,000 to other participating partners).

Arizona Department of Education (ADE)

Project responsibilities: ADE has direct responsibility within most of the proposed projects, including: governance and administration; Quality First (TQRIS) rating only and system integration; expanded use of the early learning standards; increased delivery of literacy and

family support to English language learners; implementation of a statewide, common kindergarten entry assessment; and, the development of an interconnected data system.

Budgetary responsibilities:

Over the four years of the grant, ADE receives \$9,619,211 to support this work.

Department of Economic Security (DES)

Project responsibilities: DES has direct responsibility within most of the proposed projects, including: governance and administration; capacity building for Family Friend and Neighbor (FFN) providers; Quality First rating only and system integration; linking state child care licensing, Quality First and child care subsidies; expanded use of the early learning standards; increased delivery of literacy and family support to English language learners; and the development of an interconnected data system.

Budgetary responsibilities:

Over the four years of the grant, DES receives \$4,312,500 to support this work.

Department of Health Services (DHS)

Project responsibilities: DHS has direct responsibility within most of the proposed projects, including: governance and administration; capacity building for FFN providers; Quality First rating only and system integration; linking state child care licensing, Quality First and child care subsidies; expanded use of the early learning standards; increased the delivery of literacy and family support to English language learners; and, the development of an interconnected data system.

Budgetary responsibilities:

Over the four years of the grant, DHS receives \$3,912,000 to support this work.

List of Projects (With Explanation of How Project Will Be Organized and Managed)

Governance and Administration – Selection Criterion A

To support the entire Race to the Top agenda, the participating state agencies will work closely to build and sustain a statewide system of infrastructure, governance and leadership. Each

participating agency – FTF, ADE, DES and DHS – will: fulfill the commitments in their MOU; participate in the System Integration Taskforce and Interagency Directors' Coordinating Council; facilitate internal, cross-divisional communication among staff working on early childhood; and, provide all partners with transparent, timely and accurate information relating to grant administration, evaluation and progress. In addition, as the lead agency, FTF has the responsibilities of providing system leadership by convening partners, interfacing with federal partners (including fulfilling all fiscal and reporting requirements) and providing sustained funding for the conceptualization and implementation of key components of the early childhood system.

Family Friend and Neighbor Capacity Building – Selection Criterion B2

In order to increase the number of FFN providers that are licensed, certified and enrolled in Quality First, we will significantly invest in improving the knowledge and competencies of these providers. DES will develop the competencies of its certification staff to work with FFN providers, and DHS will build similar competencies among its licensing staff to support FFN providers. The majority of the funding for this project will be passed through to Participating Partners who will provide the direct training and capacity building to FFN providers. FTF will administer these funds and develop scopes of work, standards of practice and contracts related to this FFN capacity building initiative. FTF will also ensure contractor compliance and provide technical assistance.

Quality First Rating Only and System Integration – Selection Criterion B2

To increase the number and diversity of programs enrolled in Quality First (Arizona's TQRIS), we will develop and implement a rating-only Quality First option for Head Start, IDEA and Title I preschools, most of which are not currently participating in Quality First. The rating-only option will incentivize the participation of these settings – which serve many Children with High Needs – in the TQRIS, by giving them access to Quality First scholarships at the 3, 4 and 5-star levels. FTF will employ a competitive bid process to contract with an entity to provide Quality First assessment services for early learning and development programs that select the Rating Only option. As part of this goal, we will also work across agencies to align and integrate systems. DHS will maintain licensing as the floor to Quality First and share licensing

information combined with Quality First ratings as part of a coordinated public information system for families. DES will coordinate CCDF quality set-aside funds to align with Quality First; collaborate with FTF to align CCDF policy and practice with Quality First – including discussion of a tiered subsidy reimbursement; and, map and align ECE systems elements within DES’ purview to identify duplication and gaps. ADE will provide technical assistance, coaching and support to IDEA, Title I, and Head Start programs seeking rating only assessment. ADE and FTF will work closely on integration of all program guidelines among and between ECE providers and elementary schools. FTF will also provide the assistance of the Quality First staff to programs participating in rating-only to help address and eliminate barriers.

Linking state child care licensing, Quality First and child care subsidy – Selection Criterion B3

In order to ensure that families have easy access to the most current and complete information when making choices about care for their child, we will make licensing, child care subsidy and Quality First Rating information easily accessible and understandable to parents. DES will use Child Care Resource and Referral as a vehicle to provide public information on licensing status and Quality First providers. DHS will share licensing information, combined with Quality First ratings, as part of a coordinated public information system for families. Quality First Ratings will be made available through a public web portal and will be linked to CCR&R and DHS licensing.

Validating Quality First – Selection Criterion B5

To ensure our Tiered Quality Rating and Improvement System accurately differentiates between settings of various levels of quality, we will expand on previous evaluation efforts and conduct a validation study of Quality First’s Rating Scale. FTF will develop scopes of work and release RFPs to bidders. It will provide data, information and support to the contracted evaluator(s) in a timely manner, maintain contracted evaluator(s) compliance, and regularly review Quality First ERS, CLASS assessment results for other data for patterns and trends.

Expanding Use of Early Learning Standards – Selection Criterion C1

Because early learning standards define the desired content and outcomes of young children’s education, they can lead to greater opportunities for positive development and learning in the

early years. To enhance these positive outcomes, our High-Quality Plan will expand effective utilization of early learning standards and infant toddler guidelines in settings across the early childhood landscape. ADE will maintain the standards and program guidelines and disseminate and train on them. ADE also will develop and deliver modules on standards and guidelines for Coaching Academies. DES and DHS will ensure that staff that license, certify and monitor providers are knowledgeable and proficient in the use of the early learning standards, and will work to integrate infant and toddler guidelines in to home visiting programs. FTF will work with ADE on the dissemination of and training on the standards and guidelines. It will also ensure that Quality First assessors and coaches are knowledgeable and proficient in the use of the standards, and that coaches participate in the Coaching Academy.

Enhancing Early Literacy among English Language Learners – Selection Criterion C4

With RTT-ELC funding, we will advance effective parent support and engagement models for English language learners, reinforcing the importance of parent engagement at home, in early learning and development and throughout programs and in the community.

We will enhance literacy and language opportunities for English language learners by bringing parents and children together in apartment communities, libraries and family resource centers to participate in the national, evidence-based literacy program Raising A Reader. All four PSAs will continue to participate actively on the home visiting interagency committee and home visiting taskforce. DHS will provide oversight and administration of federal home visitation grant funds and provide leadership for the interagency home visiting committee and taskforce. FTF will develop scopes of work and release RFPs to potential bidders to deliver the Raising A Reader program, ensure contractor compliance and provide all necessary data. It will also coordinate family support programs in coordination with all PSAs.

Enhancing Early Literacy among Children Living on Tribal Lands – Selection Criterion C4

The RTT-ELC is an ideal opportunity to build on cultural strengths and ensure young tribal children have access to rich language and literacy experiences in their homes and communities—thus promoting the strong vocabulary experiences they will need for kindergarten success. We will advance language and literacy acquisition by building on existing partnerships with Arizona

tribes. FTF will be responsible for consulting with tribes, entering into tribal agreements, receiving approval for data collection, and disseminating information in adherence to tribal governments' policies and laws. It will develop scopes of work and release RFPs to potential contractors. It will maintain contractor compliance and provide data, information and support to the contractors in a timely manner.

Facilitating Career Pathways – Selection Criterion D1

In order to facilitate career pathways for early childhood professionals, we will revise, adopt and implement Arizona's Early Childhood Knowledge and Competency Framework and Career Ladder so that indicators are tiered to align with a progression of career levels and credentials. FTF will reconvene the Early Childhood Professional Development Taskforce to revise the Early Childhood Knowledge and Competency Framework and Career Ladder. FTF will also coordinate its dissemination and produce professional-quality materials and online content. FTF will facilitate the participation of community colleges and universities in this work.

Aligning a Progression of Degrees from CDA through BA – Selection Criterion D1

Early childhood professionals face many obstacles to accessing and successfully completing college-level professional development, which block seamless forward progression to higher levels of educational attainment. In this plan, we will remove structural barriers to opportunity by developing an accessible CDA to Associates to Bachelor Degree progression. FTF will convene institutes of higher education to work on this issue, coordinate articulation agreements to facilitate adoption of the degree progression, coordinate course/curriculum development and engage experts in early childhood degree articulation and alignment.

FTF will enter into agreements with approximately 17 post-secondary institutions to provide faculty who will develop the degree progression reform. Faculty will design the reformed degree progression, advance proposed degrees and courses through their respective institution's curriculum committees and appropriate accrediting boards and commissions, and develop sharable curriculum materials for a core set of courses.

Strengthening Practitioner Capacity and Cultural Diversity – Selection Criterion D2

A majority of the early childhood workforce in Arizona is from populations who traditionally encounter challenges enrolling in, staying in and completing college. To support them, we will create a statewide network of regional professional development technical assistance centers. FTF will take the lead on planning for and implementing a central professional development TA system and developing and releasing RFPs for the regional TA centers. The central TA center will provide support for the regional centers, which will in turn deliver intensive professional development statewide in the areas of early childhood assessment and data use, strengthening the capacity of FFN providers, enriching language, literacy and early math, identifying and educating children with disabilities, and early childhood leadership and systems development.

Implementation of a Common, Statewide Kindergarten Assessment – Selection Criterion E1

In this plan, we propose adopt a phased-in implementation of a common statewide kindergarten entry assessment beginning in school year 2014. Such an assessment will measure children's skills and competencies in all domains, deliver relevant data to classroom teachers and parents to inform instruction, provide feedback on the impact of statewide and community-level systems-change efforts, and link assessment results from preschool with assessments conducted in elementary school. ADE will convene stakeholders to develop and adopt Arizona's definition of school readiness and make recommendations for the selection of the KEA. It will coordinate all discussions between relevant policymakers, develop the scope of work and RFP to select a KEA, develop and oversee professional development around the use of the KEA, and submit a recommendation to the State Board of Education by July 1, 2013. FTF will collaborate with ADE to ensure consistent definitions and conceptualizations of school readiness to promote smooth transitions from 0-5 into the K-12 system, and coordinate with ADE to support professional development to build kindergarten teachers' capacity to interpret and use the KEA assessment and results. Additionally, if Arizona is awarded RTT-ELC funding, the Trustees of the Virginia G. Piper Charitable Trust will consider a request for up to \$2,900,000 to advance the statewide assessment efforts in Arizona.

Build an Interconnected Data System

We will build a statewide early learning data system that connects participating state agencies and programs through a federated data entry process, and is interoperable with the statewide

longitudinal data system housed within the Arizona Department of Education. This data network will build on a significant existing commitment to data collection by allowing relevant data sets to be contributed to a central data warehouse. Each PSA will support this work by helping to determine which data sets should be included and by contributing relevant data. All PSAs will use standard data collection formats to ensure uniform data exchange capabilities and interoperability. All PSAs will comply with federal, state and local privacy laws. FTF will provide leadership to this effort by: providing access to a secure portal; coordinating a multi data point data matching process to associate a SAIS number with each child to ensure interoperability of systems; facilitating the exchange of essential data elements; facilitating the compilation of data codebooks/dictionaries; and, creating system architecture and business intelligence for the analysis and reporting of data. Development efforts will include 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 state's K-20 Longitudinal Data System if they choose to do so.

Explanation of how these projects, when taken together, will result in full implementation of the state plan

With RTT-ELC funding, Arizona will accelerate our progress in preparing Children with High Needs for school by increasing the number of high quality early education providers and providing more opportunities for parents and Children with High Needs to access high-quality settings (B1 and B3). We will encourage quality and consistency in early education through the promotion of the early learning standards, which promote instructional consistency and help articulate the entire breadth of skills, competencies and knowledge children need for school success (C1). A strong professional development system will bolster well-defined college matriculation and help early childhood professionals navigate their way to a certificate or degree (D1 and D2). Emphasizing strong language and literacy rich family environments for English language learners and tribal children will further ensure their academic preparedness (C4). A statewide kindergarten assessment will measure our success as a system and provide teachers with the data they need for effective individualized instruction (E1). Cross-system data will

allow analysis among and between the early childhood and K-12 system. (E2). Finally, an inclusive and nimble governance structure will continue to scaffold the system by supporting system leadership, coordinating evaluation, building public awareness and support, and securing and coordinating the financial resources required to develop and sustain our early childhood system (A).

BUDGET PART II: PARTICIPATING STATE AGENCIES.

Budget Table II-1: Participating State Agency Budget By Budget Category--The State must include the Participating State Agency's budget totals for each budget category for each year of the grant.

ARIZONA DEPARTMENT OF EDUCATION – Budget Tables and Narrative

Arizona Department of Education					
Participating State Agency-Level Budget Table II-1					
(Evidence for selection criterion (A)(4)(b))					
Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	838,837	838,837	838,837	838,837	3,355,348
2. Fringe Benefits	301,981	301,981	301,981	301,981	1,207,924
3. Travel	99,810	83,220	72,745	59,135	314,910
4. Equipment	142,187	0	55,000	0	197,187
5. Supplies	105,210	118,294	109,000	90,630	423,134
6. Contractual	670,680	774,320	603,040	347,240	2,395,280
7. Training Stipends	0	0	0	0	0
8. Other	141,848	109,570	104,650	92,916	448,984
9. Total Direct Costs (add lines 1-8)	2,300,553	2,226,222	2,085,253	1,730,739	8,342,767
10. Indirect Costs*	351,985	340,612	319,044	264,803	1,276,444
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	0	0	0	0
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0
13. Total Grant Funds Requested (add lines 9-12)	2,652,538	2,566,834	2,404,297	1,995,542	9,619,211

14. Funds from other sources used to support the State Plan	7,729,165	7,729,165	7,729,165	7,729,165	30,916,660
15. Total Statewide Budget (add lines 13-14)	10,381,703	10,295,999	10,133,462	9,724,707	40,535,871
<u>Columns (a) through (d):</u> For each grant year for which funding is requested, show the total amount requested for each applicable budget category.					
<u>Column (e):</u> Show the total amount requested for all grant years.					
<u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6					
<u>Line 10:</u> If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.					
<u>Line 11:</u> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.					
<u>Line 12:</u> The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.					
<u>Line 13:</u> This is the total funding requested under this grant.					

Budget Table II-2: Participating State Agency Budget By Project--The State must include the Participating State Agency's proposed budget totals for each project for each year of the grant.

Arizona Department of Education					
Participating State Agency-Level Budget Table II-2					
(Evidence for selection criterion (A)(4)(b))					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Section A	7,877,481	7,868,258	7,868,258	7,868,258	31,482,255
Section B	877,198	810,109	743,426	728,759	3,159,492
Section C	402,472	299,993	189,680	188,792	1,080,937
Section D	897,679	747,789	736,191	669,674	3,051,333
Section E	326,873	569,850	595,907	269,224	1,761,854
Total Statewide Budget	10,381,703	10,295,999	10,133,462	9,724,707	40,535,871
<p><u>Columns (a) through (d):</u> For each grant year for which funding is requested, show the total amount this Participating State Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.</p>					
<p><u>Column (e):</u> Show the total expenditure, across all grant years, for the Project.</p>					
<p>The <u>Total Statewide Budget</u> for this table should match Line 15 for Budget Table II-1.</p>					

BUDGET PART II - NARRATIVE

Describe, in the text box below, the Participating State Agency's budget, including--

- *How the Participating State Agency plans to organize its operations in order to manage the RTT-ELC funds and accomplish the work set forth in the MOU or other binding agreement and scope of work;*
- *For each project in which the Participating State Agency is involved, and consistent with the MOU or other binding agreement and scope of work:*
 - *An explanation of the Participating State Agency's roles and responsibilities*
 - *An explanation of how the proposed project annual budget was derived*
- *A detailed explanation of each budget category line item, including the information below.*

1) Personnel

Provide:

- The title and role of each position to be compensated under this grant.
- The salary for each position.
- The amount of time, such as hours or percentage of time, to be expended by each position.
- Any additional basis for cost estimates or computations.

Explain:

- The importance of each position to the success of specific. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.

2) Fringe Benefits

Provide:

- The fringe benefit percentages for all personnel.
- The basis for cost estimates or computations.

3) Travel

Provide:

- An estimate of the number of trips.
- An estimate of transportation and/or subsistence costs for each trip.
- Any additional basis for cost estimates or computations.

Explain:

- The purpose of the travel, how it relates to project goals, and how it will contribute to project success.

4) Equipment

Provide:

- The type of equipment to be purchased.

- The estimated unit cost for each item to be purchased.
- The definition of equipment used by the State.
- Any additional basis for cost estimates or computations.

Explain:

- The justification of the need for the items of equipment to be purchased.

5) Supplies

Provide:

- An estimate of materials and supplies needed, by nature of expense or general category (*e.g.*, instructional materials, office supplies).
- The basis for cost estimates or computations.

6) Contractual

Provide:

- The products to be acquired and/or the professional services to be provided.
- The estimated cost per expected procurement.
- For professional services contracts, the amounts of time to be devoted to the project, including the costs to be charged to this proposed grant award.
- A brief statement that the State has followed the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.
- Any additional basis for cost estimates or computations.

Explain:

- The purpose and relation to the State Plan or specific project.

Note: Because grantees must use appropriate procurement procedures to select contractors, applicants should not include information in their grant applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.

7) Training Stipends

Note:

- The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework that results in a credential or degree, not workshops or short-term training supported by this program.
- Salary stipends paid to teachers and other early learning personnel for participating in short-term professional development should be reported in Personnel (line 1).

Provide:

- Descriptions of training stipends to be provided, consistent with the “note” above.
- The cost estimates and basis for these estimates.

Explain:

- The purpose of the training.

8) Other

Provide:

- Other items by major type or category.
- The cost per item (printing = \$500, postage = \$750).
- Any additional basis for cost estimates or computations.

Explain:

- The purpose of the expenditures.

9) Total Direct Costs

Provide:

- The sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.

10) Indirect Costs

Provide:

- Identify and apply the indirect cost rate. (See the section that follows, Budget: Indirect Cost Information.)

11) Funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws.

Provide:

- The specific activities to be done by localities, Early Learning Intermediary Organizations, Participating Programs, or other partners.
- The estimated cost of each activity.
- The approximate number of localities, Early Learning Intermediary Organizations, Participating Programs, or other partners involved in each activity.
- The total cost of each activity (across all localities, Early Learning Intermediary Organizations, Participating Programs and other partners).
- Any additional basis for cost estimates or computations.

Explain:

- The purpose of each activity and its relation to the State Plan or specific project.

Note: States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Department expects that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

12) Funds set aside for participation in grantee technical assistance

Provide:

- The amount per year set aside for this Participating State Agency.

Note: The State must set aside \$400,000 from its Total Grant Funds Requested for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

13) Total Funds Requested

Provide:

- The sum of expenditures in lines 9-12, for each year of the budget.

13) Other Funds Allocated to the State Plan

Provide:

- A description of the sources of other funds the State is using to support the projects in the State Plan.
- A description of how the quality set-asides in CCDF will be used for activities and services described in the State Plan, if applicable.
- Any financial contributions being made by private entities such as foundations.

Explain:

- Each funding source, the activities being funded and their relation to the State Plan or specific project, and any requirements placed on the use of funds or timing of the activity.

14) Total Budget

Provide:

- The sum of expenditures in lines 13 and 14, for each year of the budget

*Narrative***Arizona Department of Education Line Item Budget Narrative**

The Arizona Department of Education (ADE) will be a full collaborative partner in the successful implementation of the Race to the Top-Early Learning Challenge opportunity. The primary leadership position for ensuring successful implementation of the RTT- Learning Challenge Fund resides with the ADE Deputy Associate Superintendent for Early Childhood Education. This position will be an active participant on the System Integration Taskforce and Interagency Directors' Coordinating Council. In addition, this position will lead the Internal ADE Early Childhood Cross-Divisional Taskforce. This position will also be responsible for

coordinating with First Things First to organize technical assistance and professional development activities associated with Arizona's RTT-ELC grant, including collaborative planning and designing specific site-based, regional and on-line early childhood education opportunities for participating LEAs, schools and early childhood providers. This person will provide oversight for the successful collaborative work of the early childhood unit in order to implement the work of ADE's portion of the MOU and corresponding Scope of Work.

Consistent with the MOU and SOW documents ADE has direct responsibility in most of the proposed projects proposed in this application, including:

- Participating in the governance and administration of this effort, and help ensure its success, by embedding it within the top levels of leadership within ADE including the Associate Superintendent for School Effectiveness and the Deputy Associate Superintendent for Early Childhood Education.
- ADE will support the Quality First rating only and system integration by providing technical assistance, coaching and support to IDEA, Title I, and Head Start programs seeking rating only assessment. In addition, ADE (in conjunction with FTF) will work closely on integration of all program guidelines among and between ECE providers and elementary schools.
- ADE will expand the use of the early learning standards by maintaining the standards and program guidelines, as well as disseminating and training on them. It will develop and deliver modules on standards and guidelines for Coaching Academies.
- ADE will put forth a recommendation to the State Board of Education for a statewide Kindergarten Assessment. This will be preceded by convening stakeholders to develop Arizona's definition of school readiness and make recommendations for the selection of the KEA. It will coordinate all discussions between relevant policymakers, develop the scope of work and RFP to select a KEA, and develop and oversee professional development around the use of the KEA. In addition, ADE will support professional development to build kindergarten teachers' capacity to interpret and use the KEA assessment and results.
- ADE will support local districts in their efforts to implement reading assessments through Move on When Reading while a full scale statewide KEA is in development.

- If Arizona is awarded RTT-ELC funds, ADE will work with the Virginia G. Piper Charitable Trust to request additional support to advance the kindergarten assessment statewide with a request of up to \$2,900,000 in support of this effort. Upon a formal commitment from the Virginia G. Piper Charitable Trust, Arizona will request that the funds currently requested be reallocated to another goal area prior to the end of the 90 day review period.
- ADE will participate in the development of an interconnected data system by helping to determine which data sets should be included, contributing relevant data, using standard data collection formats to ensure uniform data exchange capabilities and interoperability, and complying with federal, state and local privacy laws. ADE will ensure parental access and full transparency, and the opportunity for parents to opt out of the system.

Over the four years of the grant, ADE receives \$9,619,211 to support this work. The line-item and project budgets for these four years are attached. Following is a description of the how the budget category line-item amounts across all four years of the grant were designed to support ADE's implementation of the projects described above.

Personnel (Budget Category 1):

Based on the efforts to be undertaken by ADE, it is anticipated that personnel will need to be immediately resourced and sustained across the entire grant period. ADE anticipates this human resource investment will cost \$838,837 each year of the grant, for a total of \$3,355,348.

The ADE staffing plan for each project represents a blend of identifying when and where new positions were needed, while also utilizing current expertise in staffing which capitalizes on important knowledge, skills, and expertise to ensure the success of the project(s).

Under section A of the application (a successful state system), ADE has identified 1 FTE worth of effort, distributed across four (4) current staff positions. These include:

- Associate Superintendent for the School Effectiveness Division (10% or \$9,247 per year)
 - Leads the High Academic Standards for Students Division and the State Literacy Team. Is a highly qualified administrator, teacher and literacy specialist with more than 30 years of pre-K through 12th grade education experience.

- Will ensure that the MOU of ADE with the Lead RTTT agency will be fulfilled. This person will be responsible for participating in state efforts to ensure implementation with fidelity, and fulfillment of the MOU with all partner agencies, to help build a comprehensive system Birth through Grade 3.
- Deputy Associate Superintendent for Early Childhood Education (20% or \$15,890 per year)
 - A highly qualified teacher, early childhood education and literacy specialist, with more than 20 years of early childhood experience.
 - Will be an active participant on the System Integration Taskforce and Interagency Directors' Coordinating Council, and lead the Internal ADE Early Childhood Cross-Divisional Taskforce. Will also be responsible for coordinating the statewide coaching, technical assistance and professional development activities.
- Education Research and Evaluation Specialist (50% or \$30,000 per year)
 - A highly qualified administrator, data and assessment expert, with more than 10 years of program evaluation and reporting experience.
 - Will lead and coordinate the day-to-day program evaluation, progress monitoring and data assessment efforts including compiling and evaluating statewide data from participating LEAs, schools and early childhood providers and will provide all partners with transparent, timely and accurate data and information related to grant administration, evaluation and program monitoring and progress.
- Program and Project Specialist (20% or \$8,200 per year)
 - Is the Administrative Assistant to the ADE Early Childhood Education Program Director
 - Supports the needs of the Education Research and Evaluation Specialist. Is responsible for maintaining the master activities calendar, coordinating and scheduling the Internal ADE Early Childhood Cross-Divisional Taskforce and assisting in the preparation of reports with transparent, timely and accurate data and information related to grant administration, evaluation and program monitoring and progress, and timely dissemination to Early Learning Grant partners and USDOE, as required.
 - Also supports efforts under section B

Under Goal B2 of the application ADE has identified 6.5 FTE positions will be required to help establish a fully developed tiered quality improvement system that provides a “rating only” option. These include:

- Children with High Needs Coordinator (1.0 FTE @ \$65,000 per year)
 - Will lead the initiative to ensure that children living on tribal lands, English language learners, low income children and children with special needs, have their early care and education experience in a 3-5 star quality setting. This individual will supervise and coordinate the day-to-day technical assistance activities of the cadre of five contracted, regionally-based Mentor Coaches with other ADE program areas, First Things First regional centers and State agencies to provide technical assistance, coaching and support to IDEA, Title I, Head Start programs throughout the State seeking rating only assessment.
- Early Childhood Program Specialist (5.0 FTE @ \$60,000 per year for an annual total of \$300,000)
 - Will be responsible for providing technical assistance, coaching and supports to Title I programs, IDEA preschools, and Head Start Programs seeking a rating only within the Quality First System. These specialists will also work closely with FTF to integrate early learning standards and guidelines, and assessments between early care and education programs and local education agencies.
- Program and Project Specialist (0.5 FTE or \$20,500 per year)
 - Is the Administrative Assistant to the ADE Early Childhood Education Program Director
 - Is responsible for maintaining the master technical assistance activities calendar, coordinating and scheduling TA, PD, and regional and on-site activities in collaboration with the cadre of Mentor Coaches, other ADE program areas, First Things First regional centers and State agencies. Prepares all requisitions for support services, consultants, presenters, supplies, etc.
 - Also supports the needs of the Education Research Associate (under section A).

There are no positions, and therefore salaries, associated with ADE’s efforts under the Goal C1.

Under Goal E1 of the application, ADE has identified 6.0 FTE positions will be required to successfully implement a common assessment. These include:

- Kindergarten Assessment Director (1.0 FTE @ \$69,000 per year)
 - Will lead the development and implementation of the Common Statewide Kindergarten Assessment process including development of the detailed assessment specifications, preparation of the Request for Proposal (RFP), review and vendor selection, coordination of ADE and regional professional development and statewide Common Statewide Kindergarten Assessment implementation. In addition, the Director is responsible for on-going technical assignment and direction of essential personnel, professional development, technical assistance, funding and monitoring to ensure assessment implementation with fidelity.
- Assessment Specialists (5.0 FTE @ \$62,500 per year for an annual total of \$312,500)
 - The state will be divided into 5 regions and there will be one Assessment Specialist for each region. The specialist will be the coach and liaison for the ADE who has extensive training and expertise in coaching, assessments that measure children's skills and competencies in all domains, and understanding and using data to inform classroom instruction. Each specialist is responsible for coordinating implementation of the Common Statewide Kindergarten Assessment at participating schools within the region including professional development, technical assistance and compliance monitoring.

Under Goal E2 of the application (Statewide Early Learning Data System), ADE has identified 0.1 FTE positions across four (4) current positions within ADE's IT area required to successfully provide the executive oversight, management, and acquisition of contracted staff and implementation of deliverables to support a statewide early learning data system. These include:

- Chief Information Officer (0.025 FTE @ \$3,125 per year)
- Deputy CIO (0.025 FTE @ \$2,500 per year)

- Finance Manager (0.025 FTE @ \$2,031 per year)
- Business Manager (0.025 FTE @ \$844 per year)

Fringe Benefits (Budget Category 2):

The State of Arizona is responsible for the identification and charging of Fringe Benefits for each state agency; however, each agency's rate varies slightly based on actual costs charged to that agency. 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).

For all sections the Fringe Benefit rate is the same, and is calculated by multiplying the total salary by 36% for an overall Fringe Benefit rate. The overall Fringe Benefit total is \$1,207,924 (or \$301,981 annually) for all four year grant period.

Travel (Budget Category 3):

The State of Arizona has a consistent travel policy that is mandatory across all state agencies. This policy has a mandatory application of costs for employee related travel and includes per diem, reimbursement of mileage rates, lodging rates, and other travel related expenses.

ADE is projecting travel related expenses in each of the four years of this grant for a total of \$319,910; with the high point of \$99,810 occurring in the first year of the grant and that gradually declining to \$59,135 in the last year.

ADE calculated costs for in-state travel using the following factors as appropriate:

- Lodging @ \$115 per night
- Per diem @ \$85 per day
- Vehicle use and fuel @ \$27 per day

While out-of-state travel was calculated based on:

- Airfare @ \$700 round trip per traveler

- Lodging @ \$225 per night
- Food @ \$75 per day
- Miscellaneous (taxi, parking, etc.) @ \$105 per day

Under section A of the application, ADE has identified \$12,750 annually in travel funds for 20 one-night, two-day in-state trips, and four three day/night out-of-state training conferences for one participant. The travel funds are essential for enabling the RTTT ADE State Program Director and RTTT Early Childhood Education Director to:

- Provide informed leadership and support for the effective implementation of collaborative partnerships, participating in interagency coordination efforts, and any early childhood task forces.
- Receive at USDOE-sponsored regional and national conferences targeted professional development, and leadership information necessary to meet the implementation, monitoring and reporting responsibilities for all aspects of Arizona's RTT-ELC grant.

Under Goal B2 of the application, ADE has identified \$23,350 in travel funds in year one to deliver critical support to at least 40 locations. This amount supports 40 one-night, two-day in-state trips, and one three day/night out-of-state training conference for six participants. This amount decreases annually as statewide capacity is achieved. The travel funds are essential for enabling the Early Childhood Program Specialists to:

- Deliver critical high quality, targeted professional development, technical assistance and support to participating schools and providers serving children with high needs.
- Receive at USDOE-sponsored regional and national conferences, targeted professional development, and information necessary to meet the technical assistance, coaching and support needs of the IDEA, Title I and Head Start programs throughout the State seeking rating only assessment.

Under Goal C1 of the application, ADE has identified \$26,125 in year one to deliver critical support to at least 80 locations. This amount supports 80 one-night, two-day in-state trips, and one three day/night out-of-state training conference for two participants. This amount decreases

annually as statewide capacity is achieved. The travel funds are essential for enabling the Early Childhood Program Specialists to:

- Deliver critical high quality, targeted professional development, technical assistance and compliance monitoring to participating schools and providers serving children with high needs.
- Receive at USDOE-sponsored regional and national conferences targeted professional development, and information necessary to meet the technical assistance, coaching and support needs of the IDEA, Title I and Head Start programs throughout the State seeking assistance in understanding and applying the Early Learning and Development Standards.

Under Goal E1 of the application, ADE has identified \$30,985 in year one to deliver critical support to at least 70 trainings. This amount supports 70 one-night, two-day in-state trips, and one three day/night out-of-state training conference for six participants. This amount decreases annually as statewide capacity is achieved. The travel funds are essential for enabling the ADE's Common Statewide Kindergarten Assessment Team members to:

- Deliver critical high quality, targeted professional development, technical assistance and compliance monitoring to participating schools and providers.
- Receive at USDOE-sponsored regional and national conferences targeted professional development, and information necessary to implement the Common Statewide Kindergarten Assessment with fidelity.

Under Goal E2 of the application, ADE has identified \$6,600 annually in travel related expenditures. This amount is entirely related to out of state travel for the purposes of attending meetings, conferences, and site visits to support implementing a statewide early learning data system.

Equipment (Budget Category 4):

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. Beyond possible computing hardware purchases necessary under Goal E2, it is not anticipated that this project will utilize any Capital

Equipment. However, the project has basic office related equipment needs for staff and project needs to ensure successful implementation of the project if awarded. ADE is proposing equipment that is necessary for this project related to the Scope of Work and necessary to carry out that project related efforts for each key Section of the project.

Under section A of the application, equipment expenditures are being requested for the first year, for a total budget amount of \$7,999. This amount includes \$2,964 for one (1) laptop for the ADE Education Research and Evaluation Specialist and \$5,035 for one (1) color laser jet printer that directly supports the ADE Education Research and Evaluation Specialist's fiduciary responsibilities for preparing high-quality reports with transparent, timely and accurate data and information related to grant administration, evaluation and program monitoring and progress, and timely dissemination to Early Learning Grant partners and USDOE, as required.

Under Goal B1 of the application, equipment expenditures are being requested for the first year, for a total budget amount of \$29,594. This amount includes \$17,784 for six (6) laptops for the High Needs Coordinator and Early Childhood Program Specialists that are assigned directly to the First Things First regional centers; \$4,740 for five (5) projectors for the regional-based Early Childhood Program Specialists; \$2,035 for five (5) mobile printers for the regional-based Early Childhood Program Specialists; and \$5,035 for one (1) color laser jet printer that directly supports the High Needs Coordinator and ADE's overall administrative fiduciary responsibilities for delivering critical high quality, targeted technical assistance, coaching and support.

No equipment expenditures are associated with Goal C1.

Under Goal E1 of the application, equipment expenditures are being requested for the first year, for a total budget amount of \$29,594. This amount includes \$17,784 for six (6) laptops for the Assessment Director and Specialists that are assigned to the Common Statewide Kindergarten Assessment Team; \$4,740 for five (5) projectors for the regional-based Assessment Specialists; \$2,035 for five (5) mobile printers for the regional-based Assessment Specialists; and \$5,035 for one (1) color laser jet printer that directly supports the Assessment Director and ADE's overall administrative fiduciary responsibilities for the development and implementation of the Common Statewide Kindergarten Assessment process.

Under Goal E2 of the application, equipment expenditures are being requested in two years (year 1 and year 3) of the application for a total budget amount of \$130,000. The System will require a number of technical components – hardware, software, etc. – to meet the deliverables outlined in this grant proposal. Year One will cover all requirements at the time of deployment totaling \$75,000. Year Three will take into account additional requirements and improve access as well as performance based on an anticipated increase of usage totaling an additional \$55,000. The technology requirements of the Early Learning Data System will be discovered in Year One of the grant as part of the discovery and requirements gathering phase. The required technologies will be acquired, deployed and supported per the requirements. ADE IT anticipates the hardware needs to include, servers, storage, processors, networking gear, software and the like.

Supplies (Budget Category 5):

Supplies necessary for staff support and general project materials (less than \$500) fall into the Supplies category. This includes standard items such as paper, writing utensils, organization, filing, stationary/envelopes, and day to day standard office materials to items that might be slightly more unique but necessary for project success such as, specific organizational materials for project documentation files, efficiency in use of technology implements/supports, media/cd/dvd files, and documentation storage tools.

Supplies are estimated for each project/effort as follows:

- Section A -- \$7,500 per year for a total of \$30,000.
- Goal B2 -- \$30,700 in year 1, \$33,500 in year 2, \$25,800 in year 3, and \$20,700 in year 4 for a total of \$110,700.
- Goal C1 -- \$36,140 in year 1, \$49,330 in year 2, \$48,000 in year 3, and \$47,230 in year 4 for a total of \$110,700.
- Goal E1 -- \$25,870 in year 1, \$20,464 in year 2, \$20,200 in year 3, and \$10,200 in year 4 for a total of \$76,734.
- Goal E2 -- \$5,000 in year 1, \$7,500 in year 2, \$7,500 in year 3, and \$5,000 in year 4 for a total of \$25,000.

Contractual (Budget Category 6):

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 treated across all funding sources, allowed by State Procurement laws (under 34 CFR 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 service that is needed. ADE follows State Procurement requirements related to this procurement to determine if standard procurement contractual agreements are established or if other procurement processes are executed to achieve financial agreement with another entity.

ADE anticipates it will have no contractual expenditures related to Section A.

Under Goal B2, ADE anticipates the four-year budgeted amount for Contractual Services to total \$260,000. This includes payments to companies or individuals for providing focused education and assessment training services and charges to reimburse non-state employees for travel expenses and allowances.

These focused conference presentations and training services are provided by recognized professionals with highly specialized expertise in the development of pre-literacy skills, oral and academic language, assessment and data use, and response to intervention and leadership. The services are essential for enabling ADE staff and LEAs/schools/Early Childhood Education providers to develop and enhance their knowledge and skills for successfully implementing the Children with High Needs initiative with fidelity.

The estimated first-year Contractual cost is \$100,000 to deliver five 3-day first-year workshops and is based on recent actual expenses for similar contractual agreements and vendors. The number of 3-day workshops decreases annually with a corresponding expenditure reduction of \$20,000 per workshop (four workshops in Year 2; two each in Years 3 & 4) as statewide capacity is achieved.

Under Goal C1, ADE anticipated the four-year budgeted amount for Contractual Services to total \$672,000. This includes payments to companies or individuals for creating train-the-trainer modules for use with Program Quality and Mentoring Coaches to provide focused professional development and training services, as well as charges to reimburse non-state employees for travel expenses and allowances.

The estimated itemized first-year Contractual cost of \$286,800, summarized below, to deliver three (3) Coaching Academies and four (4) modules is based on recent actual expenses for similar contractual agreements and vendors. The number of Coaching Academies decreases annually, with a corresponding expenditure reduction of \$98,400 per academy (two Academies in Year 2; one each in Years 3 & 4) as statewide capacity is achieved.

Under Goal E1, ADE anticipated the four-year budgeted amount for Contractual Services to total \$182,000. This includes payments to companies or individuals for creating train-the-trainer modules for use with Program Quality and Mentoring Coaches to provide focused professional development and training services, as well as charges to reimburse non-state employees for travel expenses and allowances.

The estimated itemized first-year Contractual costs of \$105,000, summarized below, are based on recent actual expenses for similar contractual agreements and vendors and include payments to companies or individuals for providing focused education and assessment training services and charges to reimburse non-state employees for travel expenses and allowances. These expenses decrease significantly each year (with annual expenditures totaling \$40,000 in year 2, \$32,000 in year 3, and \$5,000 in year 4) as statewide capacity is achieved.

Under Goal E2, ADE anticipates the four-year budgeted amount for Contractual Services to total \$1,281,280. The contractual budget will fund the use of highly skilled, high-demand and experienced technology professionals capable of delivering on an initiative as complex as the Early Learning Data System. Year 1 estimated costs are projected at \$178,880 while subsequent years are calculated at \$465,920, \$432,640, and \$203,840 respectively. ADE anticipates it will contract for Technology Staff including, but is not limited to; Program Director, Program

Coordinator, Project Manager, Enterprise Architect, Infrastructure PM, Network Engineer, Data Base Architect, Data Architect, Data Analyst (2), Business Analyst (2), Developer (3), UI Developer, and Graphic Designer.

Training Stipends (Budget Category 7):

ADE does not anticipate any long-term training programs and college or university coursework related to degree or credential completion will be necessary to successfully implement its various efforts within this application, based on the Scopes of Work and the projects in each key Section/Goal-Area of the grant.

Other (Budget Category 8):

Other costs are a specific budget category within the State of Arizona accounting system and include a variety of costs that are necessary for operations (communication, technology, some types of materials/supplies, printing, and copying for example).

ADE is proposing costs that meet criteria for Other to include efforts related to the Scope of Work and necessary to carry out the project-related efforts for each key Section of the grant.

Under Section A of the application, ADE has projected the four-year budget total for Other to be \$56,992, with each of the four years equaling \$14,248. 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.

Under Section B2 of the application, ADE has projected the four-year budget total for Other to be \$172,772. Of this total, ADE is anticipating year 1 expenditures to be \$52,872, year 2 to be \$44,400, year 3 to be \$40,100, and year 4 to be \$35,400. ADE believes these budgets are reasonable in relation to the number of objectives, design, and potential significance of the proposed project. In addition, these budgets are of sufficient size and scope to ensure implementation of the Children with High Needs initiative with fidelity, and with a very high likelihood of achieving the desired student literacy

outcomes. Moreover, these itemized budgets are based on current education research on “what works” and the ADE’s proven successful implementation of the Reading First, Early Childhood Literacy, and School Improvement & Intervention models. Finally, 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.

ADE anticipates it will have no Other expenditures related to Section C1.

Under Section E1 of the application, ADE has projected the four-year budget total for Other to be \$200,080. Of this total ADE is anticipating year 1 expenditures to be \$68,270, year 2 to be \$48,270, year 3 to be \$46,770, and year 4 to be \$36,770. ADE believes these budgets are reasonable in relation to the number of objectives, design, and potential significance of the proposed project. In addition, these budgets are of sufficient size and scope to ensure implementation of the Common Statewide Kindergarten Assessment with fidelity, and with a very high likelihood of achieving the desired student literacy outcomes. Moreover, these itemized budgets are based on current education research on “what works” and the ADE’s proven successful implementation of the Reading First, Early Childhood Literacy, and School Improvement & Intervention models. Finally, 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.

Under Section E2 of the application, ADE has projected the four-year budget total for Other to be \$19,140. Of this total ADE is anticipating year 1 expenditures to be \$6,458, year 2 to be \$2,652, year 3 to be \$3,532, and year 4 to be \$6,498. 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, ranging from one to three percent a year.

Total Direct Costs (Budget Category 9):

Not applicable for narrative, is a subtotal figure, see budget worksheets.

Indirect Costs (Budget Category 10):

ADE has an Indirect Cost Rate Agreement (#2010-091) for a fixed rate of 15.3% of Total Direct Costs. This amount was applied uniformly to the Total Direct Costs resulting in budget category 9.

Funds to be Distributed to Localities, Early Learning Intermediary Organizations, Participating Programs, and other partners (Budget Category 11):

ADE does not anticipate any expenditure in this budget category will be necessary to successfully implement its various efforts within this application based on the Scopes of Work and the necessary efforts for each key Section/Goal-Area of the project.

Funds set aside for participation in grantee technical assistance (Budget Category 12):

While ADE is in complete support of and looks forward to the opportunity to participate in grantee technical assistance provided under this grant, FTF has included this budgetary item within its costs for all PSAs, and as such ADE is not presenting an amount for this budget category so as to not double count funds/expenditures.

Total Grant Funds (Budget Category 13):

Not applicable for narrative, is a subtotal figure, see budget worksheets.

Funds from other Sources used to Support the State Plan (Budget Category 14):

Please note that this application reflects estimated future funding years for levels of effort. However, we realize that federal appropriations have not been made for programs described in future funding years. This application represents maintained funding levels as a basis for estimation knowing that these programs are a key to early learning efforts in Arizona. As appropriations are made in subsequent project years, the other funds estimated for levels of effort in Arizona will be updated. The total for Other Sources is included with Section A of the application, as this is related to the Statewide System efforts described in the Arizona application.

The Arizona Department of Education's partnership in Arizona's Race to the Top-Early Learning Challenge grant will be primarily supported through the Early Childhood Education Unit. However, additional supports will be made available through the Information Technology Unit, the Research and Evaluation Unit as well as the Assessment Unit. Early Childhood Education is housed within the *High Academic Standards for All Students Division* and links directly with the early elementary grades.

Title I and Title II of ESEA

Both Titles I and II of the Elementary and Secondary Education Act (ESEA) are a critical component of the early childhood programs with local education agencies. At a state level, the leadership have committed to working together to provide written support and guidance to link these programs with quality improvement efforts. In addition, plans are in place to work directly with programs to ensure quality and as highlighted in Arizona's application. It is the intent to include these programs in Arizona's Tiered Quality Improvement System, Quality First. Leadership supports and encourages local education agencies allocating specific funding to improve readiness and support Arizona's prevention and intervention model of early childhood. Data regarding funding and programming is limited, but an intentional plan and commitment from leadership has been organized with approval from ESEA Community of Practitioners anticipated in the spring of 2012. Funding to support staff will ensure that IDEA programs will participate in quality professional development around standards, effective instructional strategies, and implementation of Arizona's Early Childhood Assessment System. ADE estimates expenditures of \$1,282,730 for Year 1 of the grant period.

IDEA

Idea preschool dollars are spent to serve children with special needs. As part of the Arizona Department of Education's Scope of Work responsibilities, specific outreach will be conducted to support quality classrooms and effective instruction, as well as to ensure higher levels of licensure and enrollment in Quality First. Arizona requires a specific specialized teaching credential in order to serve children under IDEA. Specific dollars have been spent to ensure full participation in the Arizona's Early Childhood Education System. IDEA Preschool Funds are

also spent on compliance and quality validation visits. It is Arizona's intent to create an inclusive system where children receive quality educational experiences no matter the funding source. As allowable in IDEA, 15% of funding may be utilized for early intervention services to identify children at risk and prevent them from needing special education services. In Arizona, this funding is used to support AzRTI which provides individualization of student learning. Within ADE, staff support from the K-12 Literacy Unit and the Standards Unit is available for implementation of AzRTI from Preschool through Grade 12. ADE estimates expenditures of \$5,246,435 for Year 1 of the grant period.

Head Start Collaboration Office Funding

The Head Start Collaboration Office is housed within the Department of Education Early Childhood Unit with the Deputy Associate Superintendent for Early Childhood Education playing a dual role. This ensures that Head Start is a full collaborative partner in the systems building of quality for early childhood in Arizona. Both Federal funding and the state match support these efforts. As part of the Collaboration Office's 5-year strategic plan, the early learning guidelines and standards will be fully linked to the collaboration work in support of Early Head Start and Head Start programs throughout the state. Additionally, Regional Head Start programs have all volunteered to implement a single assessment tool. Specific outreach will be conducted with the tribal programs. All \$175,000 of the Head Start Collaboration Grant can be directly linked to the successful systems building efforts outlined in Arizona's application.

State Advisory Council Funding

Under current agreements established through the State Advisory Council grant funding, the ADE Early Childhood Unit will also support dissemination of Infant/Toddler Developmental Guidelines for children birth to 2 years olds and training for early care and education providers on these guidelines. Dissemination and training will also include Arizona's Early Learning Standards for children ages 3 to 5 and Arizona's Program Guidelines for High Quality Early Education: Birth through Kindergarten. Funding committed for these activities is \$300,000.

The Virginia G. Piper Charitable Trust

The Virginia G. Piper Charitable Trust has been working closely in the development of Arizona's Race to the Top Early Learning Challenge application. The Trustees have reviewed the narrative application and budget and if Arizona should receive an award, the Trustees would formally consider an investment to ensure that the resources are available to support and enhance the statewide Kindergarten Assessment. In consideration of this important endeavor, the Virginia G. Piper Trustees will consider up to \$2,900,000 to support the Kindergarten Assessment statewide.

Total Statewide Budget (Budget Category 15):

Not applicable for narrative, is a subtotal figure, see budget worksheets.

DEPARTMENT OF ECONOMIC SECURITY – Budget Tables and Narrative

Budget Table II-1: Participating State Agency Budget By Budget Category--The State must include the Participating State Agency's budget totals for each budget category for each year of the grant.

Arizona Department of Economic Security					
Participating State Agency-Level Budget Table II-1					
(Evidence for selection criterion (A)(4)(b))					
Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	253,700	688,400	584,500	280,800	1,807,400
2. Fringe Benefits	108,742	295,042	250,542	120,276	774,602
3. Travel	6,300	37,700	11,900	7,100	63,000
4. Equipment	0	0	0	0	0
5. Supplies	6,500	15,200	13,400	8,800	43,900
6. Contractual	0	280,000	280,000	180,000	740,000
7. Training Stipends	0	0	0	0	0
8. Other	12,800	47,700	40,400	21,900	122,800
9. Total Direct Costs (add lines 1-8)	388,042	1,364,042	1,180,742	618,876	3,551,702
10. Indirect Costs*	88,000	287,000	245,300	140,500	760,800
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	0	0	0	0
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0
13. Total Grant Funds Requested (add lines 9-12)	476,042	1,651,042	1,426,042	759,376	4,312,502
14. Funds from other sources used to support the State Plan	23,290,521	23,290,521	23,290,521	23,290,521	93,162,084

15. Total Statewide Budget (add lines 13-14)	23,766,563	24,941,563	24,716,563	24,049,897	97,474,586
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Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

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

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

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

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantees technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

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

Budget Table II-2: Participating State Agency Budget By Project--The State must include the Participating State Agency's proposed budget totals for each project for each year of the grant.

Arizona Department of Economic Security					
Participating State Agency-Level Budget Table II-2					
(Evidence for selection criterion (A)(4)(b))					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Section A	23,399,896	23,399,896	23,399,896	23,399,896	93,599,584
Section B	0	633,334	633,334	333,334	1,600,002
Section C	0	250,000	0	0	250,000
Section D	0	0	0	0	0
Section E	366,667	658,333	683,333	316,667	2,025,000
Total	23,766,563	24,941,563	24,716,563	24,049,897	97,474,586
Statewide Budget					

Columns (a) through (d): For each grant year for which funding is requested, show the total amount this Participating State Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.

Column (e): Show the total expenditure, across all grant years, for the Project.

The Total Statewide Budget for this table should match Line 15 for Budget Table II-1.

BUDGET PART II - NARRATIVE

Describe, in the text box below, the Participating State Agency's budget, including--

- *How the Participating State Agency plans to organize its operations in order to manage the RTT-ELC funds and accomplish the work set forth in the MOU or other binding agreement and scope of work;*
- *For each project in which the Participating State Agency is involved, and consistent with the MOU or other binding agreement and scope of work:*
 - *An explanation of the Participating State Agency's roles and responsibilities*
 - *An explanation of how the proposed project annual budget was derived*
- *A detailed explanation of each budget category line item.*

Narrative

Arizona Department of Economic Security Line Item Budget Narrative

Consistent with the MOU and SOW documents, the Arizona Department of Economic Security (DES) has direct responsibility in most of the projects proposed in this application, including:

- DES will participate in the governance and administration of this effort by participating in System Integration Task Force and Interagency Director's Coordinating Council meetings, internal DES early childhood cross divisional taskforce to ensure DES operates with the focus toward long term early childhood quality programming.
- DES will participate in building capacity for Friend, Family, and Neighbor providers by providing training and information to key staff that work with providers.
- DES will coordinate Quality Set-Aside funds to align with Quality First, collaborate with FTF to align CCDF policy and practice with Quality First including discussions of tiered subsidy reimbursement, and map and align ECE system elements in DES' purview
- DES will use CCR&R as a vehicle to provide public information on Quality First
- DES will participate in the development of an interconnected data system by sharing information with partners that is transparent, timely and accurate.

Over the four years of the grant, DES would participate through the Scope of Work/MOU for costs totaling \$4,312,500 to support responsibilities associated with leadership and successful implementation of this statewide grant.

1) Personnel

The Arizona Department of Economic Security is proposing that existing staff would be essential for successful implementation of the award. A few position estimates are based on a salary range or average of the range and the overall line item total might slightly differ based on the overall personnel total within the Human Resources system used to finalize line item budgets vs. the operations staff's preparation of the line item budget narrative with salary range information.

These positions will conduct research and develop protocols for recruitment for Friend, Family and Neighbor providers and will research and conduct procurement to acquire training for regulatory staff on the infant/toddler guidelines.

- ***Human Service Program Development Specialist*** – 25% time for a total of \$9,581 in years one and two of the project. In year three, this will be an effort of 10% at a total of \$3,833.
- ***Administrative Services Officer III*** - 10% time for a total of \$6,324 in years one and two of the project. In year three, this will be an effort of 5% for a total cost of \$3,162.
- ***Contracts Management Specialist II*** – 10% time for a total of \$5,117 in years one and three of the project. In year two of the project, the effort will be 25% of the time at a cost of \$12,792.
- ***Contracts Management Supervisor (2)*** – 25% time at a cost of \$24,000 in years one and two of the project total. In year three, this will be a 10% effort for a cost of \$9,600 for each position.
- ***Human Service Unit Supervisor (2)*** – 25% time for a cost of \$21,499 in years one and two of the project for both positions. In year three, this will be a 10% effort for a cost of \$8,600 per position x 2 for a total cost of \$17,200.

These positions will be responsible for development of data protocols and design extraction of necessary information for the Early Learning Data System.

- **Information Technology Specialist IV** – 20% time for a total of \$12,424 each year of the four years of the grant.
- **Information Technology Specialist III** – 20% time for a total of \$9,145 each year of the four years of the grant.
- **Programmer III (6 in year 1, 10 in year 2, 9 in year 3, & 5 in year 4)** – 20% time for a total of \$97,091 for year one of the project. In year two, this will be 50% time at a cost of \$429,990. In year three, 50% time is represented at a cost of \$369,978. In year four, this will be for 25% time at a total cost of \$104,143

These positions will be responsible for discussions and implementation related to alignment of the Child Care Development Fund (CCDF) subsidy eligibility policies and quality contracts to the First Things First Quality First program.

- **Human Service Program Development Supervisor** – 25% time for a total of \$13,750 for each of the four years of the grant.
- **Administrative Officer III** – 25% time for a total of \$15,810 for each of the four years of the grant.
- **Contracts Management Specialist II** – 25% time for a total of \$12,792 for each of the four years of the grant.
- **Administrative Services Officer II** – 20% time for a total of \$9,610 for each of the four years of the grant.
- **Program Administrator** – 20% time for a total of \$16,557 for each of the four years of the grant.

These positions, which make up the staff that are responsible for various portions of the DES certification process for child care homes, will be responsible for attending training offered to support recruitment of FFN providers and assimilation of the infant/toddler guidelines into their normal business routine.

- *Human Service Specialist II (40)* – 5% time for a cost of \$68,320 in years two, three and four of the grant.
- *Human Service Unit Supervisors (6)* – 5% time for a cost of \$11,533 in each of years two, three and four of the grant.
- *Contract Management Supervisors (2)* – 5% time for a cost of \$4,800 in each of years two, three and four of the grant.
- *Administrative Service Officer III* – 5% time for a cost of \$3,162 in each of years two and three of the grant.
- *Human Service Program Development Specialist* – 5% time for a cost of \$1,916 in each of years two, three and four of the grant.
- *Program Administrator* – 5% time for a cost of \$4,392 in each of years two and three of the grant.

2) Fringe Benefits

The State of Arizona is responsible for the identification and charging of Fringe Benefits for each state agency; however, each agency's rate varies slightly based on actual costs charged to that agency. The rates for the Arizona Department of Economic Security is 30% 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.).

Total Fringe Benefit Costs:

- **Year 1:** 30% of total Personnel cost - \$108,742
- **Year 2:** 30% of total Personnel cost - \$295,042
- **Year 3:** 30% of total Personnel cost - \$250,542
- **Year 4:** 30% of total Personnel cost - \$120,276

3) Travel

The Arizona Department of Economic Security is anticipating travel costs that will allow for participation in the system integration task force and Interagency Directors' Coordinating Council, maintain the internal early childhood cross divisional task force, work with Friend, Family and Neighbor providers through DES certification process, and support the Early Childhood Learning Data System development efforts, including determining which essential data elements currently being captured would be transferred into the data warehouse.

Local mileage is anticipated at 4,044 miles x \$.445 per mile for a total cost in year one of \$1,799.58. In year two, this is expected to be 7,191 miles x \$.445 per mile for a total cost of \$3,200. In year three, this travel is anticipated to be 4,269 miles x \$.445 per mile for a total cost of \$1,900. In year four, this travel is expected to be 4,719 miles x \$.445 per mile for a total cost of \$2,100.

Statewide project planning trips - including mileage, lodging and per diem - are anticipated at 6 trips x \$750 per trip for a cost of \$4,500 in years one and two.

Training Sessions for certification staff will begin in year two and this travel will include mileage, lodging, meeting space and per diem. In year two, this will be 6 sessions at an estimated cost of \$5,000 each. In year three, this is expected to be 2 sessions at \$5,000 each. In year four, this will be 1 session for a cost of \$5,000.

4) Equipment

The Arizona Department of Economic Security does not have a projected need for Equipment related to successful implementation of this grant if awarded in Arizona.

5) Supplies

General supplies will be utilized for project staff and include general materials, paper, writing pens/pencils, documentation storage/folders, etc. General supplies are estimated based on staff time for this grant to be 1 percent of the personnel cost. Cost will be \$6,500 in year one, \$15,200 in year two, \$13,400 in year three, and \$8,800 in year four.

6) Contractual

All contracting done by the Department of Economic Security is conducted through established State procurement related statutes for entering into a financial agreement with another entity.

There are no anticipated contractual costs in year one of the grant. In years two, three, and four of the grant, these funds will be used to secure contracts to provide training to DES staff that perform recruitment and certification of home-based child care providers. The training will include strategies to recruit and support current Friend, Family and Neighbor providers and familiarization with the Infant/Toddler guidelines so that technical assistance can be provided to existing DES certified home providers.

In years three and four, there will also be two training sessions for statewide staff that will incorporate on-site technical assistance provided by the contractors for certification staff.

Total costs will be \$280,000 in years two and three of the grant and \$180,000 in year four.

7) Training Stipends

The Arizona Department of Economic Security does not have a projected need for Training Stipends related to successful implementation of this grant if awarded in Arizona.

8) Other

The Arizona Department of Economic Security estimates other costs to include occupancy, utilities, etc., and estimated those costs at 3.5% of direct costs.

Year one costs are estimated at \$12,800; year two costs are estimated at \$47,700; year three costs are estimated at \$40,400; and, year four costs are estimated at \$21,900.

9) Total Direct Costs

The Total Direct Funds amount is \$3,551,702 for all four years of the grant (\$388,042 in year one; \$ 1,364,042 in year two; \$ 1,180,742 in year three; and, \$ 618,876 in year four).

10) Indirect Costs

The Arizona Department of Economic Security does have a federally negotiated Indirect Cost Rate. The timeframe covered by the Indirect Cost Rate Agreement is 07/01/2010 through 06/30/2012. The approving Federal Agency is the HHS.

Costs for the project related to the Federally Approved Indirect Rate Costs are as follows:

- **Year 1:** \$88,000
- **Year 2:** \$287,000
- **Year 3:** \$245,300
- **Year 4:** \$140,500

11) Funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws.

The Arizona Department of Economic Security does not have a projected need for distribution of funds through localities, early learning intermediary organizations, participating programs, or other partners for successful implementation of this grant if awarded in Arizona.

12) Funds set aside for participation in grantee technical assistance

First Things First has absorbed the costs for project related Technical Assistance and will include all state agencies as appropriate in this effort. \$0 from the Arizona Department of Economic Security is budgeted.

13) Total Funds Requested

The Total Funds Requested amount is \$4,312,502 for all four years of the grant (\$476,042 in year one; \$ 1,651,042 in year two; \$ 1,426,042 in year three; and, \$ 759,376 in year four).

14) Other Funds Allocated to the State Plan

Please note that this application reflects estimated future funding years for levels of effort. However, we realize that federal appropriations have not been made for programs described in future funding years. This application represents maintained funding levels as a basis for estimation knowing that these programs are a key to early learning efforts in Arizona. The funds listed are not formal matching funds to the grant as they are part of other federal awards or are matching sources to other federal programs. These funds represent key pieces of the early learning community and show support for early childhood efforts in Arizona. As appropriations are made in subsequent project years, the other funds estimated for levels of effort in Arizona will be updated. The total for Other Sources is included with Section A of the application, as this is related to the Statewide System efforts described in the Arizona application.

CCDF

FY2012* \$2,204,332

DES understands the necessity to have an adequate supply of regulated child care providers in place to care for high needs children and has contracts in place in all 15 Arizona counties to assist interested individuals in becoming DES certified family child care providers and to increase provider options for subsidy- eligible families. These contracts provide recruitment, evaluation, training, technical assistance and one-time assistance with costs associated with meeting certification requirements (e.g. fingerprinting, fire extinguishers, smoke alarms, immunizations, etc.)

CCDF

FY2012* \$1,431,368

DES has a variety of contracts in place to support the ongoing knowledge gain of child care providers through community-based training opportunities offered statewide to all types of child care providers. Services range from one-shot community based trainings, multiple module training programs and on-site technical assistance. Services are available in all 15 counties.

Contracts include: statewide infant/toddler training; technical assistance and training to programs serving children with special needs; and, a variety of other related training delivered by community-based contractors.

CCDF

FY2012* \$550,000

The Professional Career Pathways Project offers family child care and center-based child care practitioners the opportunity to receive assistance with the cost of the tuition/fees and books for college coursework that will prepare them to apply for the Child Development Associate (CDA) Credential or receive an Early Childhood Certificate of Completion or an Associate of Applied Sciences degree. DES and DHS certified home providers are able to receive support to pursue the National Association for Family Child Care (NAFCC) Accreditation. This collaboration includes community colleges statewide that offer this financial assistance and academic advising to all students in the field.

CCDF

FY2012* \$178,245

The Child Care Professional Training is a 60-hour introductory training that is designed to provide employment preparation to individuals interested in working as child care professionals. The training prepares individuals to enter the field of Early Care and Education by providing them with the knowledge and skills to become employed as quickly as possible. This activity supports the State Plan by bringing new employees to the field that are significantly higher qualified than basic licensing standards require.

CCDF

FY2012* \$1,142,378

The Arizona Self Study Project (ASSP) provides technical assistance to 150 center and home-based child care providers statewide who demonstrate a commitment to improving the quality of child care provided to children. This commitment is demonstrated by completing a self assessment tool developed by a national accreditation body; the development of goals; and, the implementation of a program improvement plan which may include pursuit of national accreditation. This project provides training, mentoring, resources, support and guidance to each site based on their Program Self Assessment and Action Plan. In addition, ASSP staff administers a mini-grant fund for participants enrolled in ASSP. Mini-grants are available to

providers who have actively participated in ASSP and have demonstrated positive efforts towards the implementation of their quality improvement plans. These funds may be used to defray the cost of: equipment and supplies to improve the quality of care; equipment and supplies to achieve accreditation; staff professional development; accreditation fees; and, minor remodeling within the Child Care and Development Fund limitations.

CCDF

FY2012* \$1,886,998

DES dedicates funding to support the operation of a comprehensive child care resource and referral network in Arizona. This activity will support increased public awareness of the benefits of high quality child care. The community-based CCR&R contracts provide services to families throughout Arizona who need assistance locating child care. Marketing and outreach activities are conducted to promote CCR&R services, encourage child care providers to list with the service and educate the public about the importance of high quality child care

*Annual amounts appropriated to support these and other services provided by DES to support the operation of the Child Care Administration. At this time, we are unable to forecast any amounts that may be appropriated in future years.

Healthy Families

Since 1991, the Department of Economic Security has dedicated state funding to Healthy Families, an evidence-based, credentialed, home-based, voluntary home visiting program. This program is serving families at risk during pregnancy and after the birth of the baby. Program services are designed to strengthen families during the first five years of a child's life when vital early brain development occurs. Healthy Families Arizona is a prevention program dedicated to supporting families in their quest to be the best parents they can be.

HFaz meets nationally established research-based, best-practice standards for quality service delivery, management and operations. Service contracts for Healthy Family extend from 2010 through 2014 .

In FY2010 \$6,007,800 in funds were directed to Healthy Families (with a majority of these funds coming from Lottery revenues). This amount has been projected forward, in a flat-line manner, as part of the budget presentation to provide a view of the level of effort being through this program.

Arizona Early Intervention Program (AZEIP)

Provides a continuum of developmental services (e.g., physical, occupational, and speech therapy; service coordination; special instruction) to infants and toddlers under three years of age with, or at risk of, developmental delays or disabilities to promote the child's development and facilitate the child's successful engagement in relationships, activities, routines and events of everyday life.

In FY2010 \$9,889,400 in funds were directed to Arizona Early Intervention Program. This amount has been projected forward, in a flat-line manner, as part of the budget presentation to provide a view of the level of effort being through this program.

15) Total Budget

The Total Budgeted amount is \$97,474,586 for all four years of the grant (\$23,766,563 in year one; \$24,941,563 in year two; \$24,716,563 in year three; and, \$24,049,897 in year four).

the approved agreement. If “Other” was checked, specify the name of the agency that issued the approved agreement.

DEPARTMENT OF HEALTH SERVICES – Budget Tables and Narrative

The State must complete Budget Table II-1, Budget Table II-2, and a narrative for each Participating State Agency with budgetary responsibilities. Therefore, the State should replicate the Budget Part II tables and narrative for each Participating State Agency, and include them in this section as follows:

- *Participating State Agency 1: Budget Table II-1, Budget Table II-2, narrative.*
- *Participating State Agency 2: Budget Table II-1, Budget Table II-2, narrative.*

Budget Table II-1: Participating State Agency Budget By Budget Category--The State must include the Participating State Agency’s budget totals for each budget category for each year of the grant.

Arizona Department of Health Services					
Participating State Agency-Level Budget Table II-1					
(Evidence for selection criterion (A)(4)(b))					
Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	100,083	234,152	263,732	265,083	863,050
2. Fringe Benefits	34,027	81,261	91,318	91,777	298,383
3. Travel	0	31,127	19,127	19,127	69,381
4. Equipment	0	25,500	201,800	57,400	284,700
5. Supplies	1,000	38,800	12,800	11,800	64,400
6. Contractual	316,800	983,617	573,583	250,183	2,124,183
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (add lines 1-8)	451,910	1,394,457	1,162,360	695,370	3,704,097
10. Indirect Costs*	24,007	56,460	63,556	63,880	207,903

11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	0	0	0	0
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0
13. Total Grant Funds Requested (add lines 9-12)	475,917	1,450,917	1,225,916	759,250	3,912,000
14. Funds from other sources used to support the State Plan	15,116,630	13,061,887	12,461,887	12,061,887	52,702,291
15. Total Statewide Budget (add lines 13-14)	15,592,547	14,512,804	13,687,803	12,821,137	56,614,291

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

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

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

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

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

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

Budget Table II-2: Participating State Agency Budget By Project--The State must include the Participating State Agency's proposed budget totals for each project for each year of the grant.

Arizona Department of Health Services					
Participating State Agency-Level Budget Table II-2					
(Evidence for selection criterion (A)(4)(b))					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Section A	15,225,880	13,171,137	12,571,137	12,171,137	53,139,291
Section B	0	433,334	433,333	333,333	1,200,000
Section C	0	250,000	0	0	250,000
Section D	0	0	0	0	0
Section E	366,667	658,333	683,333	316,667	2,025,000
Total	15,592,547	14,512,804	13,687,803	12,821,137	56,614,291
Statewide Budget					

Columns (a) through (d): For each grant year for which funding is requested, show the total amount this Participating State Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.

Column (e): Show the total expenditure, across all grant years, for the Project.

The **Total Statewide Budget** for this table should match Line 15 for Budget Table II-1.

BUDGET PART II - NARRATIVE

Describe, in the text box below, the Participating State Agency's budget, including--

- *How the Participating State Agency plans to organize its operations in order to manage the RTT-ELC funds and accomplish the work set forth in the MOU or other binding agreement and scope of work;*
- *For each project in which the Participating State Agency is involved, and consistent with the MOU or other binding agreement and scope of work:*
 - *An explanation of the Participating State Agency's roles and responsibilities*
 - *An explanation of how the proposed project annual budget was derived*
- *A detailed explanation of each budget category line item.*

Narrative

Arizona Department of Health Services Line Item Budget Narrative

Consistent with the MOU and Scope of Work documents, the Arizona Department of Health Services (ADHS) has direct responsibility for the following proposed projects:

- ADHS will participate in the governance and administration of this effort through participation in task force and Interagency Director's Coordinating Council meetings, as well as continuing an internal DHS early childhood cross divisional taskforce in order to ensure DHS operates with the focus toward long term goal of early childhood quality programming.
- ADHS will participate in building capacity for Family, Friend and Neighbor providers by providing training and information about licensing and professional competencies to these providers.
- ADHS will support the Quality First (TQRIS) by sharing licensing information combined with Quality First ratings as part of a coordinated public information system.
- ADHS will expand the use of the early learning standards by maintaining the standards and program guidelines and through dissemination and training on the standards for licensing surveyors working with child care providers.
- ADHS will ensure integration of the infant and toddler guidelines within home visiting programs.

- ADHS will participate in the development of an interconnected data system by sharing information with partners that is transparent, timely and accurate.

The ADHS will assign key leadership staff to manage this section of the RTT-ELC program. The Assistant Director for the Division of Public Health Services will provide overall grant administration and be responsible for: 1. coordinating the efforts of the Bureau of Women's and Children's Health, which conducts the ADHS internal early childhood cross divisional taskforce and is implementing the Maternal, Infant and Early Childhood Home Visiting grant; 2. the Division of Licensing Services as it develops professional competencies; 3. training programs to work with Family, Friends, and Neighbor providers through the ADHS licensing process, 4. sharing licensing information combined with QRIS ratings as part of coordinated public information system for families; 5. ensuring licensing surveyors are knowledgeable and proficient in the use of the early learning standards and guidelines; and, 6. ensuring staff are aware of use of the Information and Technology Services as it supports and participates in the Early Childhood Learning Data System development efforts.

Over the four years of the grant, ADHS would participate through the Scope of Work/MOU for costs totaling \$3,912,000 to support responsibilities associated with leadership and successful implementation of this statewide grant.

2) Personnel

The Arizona Department of Health Services is proposing that four key leadership staff would be involved with the management and implementation of this important grant for all four years of the grant. This involvement would include 23.3% effort for the following in each of the four years of the project period:

- *Assistant Director for the Division of Public Health Services* - for an annual cost to the grant of \$20,760 per year (four year total cost of \$83,040). The position will provide oversight of the commitments and responsibilities the Department of Health Services has made respective to this application. The Assistant Director will be responsible for

coordinating the internal leadership and updating agency leadership about the important coordination and interoperability improvements represented in this application.

- **Chief, Office of Children's Health, Bureau of Women's and Children's Health** - for an annual cost to the grant of \$16,333 per year (four year total cost of \$65,332). The Bureau Chief will be responsible for coordinating the efforts of the Bureau of Women's and Children's Health who conducts the ADHS internal early childhood cross divisional taskforce and is implementing the Maternal, Infant and Early Childhood Home Visiting grant and Title V MCH Block Grant. Her responsibilities with this application will involve the coordination of efforts and ensuring project responsibilities are met.
- **Deputy Assistant Director for Licensing Services** - for an annual cost to the grant of \$18,347 per year (four year total cost of \$73,388). The Deputy Assistant Director will coordinate efforts with the Division of Licensing Services. The position will have responsibility for leadership and coordination as the Division: develops professional competencies and training programs to work with FFN providers through the ADHS licensing process; shares licensing information combined with QRIS ratings as part of a coordinated public information system for families; ensures licensing surveyors are knowledgeable and proficient in the use of the early learning standards and guidelines; and, supports and participates in the Early Childhood Learning Data System development efforts.
- **Manager of Child Care Licensing** - for an annual cost to the grant of \$13,674 per year (four year total cost of \$54,696). The Manager will work with the Division for Licensing Services leadership to ensure the important training and development pieces around professional development and support for the Licensing Surveyors are met. This work will be particularly important in establishing professional development that will ensure the work of Surveyors in the field aligns with Arizona's High Quality Plan.
- In addition, the Department of Health Services is proposing 33.5% time for an IT support specialist for a total cost to the project of \$30,931 in year one, 32% in year three for a total cost of \$29,580, and 33.5% in year four \$30,931. This support will be critical for the interoperability and information technology components represented in the Department of Health Services scope of work.

- Other costs in year two, three and four will include the costs for three Licensing Surveyors at 100% time at a cost of \$135,000 per year (3 x \$45,000). In addition, for years two, three, and four, the budget includes an Administrative Staff Support Specialist at 100% time, for \$30,000 each year. Licensing Surveyor positions are critical in this project because they have the most direct contact with child care centers. The Licensing Surveyors will be trained on early learning standards and Quality First Rating System to be able to provide this information and technical assistance directly to child care providers. Licensing Surveyors will have materials and other resources available to them to help give child care center providers the information they need to be successful in advancing their efforts for quality.

Total Personnel Costs

- **Year 1:** \$100,083
- **Year 2:** \$234,152
- **Year 3:** \$263,732
- **Year 4:** \$265,083

2) Fringe Benefits

The State of Arizona is responsible for the identification and charging of Fringe Benefits for each state agency; however, each agency's rate varies slightly based on actual costs charged to that agency. The rates for the Arizona Department of Health Services is 34% 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.).

Total Fringe Benefit Costs:

- **Year 1:** 34% of total Personnel cost: \$34,027
- **Year 2:** 34% of total Personnel cost \$81,261
- **Year 3:** 34% of total Personnel cost \$91,318
- **Year 4:** 34% of total Personnel cost \$91,777

3) Travel

The Arizona Department of Health Services does not have a projected need for Travel in year one of the grant. In years two, three, and four, it is estimated that approximately 1,000 trips for a total cost of \$19,127 each year will be necessary for travel to educate providers regarding the possibilities and requirements of becoming a licensed child care professional as well as any needed surveys. Additionally, it is estimated that in year two, an additional \$12,000 will be needed for Arizona Department of Health Services project staff to attend early childhood professional meetings and conferences.

Total Travel Costs**Year 1:** \$0**Year 2:** \$31,127**Year 3:** \$19,127**Year 4:** \$19,127**4) Equipment**

The Arizona Department of Health Services does not have a projected need for Equipment in year one of the grant. In year two, it is anticipated that desks, chairs, phones, printers for new staff for the grant will be \$13,500 for three Licensing Surveyors and \$4,000 for one support staff person. Additional costs in year two will include mobile phones, projectors and mobile lap tops for staff check out for a cost of \$6,200. In year three and four, the primary cost is related to the on-going use of mobile phones at a total of \$1,800 per year for staff.

In years three and four, the purchase of a data base and application server platform will be required. In year three, that cost will be \$200,000, and in year four, the cost will be \$55,600. The platform will serve as a comprehensive data extraction and validation tool set (SOA suite) and will be utilized for effective data extraction, transformation, exchange and effective management of a B2B engine that supports the data and information important for connecting Licensing information to the interoperability intentions in this application.

Total Equipment Costs**Year 1:** \$0**Year 2:** \$25,500**Year 3:** \$201,800

Year 4: \$57,400

5) Supplies

General supplies will be utilized for project staff and include general materials, paper, writing pens/pencils, documentation storage/folders, etc. General supplies are estimated to be \$1,000 in year one and four, and \$2,000 in years two, three.

Additional supplies include materials to help facilitate on-line training for staff and this is estimated at \$10,800 each year in years two, three, and four. Additional costs for checklists and assessment documents for licensing (includes materials to promote to providers) is estimated at \$26,000 each year in year two.

Total Supplies Costs

Year 1: \$1,000

Year 2: \$38,800

Year 3: \$12,800

Year 4: \$11,800

6) Contractual

All contracting done by the Department of Health Services is conducted through established State procurement related statutes for entering into a financial agreement with another entity.

Contractors with expertise in Standards & Interoperability Framework (S&I Architecture) will be required over the life of the grant to coordinate the work described in the scope of work for the Department of Health Services. In order to accomplish this, the total number of hours will be 1,440 hours x \$110 per hour x 2 contractors in year one for a total cost of \$316,800. In year two, this will be 1,980 hours x \$110 per hour x 3 contractors for a total cost of \$ 657,333. In year three, this will be 1,980 hours x \$110 per hour x 2 contractors for a total a cost \$435,600. The time in year four will include 960 hours x \$110 per hour for a total of \$211,200.

Other contractual work will include translation services in years two, three and four for \$2,000 each year for a total of \$6,000. Facility rental is estimated at \$5,000 in year two, \$28,669 in year

three, and \$28,669 in year four. Facility rental will include locations throughout the state for meetings with providers to provide training and information about the child care licensing requirements and program.

Additional IT contract work will be required in years three and four to support the child care center data efforts at a cost for 1 contractor x 990 hours in each year x \$100 per hour for a total of \$99,000 in each of years two and three. It is also estimated that Information Technology will require (across projects) an estimated at \$8,284 in years two, three, and four to provide general support. These efforts are key in advancing the importance of child care quality, the information technology systems must be adjusted to link licensure information with the other agencies also serving centers and homes providing child care services for children birth to five.

In expanding the work required in the scope of work for training in year two, additional costs are estimated to include training for Bureau Managers and Team Leaders as well as surveyors and IT data collection. This training is expected to last two weeks at a cost of \$56,000 for 1 Bureau Manager and 8 Team Leaders, \$126,000 for 34 Surveyors, and \$30,000 for IT/Data/ Analysis and Assessment staff.

Total Contractor Costs

Year 1: \$316,800

Year 2: \$983,617

Year 3: \$573,583

Year 4: \$250,183

7) Training Stipends

The Arizona Department of Health Services does not have a projected need for Training Stipends related to successful implementation of this grant if awarded in Arizona.

8) Other

The Arizona Department of Health Services does not have a projected need for Other related to successful implementation of this grant if awarded in Arizona.

9) Total Direct Costs

The Total Direct Funds amount is \$3,912,000 for all four years of the grant (\$475,917 in year one; \$1,450,917 in year two; \$1,225,916 in year three; and, \$759,250 in year four).

10) Indirect Costs

The Arizona Department of Health Services does have a federally negotiated Indirect Cost Rate. The approved Indirect Cost Rate Agreement is 07/01/2010 through 06/30/2012. The approving Federal Agency is the HHS.

Costs for the project related to the Federally Approved Indirect Rate Costs are as follows:

- **Year 1:** 17.9% of Personnel and Fringe Benefits: \$24,007
- **Year 2:** 17.9% of Personnel and Fringe Benefits: \$56,460
- **Year 3:** 17.9% of Personnel and Fringe Benefits: \$63,556
- **Year 4:** 17.9% of Personnel and Fringe Benefits: \$63,880

11) Funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws.

The Arizona Department of Health Services does not have a projected need for distribution of funds through localities, early learning intermediary organization, participating programs, or other partners for successful implementation of this grant if awarded in Arizona.

12) Funds set aside for participation in grantee technical assistance

First Things First has absorbed the costs for project related Technical Assistance and will include all state agencies as appropriate in this effort. \$0 from the Arizona Department of Health Services is budgeted.

13) Total Funds Requested

The Total Funds Requested amount is \$3,912,000 for all four years of the project (\$475,917 in year one; \$ 1,450,917 in year two; \$ 1,225,916 in year three; and, \$759,250 year four).

14) Other Funds Allocated to the State Plan

Please note that this application reflects estimated future funding years for levels of effort. However, we realize that federal appropriations have not been made for programs described in future funding years. This application represents maintained funding levels as a basis for estimation, knowing that these programs are a key to early learning efforts in Arizona. As appropriations are made in subsequent project years, the other funds estimated for levels of effort in Arizona will be updated. The total for Other Sources is included with Section A of the application, as this is related to the Statewide System efforts described in the Arizona application.

Title V MCH Block Grant and Tobacco Tax Funds for Empower Program

	MCH Block Grant	Tobacco Tax
CY 12:	\$643,000	\$643,000
CY13:	\$500,000	\$500,000
CY14:	\$200,000	\$200,000
CY15:	\$0	\$0

In January 2010, ADHS began a new program called Empower to incentivize licensed child care providers to implement ten health standards. Empower standards address physical activity, screen time, nutrition (water, limitations on juice and milk, family style meals), tobacco education for parents, smoke-free campuses, and participation in the USDA Child and Adult Care Food Program. Providers who agree to the Empower standards receive a 50% reduction in their licensing fees. Title V MCH Block Grant and tobacco tax funds have been used to offset the reduction of these licensing fees. Child care providers must be an Empower provider to be considered for Quality First (QRIS). ADHS provides training and technical assistance to child care providers to help them fully understand and implement these health standards. The contribution of Title V and tobacco tax dollars began as a pilot and is planned to phase out as

more child care providers enter the Quality First system and receive enhancements grants that offset licensing fees.

Maternal, Infant and Early Childhood Home Visiting (MIECHV) Grant

FFY 2010	\$1,768,743
FFY 2011	\$2,631,887
Competitive FFY 2011	<u>\$9,430,000</u>
Total to be spent in CY 2012:	\$13,830,630
CY2013:	\$12,061,887
CY2014:	\$12,061,887
C 2015:	\$12,061,887

The Arizona Department of Health Services (ADHS) was designated as the state agency to implement the Affordable Care Act (ACA) Maternal, Infant and Early Childhood Home Visiting (MIECHV) grant. A collaborative Interagency Leadership Team works together to make decisions that guide the development of a statewide early childhood home visiting system. Representation includes the Arizona Department of Economic Security, Native American Health, First Things First (the Arizona Early Childhood Development and Health Board) and the state's Head Start Collaboration Director at the Arizona Department of Education.

The Arizona Department of Health Services will use the ACA MIECHV funds to implement evidence-based home visiting in identified high-risk communities and to develop a statewide early childhood home visiting system to include infrastructure development through local coalition building, professional development, development of statewide standards and curriculum, common benchmarks and indicators across models, and integration and coordination of home visiting services with other community services. Through this funding, ADHS will contribute to the State Plan Goal Area C4, increasing the delivery of literacy and family support services to meet the needs of English language learners. ADHS will serve as the lead agency for the Interagency Leadership Team and Arizona's Home Visiting Taskforce. The

Home Visiting Taskforce will focus on professional development of home visitors, improved coordination of home visiting programs, and standards for home visiting programs.

Total Other Funds Support

Year 1: \$15,116,630

Year 2: \$13,061,887

Year 3: \$12,461,887

Year 4: \$12,061,887

15) Total Budget

The Total Budgeted amount is \$56,614,291 for all four years of the project (\$15,592,547 in year one; \$14,512,804 in year two; \$13,687,803 in year three; and \$12,821,137 in year four).

BUDGET: INDIRECT COST INFORMATION

Arizona Department of Health Services

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?

X - YES

NO

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

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

From: 07/01/2010 To: 06/30/2012

Approving Federal agency: ___ED XHHS ___Other

(Please specify agency): _____

Directions for this form:

5. Indicate whether or not the State has an Indirect Cost Rate Agreement that was approved by the Federal government.
6. If “No” is checked, the Departments generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:
 - (a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after the grant award notification is issued; and
 - (b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency. If “Yes” is checked, indicate the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, HHS, or another Federal agency (Other) issued the approved agreement. If “Other” was checked, specify the name of the agency that issued the approved agreement

FIRST THINGS FIRST – Budget Tables and Narrative

Budget Table II-1: Participating State Agency Budget By Budget Category--The State must include the Participating State Agency’s budget totals for each budget category for each year of the grant.

First Things First					
Participating State Agency-Level Budget Table II-1					
(Evidence for selection criterion (A)(4)(b))					
Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	1,508,200	1,572,900	1,377,400	1,137,600	5,596,100
2. Fringe Benefits	565,575	589,838	516,525	426,600	2,098,538
3. Travel	93,525	101,950	79,650	49,550	324,675
4. Equipment	507,873	254,517	216,717	86,450	1,065,557
5. Supplies	47,450	51,700	44,200	35,700	179,050
6. Contractual	1,965,000	3,180,000	2,573,339	1,575,858	9,294,197
7. Training Stipends	0	0	0	0	0
8. Other	97,070	346,300	336,300	26,700	806,370
9. Total Direct Costs (add lines 1- 8)	4,784,693	6,097,205	5,144,131	3,338,458	19,364,487
10. Indirect Costs*	0	0	0	0	0
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	2,339,350	8,860,775	11,983,175	9,208,500	32,391,800
12. Funds set aside for participation in grantee technical assistance	100,000	100,000	100,000	100,000	400,000
13. Total Grant Funds Requested (add lines 9-12)	7,224,043	15,057,980	17,227,306	12,646,958	52,156,287

14. Funds from other sources used to support the State Plan	150,966,167	150,130,000	150,130,000	131,000,000	582,226,167
15. Total Statewide Budget (add lines 13-14)	158,190,210	165,187,980	167,357,306	143,646,958	634,382,454

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

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

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

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

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

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

Budget Table II-2: Participating State Agency Budget By Project--The State must include the Participating State Agency's proposed budget totals for each project for each year of the grant.

First Things First					
Participating State Agency-Level Budget Table II-2					
(Evidence for selection criterion (A)(4)(b))					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Section A	151,400,180	150,561,013	150,561,013	131,431,013	583,953,217
Section B	1,756,938	6,318,438	6,416,527	4,058,188	18,550,089
Section C	1,146,625	1,146,625	1,146,625	1,146,625	4,586,500
Section D	1,753,135	4,320,238	6,416,475	5,377,800	17,867,648
Section E	2,133,333	2,841,667	2,816,667	1,633,333	9,425,000
Total Statewide Budget	158,190,210	165,187,980	167,357,306	143,646,958	634,382,454

Columns (a) through (d): For each grant year for which funding is requested, show the total amount this Participating State Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.

Column (e): Show the total expenditure, across all grant years, for the Project.

The Total Statewide Budget for this table should match Line 15 for Budget Table II-1.

BUDGET PART II - NARRATIVE

Describe, in the text box below, the Participating State Agency's budget, including--

- *How the Participating State Agency plans to organize its operations in order to manage the RTT-ELC funds and accomplish the work set forth in the MOU or other binding agreement and scope of work;*
- *For each project in which the Participating State Agency is involved, and consistent with the MOU or other binding agreement and scope of work:*
 - *An explanation of the Participating State Agency's roles and responsibilities*
 - *An explanation of how the proposed project annual budget was derived*
- *A detailed explanation of each budget category line item.*

Narrative

First Things First Line Item Budget Narrative

First Things First will serve as the lead agency, providing overall system leadership and interface with the federal Race to the Top partners. FTF has direct responsibility for every proposed project, either as a direct participant in the work, or for writing and releasing competitive bids and monitoring done under agreements with participating partners.

Projects First Things First will be involved with and supported in the Line Item Budget and Line Item Budget narrative include:

- **Governance and Administration** – First Things First will administer the award, ensure accountability and evaluation reporting, provide system leadership, convene partners, interact with federal partners, and be an integral element in sustainability for important early childhood system funding beyond the grant award.
- **Quality Access** – First Things First will coordinate and participate in projects that involve increasing access to Quality First (Arizona's Quality Rating and Improvement System) with the Quality First rating only system integration, linking information about child care licensing to Quality First and child care subsidy, preparing a public Quality First web application and validating Quality First. Additional projects will focus on capacity building for Friend, Family and Neighbor child care providers.

- Family Support – First Things first will coordinate and participate in projects that expand the use of AzELS, Infant/Toddler Guidelines and Program Guidelines, and advance the language and literacy development of English language learners and children on tribal lands.
- Professional Development – First Things First will coordinate and participate in projects that involve facilitating career pathways, aligning progression of degrees from CDA through Bachelor Degrees, and strengthening practitioner capacity and cultural diversity.
- Assessment & System Integration – First Things First will coordinate and participate in projects that involve implementing a common, statewide Kindergarten Assessment and building an interconnected Data System.

1) Personnel

First Things First has purposefully and carefully reviewed the Scope of Work for the entire grant to best determine the positions and percentages of effort required for those positions in order for the Arizona application to be successful if awarded. The First Things First staffing represents both the utilization of current expertise in staffing that will add value and important knowledge, skills and expertise to ensure success of the grant, as well as other positions that are specific to this grant.

Chief Executive Officer—15% of the Chief Executive's time will be dedicated to implementation of the Arizona grant if awarded across all four years. The cost is based on 15% of the CEO's salary for a total of \$21,450 cost to the grant (\$143,000 x 15%) for each year. The CEO ultimately will be responsible for the success of the grant as the chief executive of the lead agency, and will be responsible for overall success of the roles and responsibilities delineated in Section A. This position will have primary responsibility for participating in and orchestrating the Interagency Directors Coordinating Council and System Integration Taskforce.

Chief Program Officer—15% of this position's time will be dedicated specifically to this grant in all four years if awarded. The cost is based on 15% of annual salary for a total of \$16,800 cost to the grant ($\$112,000 \times 15\%$) each year. The CPO has primary responsibility for all program operations at First Things First—early learning, family support & literacy, children's health, strategic initiatives and research and evaluation teams. An additional 10% of the Chief Program Officer's time will be dedicated to Quality Improvement activities described in Section B of this application. The cost is based on 10% of annual salary for a total \$11,200 cost to the grant ($\$112,000 \times 10\%$) each year. The CPO will have primary responsibility for integrating Quality Improvement activities under the grant, including Quality Improvement functions and assessment/rating.

Chief Operating Officer/Chief Financial Officer – 15% of the position's time will be dedicated specifically to operations oversight for the grant if awarded across all four years. The cost is based on 15% of annual salary for a total of \$16,800 cost to the grant ($\$112,000 \times 15\%$) each year. The Chief Operating Officer is responsible for ensuring systems are established and fully functioning to support data and fiscal requirements of the Race to the Top activities in Arizona. This position will also share responsibilities with key grant efforts delineated in Section E2.

Senior Director, IT Services – 10% of this position's time will be dedicated to oversight of IT development and maintenance related to Quality Improvement and Rating System activities. The cost is based on 10% of annual salary for a total \$9,000 cost to the grant ($\$90,000 \times 10\%$) each year. This position will oversee development and initial maintenance of the Quality Improvement Ratings database as well as the public website. In addition to these efforts, 25% of the Senior Director's time will be dedicated specifically to IT System oversight for the grant if awarded across all four years. The cost is based on 25% of annual salary for a total of \$22,500 cost to the grant ($\$90,000 \times 25\%$) each year. This individual will share responsibilities for key projects delineated in Section E2 including coordination with other partner state agencies and program partners to ensure system design, working with the Sr. Director for Research and Evaluation to design a multi data point data matching process, and security protocols.

Vice President, Government Affairs—15% of this position's time will be dedicated to Race to the Top – ELC related activities. The cost is based on 15% of annual salary for a total \$14,850 cost to the grant ($\$99,000 \times 15\%$) each year. The position holds primary responsibility for working with the Governor's Office, State Legislature, and other partners on matters of statutory and regulatory policy. This position also has primary responsibility for all federal relations and serves as liaison with federal agencies and national intermediary organizations, and will work closely with other agencies to promote the system integration agenda. The Sr. Director for System Integration will report to this position.

Sr. Director Tribal Affairs—15% of this position's time will be dedicated to the efforts described in Section A for this grant in all four years if awarded. The cost is based on 15% of annual salary for a total \$12,000 cost to the grant ($\$80,000 \times 15\%$) each year. The Senior Director will have primary responsibility for successful government to government relations with Arizona Tribes. Approximately 25% of the individual's time will also be dedicated to the efforts described in Section B surrounding Family Friend and Neighbor capacity building. The cost is based on 25% of annual salary for a total \$20,000 cost to the grant ($\$80,000 \times 25\%$) each year. This time will allow the position to provide oversight on developing standards of practice, scopes of work and final Request for Proposal documents related to Family, Friend and Neighbor (FFN) capacity building initiatives on Tribal lands.

An additional 20% of the Senior Director's time will be dedicated to the efforts described in Section C for to this grant. The cost is based on 20% of annual salary for a total of \$16,000 cost to the grant ($\$80,000 \times 20\%$) in each of four years. This individual will provide oversight and expertise toward advancing Native language acquisition of children on Tribal Lands.

Sr. Director System Integration— First Things First will establish a new position for the agency specific to the RTT-ELC and responsible for the important policy work necessary to ensure long term success. This title for this position is Sr. Director of System Integration. The individual hired will have both leadership and government expertise. The salary will be consistent with the First Things First salary structure for positions with similar responsibilities, with an expected annual salary of \$75,000 for 100% effort dedicated to this grant for all four years. The position

will report directly to the Vice President of Government Affairs. This position will work closely with the CEO and serve as primary staff support to Interagency Director's Coordinating Council and System Integration Taskforce. This position will also serve in an overall coordination function for all Race to the Top activities to ensure, programmatic, policy, fiscal, IT and system deliverables are being met.

Sr. Director for Early Learning—20% of this position's time will be dedicated to this grant if awarded. The cost is based on 20% of the employee's salary for a total of \$18,400 cost to the grant (\$92,000 x 20%) each year. The Senior Director will support the Chief Program Officer in implementing Quality Improvement and Rating System functions, supervising Quality Improvement and Rating staff funded under the grant and providing direction on key policy decisions regarding Quality Improvement and Rating implementation – especially those activities related to expansion of the system over the life of the grant.

Quality First Director—30% of the Quality First Director's time will be dedicated to the efforts described in Section B for to this grant throughout the four year grant period. The cost is based on 30% of annual salary for a total of \$19,500 cost to the grant (\$65,000 x 30%) in each year. The Quality First Director oversees day-to-day operations of the Quality First program in support of the Sr. Director for Early Learning. The Director also assists in development and maintenance of Standards of Practice for the program and competitive Request for Proposals for vendors wishing to implement Quality Improvement and Rating expansion activities. The Director also oversees contract compliance of partners implementing portions of the Quality Improvement and Rating System expansion.

Quality First Specialist—100% of the Quality First Specialist's time will be dedicated to support of Quality Improvement and Rating System vendors, including providing technical assistance to vendors and participating programs, reviewing assessment scores and Point Scale portfolio to determine ratings, and otherwise support the Quality First Director with a caseload of 200 participating programs. The cost is based on an annual salary of \$55,000 for this position. There are a total of two (2) Quality First Specialists included in the budget for a total cost of \$110,000.

Early Learning Program Specialist—100% of the Early Learning Program Specialist's time will be dedicated to developing standards of practice, scopes of work and competitive bid guidance documents for the Family Friend and Neighbor (FFN) capacity building initiative. The Specialist will continue to support vendors selected to implement the initiative and provide programmatic technical assistance throughout the grant's duration. The cost for this position's annual salary is estimated at \$70,000.

IT Developer—100% of an IT Developer's time will be dedicated to the development of architecture, coding and maintenance of a Quality Improvement Rating database system based upon the existing Quality First database environment. The developer will also be asked to develop an extranet-based user interface for the database and structure the information transfer process to the public web site. This position will provide support for only the first two years of the grant. The cost is based on an annual salary of \$110,000 in line with First Things First salary structure for similar positions.

Web Master—100% of a Web Master's time will be dedicated to the planning and development of a public web site which will contain information on the Quality First program, specifically related to participating child care programs, their ratings and quality improvement activities. This position will work closely with the IT Developer and Sr. Director for IT Services to complete the development and roll out of the web site. The cost is based on an annual salary of \$80,000 for this position.

Marketing/Brand Manager—50% of this position's time will be dedicated to the development of a comprehensive marketing and brand awareness campaign around Quality First, the state's Quality Improvement and Rating System. The cost is based on 50% of an annual salary of \$80,000 for this position, resulting in \$40,000 in cost to the grant.

Senior Director, Research and Evaluation - 30% of this position's time will be dedicated to the development and on-going management of a validation study around Quality First ratings and the various components that make up the rating across participating programs. The cost is based on 30% of annual salary for a total of \$27,600 cost to the grant (\$92,000 x 30%) each year. An

additional 25% of the employee's time will be dedicated to data system development and implementation across all four years. The cost is based on 25% of total annual salary for a cost of \$22,500 ($\$90,000 \times 25\%$) in each year. The Senior Director will work with the Sr. Director of IT Services to establish a multi data point data matching process, and coordination with other state agencies for interoperability efforts, initiate analysis of data for analytical and accuracy purposes, and ensuring data goals stated in Section E2 of the application are progressing.

Sr. Program Data Analyst—70% of this position's time will be focused on supporting the Senior Director of Research and Evaluation in developing a validation study work plan and overseeing the contractor(s) selected to conduct the study of Quality First rating data. The employee will serve as the primary contact for the contractor(s) in managing collection and distribution of data on participating programs. The total cost to the grant is based on 70% of the Sr. Program Data Analyst's annual salary of \$90,000. This results in an annual cost of \$63,000 toward the grant.

Senior Director for Family Support and Literacy—This position is critical to early learning efforts; in particular the strategies related to family engagement, enhancing early literacy on Indian Lands, and language and literacy acquisition for English Language Learners. This position will dedicate 10% effort to this grant. The cost is based on 10% of this position's salary for a total of \$9,000 cost to the grant ($\$90,000 \times 10\%$) in each year. This position will oversee expansion of family support strategies that link with the Race to the Top activities as well as across early learning partners.

Family Support and Literacy Specialist — First Things First will establish a new position for the agency specific to this grant and related to the work described in Section C. This position will be known as the Family Support and Literacy Program Specialist and the salary will be consistent with the First Things First salary structure for positions with similar responsibilities, with an expected annual salary of \$70,000 for 100% effort dedicated to this grant for all four years. This position will assist in the development of scopes of work and facilitate agreement relationships for Family Support programming. This position will oversee compliance and provide technical assistance for Family Support strategies, coordinate service delivery with Native language enrichment, home visiting, and parent education programming.

Senior Director, Strategic Initiatives — In years one and two this position will be providing 75% effort to the grant with 50% effort in year three and 10% effort in year four. The cost is based on estimated salary for a total in year one and year two of \$66,000 ($\$88,000 \times 75\%$), \$44,000 in year three ($\$88,000 \times 50\%$), and \$8,800 in year four ($\$88,000 \times 10\%$). The employee will provide senior leadership for the design, development, and implementation of the professional development system and the Professional Development Workgroup, faculty contracted to design reformed degree progression, the Intensive Learning Communities, oversight for the development of career development materials, and development of the sustainability plan. The employee will also assist the Senior Director for IT Services with procurement of web site developers, contracts for Regional TA Centers, professional development annual conference, curriculum materials developers, and the annual workforce survey and report.

Senior Program Specialist, Collaboration — This position will provide 20% effort in years two, three and four. The cost is based on 20% of the current annual salary for a total cost of \$15,400 each year ($\$77,000 \times 20\%$). The Senior Program Specialist will develop the professional development system sustainability plan. The position will coordinate partnerships with philanthropy and FTF Regional Partnership Councils to develop funding sources to sustain the TA center system.

Professional Development System Specialist, Position 1 — First Things First is currently in the process of hiring for this position independent of the Race to the Top grant; however, if awarded

this position will take on significant responsibilities involved in all four years of implementation to ensure successful execution of project goals for First Things First but also for long term sustainability of grant activities. This position will be known as a Professional Development System Specialist and will be hired within the current First Things First staff structure for a position with similar expertise and skills for a salary of \$75,000. During the first two years of the grant this position will support the Professional Development Workgroup and the faculty contracted for degree curriculum reform. In the third and fourth years of the grant, this position will provide primary support for the Regional TA Centers, convening director meetings (bi-monthly Year 3 and monthly meetings thereafter) for the purpose of: disseminating state level information; providing training on resources developed by the intensive learning communities; ensuring directors understand the resources available to them on the PD system web site, and providing information on professional development opportunities available to their regions. This position will have responsibility to visit regional TA centers at least monthly to provide technical assistance and quality assurance oversight. This position will have responsibility to review Regional TA Center deliverables, provide feedback to Regional TA Center directors, and report any concerns with the Senior Director, Strategic Initiatives. During the third year of the grant the Professional Development System Specialist will provide primary support for preparing the request for proposals to contract out the Central TA Center. This position will report to the Senior Director, Strategic Initiatives.

Professional Development System Specialist, Position 2 — First Things First will hire this position and the involvement will be significant in the first three years professional development system efforts. This position will be known as a Professional Development System Specialist and will be hired in accordance with the First Things First salary structure for positions with similar responsibilities, for an estimated annual salary of \$75,000. This position will be 100% dedicated to Race to the Top activities if awarded in Arizona for years one and two, with 50% dedicated effort in year three. During the first three years of the grant, this position will provide primary staff support to Intensive Learning Communities. The Professional Development System Specialist will have responsibility to convene the Intensive Learning Communities, facilitate the intensive institutes, produce and/or oversee the development (by contractors) of curricular materials, coordinate travel for Intensive Learning Community consultants, and report quarterly

progress to the Senior Director, Strategic Initiatives. This position will also produce or oversee the production of (by contractors) career development materials for use/dissemination via Regional TA Centers and Professional Development Web Site. The Professional Development System Specialist will oversee the procurement of a contract for the annual statewide professional development conference and ensure the quality of the conference. This position will report to the Senior Director, Strategic Initiatives.

Curriculum Materials Specialist — First Things First will hire this new position in accordance with the First Things First salary structure for positions with similar responsibilities for an estimated annual salary of \$70,000. This position will be 100% dedicated to the Race to the Top activities if awarded in Arizona for year two, with 50% dedicated effort in year three. During the second and third years of the grant, this position will lead responsibility for collaboration with the Intensive Learning Community consultants to produce professional-quality curricular materials and with the Professional Development System Specialist to produce professional-quality career development. The person in this position will report to the Senior Director, Strategic Initiatives.

Executive Support Associate — First Things First will hire this new position in accordance with the First Things First salary structure for positions with similar responsibilities for an estimated annual salary of \$50,000. This position will be 100% dedicated to the Race to the Top activities if awarded in Arizona in years one and two. The position will be dedicated 50% time to the grant in year three. During the first three years of implementation this position will provide primary administrative support to the Professional Development System Specialists. This position will report to the Senior Director, Strategic Initiatives.

Database Administrator – First Things First will establish a new position for the agency specific to this grant and related to the important data management needs for the Race to the Top grant if awarded in Arizona. This position will be known as Data Base Administrator and is expected to be a position with leadership and government expertise. This position will be hired in accordance with the First Things First salary structure for positions with similar responsibilities for an estimated annual salary of \$75,000 for 100% effort dedicated to this grant for all four years. The

position will be in the IT Division at First Things First and will report to the Senior Director of IT Services. This position will work closely with Senior Director for IT and Senior Director for Research and Evaluation to ensure data is being input, accessed and maintained correctly within the interoperable data network.

The overall Personnel Total is \$5,596,100 for all four years of the grant (\$1,508,200 in year one, \$1,572,900 in year two, \$1,377,400 in year three, and \$1,137,600 in year four).

2) Fringe Benefits

For all key Sections the Fringe Benefit rate is the same and is calculated by multiplying the total salary by 37.5% for an overall Fringe Benefit rate that is what is charged to First Things First by the State of Arizona Department of Administration.

The overall Fringe Benefit total is \$2,098,538 for all four years of the grant (\$565,575 in year one, \$589,838 in year two, \$516,525 in year three, and \$426,600 in year four).

3) Travel

The State of Arizona has a consistent travel policy that is mandatory across all state agencies. This policy has a mandatory application of costs for employee-related travel including per diem, reimbursement of mileage, lodging rates, and other travel related expenses. First Things First is proposing that the total travel necessary for this grant is best determined by appropriate Scope of Work for each key Section.

Section A – System Integration

Travel will be necessary for the Sr. Director of System Integration, Chief Executive Officer, Vice President of Government Affairs, Chief Program Officer, and Senior Director of Tribal Affairs in order to attend Race to the Top statewide meetings, meetings with state system leaders on early learning integration, Tribal Councils, and Regional Partnership Councils, as well as for pertinent early childhood and Race to the Top national meetings or early learning meetings.

Travel is expected to cover in-state mileage at the state rate of \$.445 cents per mile. An estimated 400 miles per month is anticipated for the Sr. Director of System Integration and while mileage is expected for other staff this budget estimates an appropriate percentage per employee. The Sr. Director of System Integration is estimated at \$2,136 per year for each of the four grant period years (\$.455 cents per mile x 400 miles x 12 months). The travel estimate for the Chief Executive Officer, Vice President of Government Affairs, Chief Program Officer, and Senior Director of Tribal Affairs is estimated at \$321 per employee per year for each of the four grant period years (\$.455 cents per mile x 60 miles x 12 months).

Out of state mileage is also estimated using the state travel rate requirements. Lodging and per diem rates vary slightly depending on the out of state location where national early childhood meetings/conferences will be held but a good average cost is \$150 per night for lodging and \$49 per day for breakfast, lunch and dinner. Estimates for the Sr. Director of System Integration would be 3 trips for 3 nights lodging and 4 days per diem. Lodging would be approximately \$1,350 (3 trips x \$150 per night x 3 nights) and per diem would be approximately \$588 (3 trips x \$49 per day x 4 days). Air transportation is estimated at \$500 per trip x 3 trips for a total of \$1,500. The same total cost for out of state travel \$3,438 (lodging \$1,350, per diem \$588, and air transportation \$1,500) for 3 national trips but estimate at a proportional amount of 15% for the Chief Executive Officer, Vice President of Government Affairs, Chief Program Officer, and Senior Director of Tribal Affairs for a project cost of \$516 per person for each year of the grant.

Annual in-state travel is estimated to total \$3,420 and out of state travel \$5,500 This provides an annual travel total cost of \$8,920 in travel direct costs. The remaining \$1,080 will be utilized for additional incidental travel associated with out of state travel (cabs, luggage relate costs, tips, internet access while on travel for approved work related projects, etc). Total travel for Section A is \$10,000 per year for each year of the grant.

Section B – Quality Improvement

Annual in-state travel related to the Quality Improvement and Rating System is estimated at \$2,500 per FTE each year. This includes mileage, fleet vehicle, fuel, lodging and incidental expenses for trips to participating programs, meetings of Quality Improvement and Rating

vendors and other state agencies participating in this effort. No out-of-state travel is budgeted under this grant. The project estimates 7.5 FTE in Years 1 and 2 and 6.5 FTE in subsequent years for an initial cost of \$18,750 per year for two years then \$16,250 for each remaining year for a total of \$70,000 across the life of the grant.

Section C – Family Support

No travel costs are budgeted within this application for these efforts.

Section D – Early Learning Professional Development System

D1 \$24,000 In-State travel – PD Workgroup

Travel costs are being included in the scope of this section to allow early childhood professionals from all areas of the state to participate on the Professional Development Workgroup meetings. In order to facilitate this participation travel expenses for participants of the Professional Development Workgroup living outside of Maricopa County are required. For most Workgroup participants to attend meetings in Maricopa County, a minimum of two or three hours travel is standard. Travel is estimated to include expenses for approximately half (8 of 15) of the Professional Development Workgroup participants/consultants for each of eight 2-day meetings. These travel costs also include funds to support FTF staff trips to all regions to create awareness of and support for the new PD system plan. Funds are included for 16 trips. These are annual costs that will be realized only in the grant's first year.

D2 \$105,000 In-state travel – Intensive Learning Communities and FTF Centralized TA Center Staff

Travel costs are included to support in-state travel for members of the Intensive Learning Communities during Years 1, 2, & 3 (18 trips/year); for Centralized PD TA Center staff to visit and provide TA to the Regional TA Centers in Years 2 & 3 (12 trips/year); and for Sr. Director and Collaboration Specialist to facilitate transfer of Centralized TA Center and ensure sustainability (12 trips), Year 4.

D2 \$24,000 Conference travel

Ensuring Arizona's reformed early childhood professional development reflects evidence-based, best practice will require FTF staff remain connected with the most current professional development programming and with individuals in other states with successful systems. These travel funds will support attendance at 6 professional conferences annually for Years 1, 2, & 3, and at 4 conferences Year 4.

Section E – Data & Systems

Travel costs are budgeted for in-state travel related to this grant and are calculated on the relative percentage of time associated with this grant. Estimated travel costs per each of the four grant years include mileage up to 400 miles per month at 0.455 cents per mile for staff assigned to the project. In-state travel is budgeted at \$9,067.00 for Years 1, 2, & 3 and \$8,518.00 Year 4. Any out-of-state travel will be for exploratory evaluation of reporting tool/analysis products and/or similar programs, if necessary, is budgeted at contracted state rates for airfare, lodging and daily per diems. Funds for out-of-state travel are budgeted at \$1,311.40 in Years 1, 2, & 3 and budgeted at \$1,857.00 in Year 4.

The overall Travel total is \$324,675 for all four years of the grant (\$93,525 in year one, \$101,950 in year two, \$79,650 in year three, and \$49,550 in year four).

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. This project will not utilize any Capital Equipment; however the project has basic office related equipment needs for staff and project needs to ensure successful implementation of the project if awarded. First Things First is proposing equipment that is necessary for this project related to the Scope of Work and necessary to carry out efforts for each key Section.

Section A – System Integration

Equipment necessary for staff assigned to this project will include on-going support for existing First Things First staff as well as initial costs for new staff. The cost for equipment to support new staff includes \$4,000 per person for a lap top that includes basic software, monitor, carrying

case, and docking station in Year 1. Additional equipment use and maintenance for existing staff is proportionately assigned for the existing staff at \$250 per person for a total of \$5,000 in year one. In years two, three and four this estimate is for On-going costs for the Sr. Director of System Integration at \$1,500 and for the remaining staff the cost is \$875 per person for a total of \$5,000 in the second through fourth year of implementation.

Section B – Quality Improvement

Equipment necessary for staff assigned to this project will include on-going support for existing First Things First staff as well as initial equipment purchases for new staff. The cost for equipment to support staff includes \$4,000 for a lap top computer that includes basic software, monitor, carrying case for the lap top, and docking station. Additionally modular cubicle build-out is budgeted at \$3,000 per new FTE in the first year. Ongoing telecommunications charges for equipment and service are budgeted at \$3,000 per FTE per year. In year one this total cost comes to \$61,000 ((5.5 FTE X (4,000 + 3,000)) + (7.5 FTE X \$3,000)). In year 2 the cost is only for telecommunications equipment and charges at 7.5 FTE X \$3,000 for a total cost of \$22,500. Years 3 and 4 see costs reduced again at 6.5 FTE X \$3,000 for a total annual project cost of \$19,500.

Section C – Family Support

Equipment necessary for the new Family Support Specialist assigned to this project will include initial equipment purchases and on-going costs for replacement and telecommunications charges for equipment. The cost for equipment to support staff includes \$4,000 for a lap top computer that includes basic software, monitor, carrying case for the lap top, and docking station. Additionally, modular cubicle build-out is budgeted at \$3,000 per new FTE in the first year, and an additional \$3,000 for telecommunications equipment and furnishings and replacement on equipment already held by existing staff working on this project.

Section D – Early Learning Professional Development System

Costs under this section include \$13,875 in Year 1, \$10,300 in Year 2, \$5,500 in Year 3 and \$1,950 in Year 4 for computing, telecommunications, furniture and other miscellaneous office equipment for the approximately 5.2 FTE working on the project.

To support the development of the Professional Development web site, equipment costs for Year 1 are budgeted at \$20,000. This includes a server and associated hardware, memory, hard drive, ports and server and software licenses. Year 2 equipment costs are budgeted at \$5,000 to support ongoing server maintenance and license fees.

Section E – Data & Systems

Equipment costs in Year 1 for individual personal computer, docking station, monitor and other supporting equipment for system setup are calculated at \$4,000 per person, totaling \$16,600 and are based on percentage of time associated with project.

Year 1 equipment costs also includes the purchase of six (6) servers, including supporting hardware, memory, hard drives, and ports (totaling \$202,285) to house data collected and stored as part of this project. Individual server costs are estimated at four (4) at \$25,000 and two high capacity servers (2) at \$50,000. Multiple servers are needed to meet established data security requirements which call for data to be stored on physically separated servers. Additional servers will be needed to facilitate the exchange and transfer of data among participating state agencies and partners as well as supporting data analysis and reporting applications.

Year 2 equipment costs include the purchase of four (4) servers, software and licenses totaling \$125,000. Year 3 equipment costs include annual upgrade costs, additional user licenses. Year 3 equipment costs, estimated at \$205,564, include the purchase of an enterprise platform for data analysis and reporting tool; costs consist of three (3) servers (\$92,000), software (\$54,000), and individual and server session CALS (client access licenses) (\$30,000). Year 4 equipment costs are estimated at \$69,400 to support additional user license fees and ongoing maintenance of servers and associated equipment.

Included in equipment costs for Years 2 through 4 is the support for ongoing maintenance, licenses, and replacement costs for computers and other equipment associated with this grant, and are budgeted at \$10,375 for Years 2 and 3, and \$9,750 in Year 4. These costs are based on percentage of time associated with this project.

The overall Equipment total is \$1,065,557 for all four years of the grant (\$507,873 in year one, \$254,517 in year two, \$216,717 in year three, and \$86,450 in year four).

5) Supplies

Items needed for staff support and general project materials (less than \$500) fall into the Supplies category for First Things First. Supply costs budgeted as part of this project are calculated by person based on percentage of time associated with this grant project. Supplies identified to support the scope of work and deliverables under this project include general office supplies (paper, writing tools, organization and storage materials, stationary, and envelopes), reference publications and other materials.

The overall Supplies total is \$179,050 for all four years of the grant (\$47,450 in year one, \$51,700 in year two, \$44,200 in year three, and \$35,700 in year four).

6) Contractual

All contracting done by First Things First is conducted through established State statutes for entering into a financial agreement with another entity. First Things First utilizes financial and procurement processes that are consistently treated across all funding sources, allowed by State Procurement laws, and provide the greatest public benefit. The State of Arizona also has specific paths that First Things First must follow in order to procure a good or service based on the type of service that is needed. First Thing First always follows State Procurement requirements related to this procurement to determine if standard procurement contractual agreements are established or if other competitive procurement processes are executed to achieve financial agreement with another entity.

First Things First

First Things First is proposing contractual commitments that are necessary for this project related to the Scope of Work and necessary to carry out that project related efforts for each key Section of the project.

Section A – System Integration

In order to best facilitate system integration among multiple agencies, First Things First proposes facilitated meetings known as the System Integration Taskforce. These meetings will allow key early learning stakeholders identified by First Things First and partner agencies to convene and participate in the process of making system integration successful and sustainable.

Estimated costs for facilitation and meetings for the System Integration Task for is \$10,000 and this will include 10 meetings of the group at an estimated cost of \$1,000 for the location and any on-site needs for participants attending day long meetings traveling from across the state. First Things First also realizes that facilitation expertise will be the key in making the Taskforce successful and the cost of a experienced facilitator with early childhood experience will be sought through authorized procurement procedures/processes. First Things First experience indicates that facilitation of this nature will be approximately \$10,000.

The Board of First Things First will also participate in the system building process and will lead some of the discussion to help set direction for other workgroups and the System Integration Task Force.

Estimated costs for facilitation and meetings of the Board of First Things First and Statewide Advisory Council are \$30,000 per year. This budget will support 10 meetings.

First Things First has been very purposeful and inclusive in how working relationships with Tribal entities and Tribal governments has been fostered. First Things First realizes the importance of building trust relationships and carefully preparing the active involvement of Tribal participants. In order to successfully continue important Tribal partnerships to address implementation barriers and long term early learning objectives the liaison work with Tribal entities and hosting collaborative meetings will be a key step for the grant.

The anticipated cost for this work includes hosting meetings of various Tribal partners throughout the State of Arizona. These meetings will require costs for site and refreshments for

participants that often travel extensive distance in order to attend all day meetings. The costs will include an average of \$1,000 for sites, \$4,000 for any necessary facilitation, and it is expected that 10 meetings will be held during the year for a total cost of \$30,000

Section B – Quality Improvement

First Things First intends to enter into an agreement with one entity to conduct a Quality First Validation Study. This study will encompass data collection and analysis related to assessment and rating activities using the various assessment instruments that Quality First employs (i.e. CLASS, ERS). This study will cost approximately \$1,259,000 over three years, with planning and methodology design taking place in Year 2 for a total project cost of \$250,000; data collection and preliminary analysis in Year 3 for a total project cost of \$509,000; and finally synthesis and final analysis of data for publishing deliverables in Year 4 at a total estimated cost of \$500,000.

First Things First will select the qualified vendor to conduct the study after a competitive procurement solicitation process and review and evaluation of proposals in accordance with statute.

Section C – Family Support

First Things First will utilize State Procurement procedures to procure printing services for an annual printing of approximately 6,000 parent companion books—designed to engage families with children birth through age 5 in promoting active early learning environments in the home setting. Costs are estimated at \$10 for each book x 6,000 books for a total of \$60,000 in all four years of the project period for a total of \$240,000. The books will be distributed to parents through the Quality First, Head Start, and public preschool programs. The cost of the parent companion book was determined by reviewing the cost of the Infant/Toddler Guidelines.

First Things First will also initiate a procurement process to conduct an evaluation for the collaborative community based model program Raising a Reader, home visiting programs, and family resource centers. The entity selected will be chosen through a process that is consistent with procurement processes and procedures authorized by the state's procurement provisions.

The entity finally identified to conduct the evaluation will present the methodology for examining parents' increased confidence and competence in preparing their child for school including their early literacy behaviors. In addition the study will examine how the Raising a Reader, in partnership with the home visitation and family resource center programming in the various communities, provides for a robust community intervention for increasing children's readiness for school.

Section D – Early Learning Professional Development System

D1 Professional Development Workgroup Consultant Fees

In their leadership role in the Centralized Technical Assistance Professional Development Center, First Things First will utilize State of Arizona authorized procurement methods to establish a consultant cadre from across the state (with at least 2 from each of the 6 regional areas) to revise the Core Knowledge Elements and Competencies and Career Ladder; and collaborate with post-secondary faculty to develop a reformed degree progression (CDA to associate's to bachelor's). Consultants will provide at least 20 full days of work including participating in 8, 1-2 day work sessions, studying current literature and other state examples on early childhood competencies, articulation and degree progressions; and contributing to developing final products (revised CKEC and Career Ladder) including writing and editing. \$150,000 is the estimated cost to support this consultant cadre in year one of the project.

D2 Website Development

In order to carry out the activities necessary to meet the deliverables and scope of work of this project, it is necessary for First Things First to contract for additional resources for the development of the Professional Development website. Year 1 costs for contractual services are calculated at \$286,000 and include one (1) senior web developer at an hourly rate of \$110 at .75 FTE, and one (1) web designer/UI specialist at an hourly rate of \$110 at .5 FTE. These two positions will work with identified Professional Development System staff to design, develop, and implement a Professional Development website with user-friendly access to comprehensive career and academic information.

Year 2 costs for contractual services are budgeted at \$336,250 for continued support one senior web developer at an hourly rate of \$110 at .75 FTE, and one web designer/UI specialist at an hourly rate of \$110 at .5 FTE, and the addition of a data base administrator at an hourly rate of \$100 at .5 FTE. Contractual staff will continue design and development of the Professional Development website as well as build backend database structure to support content management of professional development material.

With the launch of the website in Year 2, contractual costs for Year 3 and 4 decrease to \$15,000 each year to support one (1) developer to provide ongoing maintenance support at approximately 10-12 hours to month.

D2 Intensive Learning Communities

First Things First will utilize State of Arizona authorized procurement methods to secure the services of 12 consultants (at least one from each First Things First Regional Area) who will participate in a year-long intensive learning community around one essential knowledge area (see D2 narrative). Phase 1 and Phase 2 will each consist of 3 intensive learning communities for a total of 36 consultants, for a total of 72 consultants over three years. Consultants will participate in monthly in-person learning community all-day sessions, plan and attend an intensive 2-3 day intensive institute with national leading experts, and develop/produce curricular materials and community-based professional development modules on the knowledge area. Consultants will work for at least 30 days over a 12 month period (10-15, in-person meetings at least 15-20 days of personal preparation and production of final curricular materials). Following this train-the-training/learning community model program, participants will be certified to teach the materials in the six Regional TA Centers. \$270,000 is budgeted for consulting fees in Year 1; \$540,000 in Year 2; and \$270,000 in Year 3. In addition to consultant fees, the budgeted amount includes \$120,000 to fund stipends and travel expenses for 2-3 national experts, and facilities expenses for a 2-day intensive institute per Intensive Learning Community. The total cost for the Intensive Learning Communities is \$300,000 in Year 1, \$600,000 in Year 2, and \$300,000 in Year 3.

D2 Workforce Study

For the past 10 years, Arizona has conducted a Compensation and Credential Early Childhood Workforce Survey. These funds would continue the annual survey and expand to a more robust analysis of Arizona's early childhood workforce. As the early childhood data system builds out, this study will evolve to effectively measure of the impact of our Professional Development System investments. The current survey costs approximately \$60,000/year but does not capture or analyze data available from a variety of sources (such as ADE credentials or degree graduation rates). Funding plans include startup/data collection costs in Year 1 (\$125,000) with expansion through Years 2 and 3 as we build data capture and analysis tools into the statewide data system. Year 4 we anticipate decreased costs as efforts return to data analysis and reporting and are then supported as part of FTF's evaluation budget or through private-partnership funding.

Section E – Data & Systems

In order to carry out the activities necessary to meet the deliverables and scope of work of this project, it is necessary for First Things First to contract for additional resources for the development of the secure data network and the system platform needed to facilitate the transfer and exchange of data. It is proposed that three (3) senior developers and three (3) database administrators will be required to carry out the development of the early childhood learning data system development efforts. Development efforts will also include 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 state's K-20 Longitudinal Data System if they choose to do so.

Year one costs for contractual services are calculated at \$1,010,677 and include three (3) senior developers at an hourly rate of \$110 at .75 FTE, and two (2) database administrators at an hourly rate of \$105 at .75 FTE. Also budgeted for year one is costs to contract for a data warehouse system architect at .5 FTE and a web-based designer/UI developer at .25 FTE, totaling \$165,000. Collectively, these positions will support the development of the data warehouse used to support

the storage of data elements and the interface (data network) to connect, transfer and exchange data among identified PSAs and PPs.

Year two costs for contractual services are budgeted at \$1,452,560 for maintain support for three (3) senior developers, two (2) database administrators, one (1) designer/UI developer, one (1) data warehouse system architect, and an additional data base administrator at .5 FTE. Year three contractual costs remain flat at year two costs. Year four costs decrease to \$890,772 to support two (2) developers and (2) data base administers as we move into the final year of this project. It is expected that in year 4, knowledge transfer of all project documentation and support will transfer to FTF's technical staff.

The overall Contract line item total is \$9,294,197 for all four years of the grant (\$1,965,000 in year one, \$3,180,000 in year two, \$2,573,339 in year three, and \$1,575,858 in year four).

7) Training Stipends

First Things First 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 (please see attached excel line item budget inclusive of project cost information)

First Things First is proposing costs under the following key Section of the grant.

Section D – Early Learning Professional Development System

Professional Development Workgroup Meetings – Costs for these meetings include in-state travel for consultants, costs for materials for meeting participants and facility rental. The total estimate for facilitating these meetings is approximately \$8,960 per year.

D2 Curriculum and Career Development Materials

First Things First will utilize State Procurement procedures to procure printing services for an annual printing of approximately 5,000 copies of the revised Core Knowledge Elements and Competencies, Career Ladder, and companion instructional guide. Costs are estimated at \$15 each x 5,000 for a total of \$75,000 in Years 2 & 3, for a total of \$150,000. These documents will be distributed to Early Childhood Educators through the Quality First, Head Start, Coaching Academy, Professional Development Conferences, and public preschool programs, with a priority on distribution to rural and Tribal areas where educators may have limited access to the Internet and printers. The cost of producing these documents was determined by reviewing the cost of producing the Infant/Toddler Guidelines.

The remaining \$450,000 (\$225,000 Year 2 and Year 3) is budgeted for producing high-quality digital recruiting materials including a video depicting early childhood educators who have successfully completed community-based and college-level professional development; and who are of non-traditional, first-generation, and/or minority group backgrounds. These videos will embed information about how to access community-based PD and college education within evidence-based, vicarious-learning experiences (by depicting successful students).

Other items needed to support all projects include costs per person, calculated on percentage of time associated with this grant project. Operating costs per person include occupancy costs, communications charges (phone, mobile phone), risk management fees and other operating costs.

The overall Other Total is \$806,370 for all four years of the grant (\$97,070 in year one, \$346,300 in year two, \$336,300 in year three, and \$26,700 in year four).

9) Total Direct Costs

The Total Direct Funds amount is \$19,364,487 for all four years of the grant (\$4,784,693 in year one, \$6,097,205 in year two, \$5,144,131 in year three, and \$3,338,458 in year four).

10) Indirect Costs

First Things First was established by the voters of Arizona in 2006 and began operations in 2007. The first of the authorized funding established through the First Things First creation began in

2009. As such, a federally negotiated indirect cost rate has not been requested by First Things First. Seeing other new agencies go through the process, First Things First has been careful in planning a request of a federally approved indirect rate to be consistent with other entities and provide resources that are most efficiently utilized for the agency. No Indirect Rate is being charged by First Things First; however, the participating agencies involved in this effort are allowed to utilize their federally approved Indirect Cost Rate.

11) Funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws.

First Things First follows state statutes for entering into a financial agreement with any other entity and those are sound procurement processes established through state statute.

First Things First is proposing agreements with local entities, other state agencies, other local government entities, and other partners necessary to carry out that project related efforts for each key Section of the grant.

Specific entities that will be involved with the First Things First lead efforts for Arizona include the Arizona Department of Education, the Arizona Department of Economic Security, and the Arizona Department of Health Services. Other anticipated partnerships include agreements with local government entities in Arizona such as Community College Districts as well as state level entities such as the three state universities (Northern Arizona University, University of Arizona, and Arizona State University) and tribal governments. First Things First will also follow procurement statutes for agreements with any other entities beyond government affiliations that are necessary to enhance early learning infrastructure to ensure long-term success for this Arizona project if awarded.

State agency specific budget narrative information has been included in the application that describes each line item, and First Things First has reviewed these proposed costs for benefit to the project and description of how costs were determined. First Things First has worked closely with partner agencies to ensure efficient use of resources and the budget reflects careful consideration of resources necessary to be successful in implementation.

Other potential partners for First Things First in successful implementation of this award are described by key section of the application.

Section A – System Integration

No funds are budgeted for distribution to localities or other partners within this section.

Section B – Quality Improvement

Through a competitive procurement process, First Things First will contract for services with approximately 3-10 entities to provide financial and coaching supports for Family, Friend and Neighbor (FFN) care programs located on Tribal lands of any of the 21 federally recognized Tribes throughout Arizona. Funds will be used for staffing, coaching support, materials, equipment and initial licensing and other regulatory fees to meet Tribal or state licensing requirements. Funding is budgeted at \$850,000 in Year 1; \$3,200,000 per year in Years 2 and 3; and \$850,000 in Year 4, for a total of \$8,100,000.

First Things First will also employ a competitive bid process to contract with 1 entity to provide Quality First assessment services for early learning and development programs that select the Rating Only option. Funds will be used to provide highly-qualified monitors to administer the ERS, CLASS and Quality First Points Scale instruments to determine quality ratings. Funding is budgeted at \$2,000,000 per year, beginning in Year 2, for a total of \$6,000,000.

Section C – Family Support

First Things First will enter into Tribal agreements with Salt River Pima Maricopa Indian Community, Gila River Indian Community, San Carlos Apache Tribe, Hualapai Tribe and the Havasupai Tribe to enhance early literacy and expand programs preserving tribal languages and two home visiting programs to integrate a culturally responsive community based early literacy program. The table below defines funding level for each agreement and the services to be developed and implemented by each Tribe. First Things First has a standard of practice for Native language acquisition programs and community based education that each Tribe will be responsible for adhering to when finalizing the Tribal agreement.

Tribe	Expansion through RTT-ELC and other funding
Salt River Pima Maricopa Indian Community	<p>\$100,000 for the following components:</p> <ol style="list-style-type: none"> 1. Development of parent and early childhood program curriculum 2. Expansion and production of print materials 3. Training with early childhood educators to integrate early childhood curriculum 4. Community based parent education program for families with children birth through age 5
Gila River Indian Community	<p>\$100,000 for the expansion of the following components:</p> <ol style="list-style-type: none"> 1. Development of parent and early childhood program curriculum across all early childhood programs including the CCDF early childhood program that currently does not benefit from the program. This would integrate a 0-3 component to the program 2. Expansion and production of print materials 3. Training for all early childhood educators to integrate early childhood curriculum 4. Community based parent education program for families with children 0-5
San Carlos Apache	<p>\$60,000 for the development and production of print materials and expansion of community based parent education programming</p>
Hualapai	<p>\$30,000 for the following components:</p> <ol style="list-style-type: none"> 1. Development of the early childhood program curriculum 2. Expansion and production of print materials 3. Training with early childhood educators to integrate early childhood curriculum
Hualapai	<p>\$30,000 for the development of a parent curriculum and community based parent education programming</p>

Havasupai	\$20,000 to partner with the Flagstaff library to provide monthly early literacy community based sessions for parents in the home visiting and Head Start program. Two library staff will travel monthly to the Supai Village to provide the workshops, incorporating story modeling. The Supai families do not have access to a library so in addition to the workshops, the funds will provide additional early childhood books for the families.
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The funds available of \$550,000 each year for the Raising a Reader program will serve 5,000 families each year and the total cost allocated per family is \$110. First Things First will procure entity(ies) for the implementation of the Raising a Reader program in Maricopa, Pima, Yuma and Santa Cruz counties building on the home visiting and family resource center programs currently in place. The funds will be used for staffing, resources, materials and training costs for the implementation of the 8 week program series which are standard components of the national Raising a Reader model.

Section D – Early Learning Professional Development System

D1 Degree Progression Reform Project

First Things First will enter into agreements with approximately 17 post-secondary institutions to provide faculty who will develop the degree progression reform described in the D1 Selection criteria narrative. Funds include \$350,000 Year 1; \$524,025 Year 2; and \$174,675 Year 3, for a total project budget of \$1,037,775. Funds will cover participating faculty salaries at .20 FTE for 14 community college faculty (budgeted at \$50,000 annual salary + 37% ERE) and 6 Arizona Board of Regents faculty (budgeted at \$75,000 annual salary + 37% ERE), for six semesters (including 2 summer semesters) beginning summer 2011 and ending spring 2013. Faculty will design the reformed degree progression (that will allow for a seamless progression of CDA and associate's coursework to bachelor degree programs), advance proposed degrees and courses through their respective institution's curriculum committees and appropriate accrediting boards and commissions, and develop sharable curriculum materials for a core set of courses.

D2 Professional Development Conference

First Things First will employ a competitive bid process to contract with 1 entity to implement a statewide professional development conference that will focus on the key knowledge areas described in D2 Selection Criteria narrative, Arizona's set of early childhood standards and guidelines; the revised CKEC and Career Ladders, and the TQIRS rating system and assessments. Budget includes \$75,000/year for Years 1, 2 & 3, for a total of \$225,000, which will cover personnel and planning costs, and scholarships with a priority on underwriting attendance and travel of Early Childhood Educators serving Children with High Needs and living in rural or Tribal communities.

D2 Regional TA Centers

First Things First will employ a competitive bid process to contract with 3 to 6 entities house and implement six Regional PD Technical Assistance Centers. Budgeted funds include \$278,625 average for each center during start-up Year 1, for a total of \$1,671,750; and \$857,250 average/center for a total of \$5,143,500/year for Years 3 & 4; for a total project budget of \$6,815,250.

Regional TA Center requested funds will pay for the following personnel: six Center Directors (\$70,000 annual salary); up to 12 Student Support Program Coordinators (2-3/center; \$50,000 annual salary); 6 Community-Based Professional Development Program Coordinators (1/center; \$50,000 annual salary); 6 Administrative Assistants (1/center; \$35,000 annual salary). Budgeted amounts also include \$118,000 across Years 2, 3, & 4 per center for space, equipment and supplies.

The remaining funds will be used to provide outreach, mentoring, career guidance, professional net-working (through communities of practice/learning communities), academic support, and community-based professional development to 6,000 Early Childhood Educators annually (1500 at each of 3 large Regional TA Centers; 500 at each of 3 smaller Regional TA Centers).

Section E – Data & Systems

Specific costs for pass through to participating agencies in the data and system development project are estimated at \$250,000 in Year 1, \$500,000 in Years 2 and 3, and \$250,000 in Year 4.

The overall Contract total is \$32,391,800 for all four years of the grant (\$2,339,350 in year one, \$8,860,775 in year two, \$11,983,175 in year three, and \$9,208,500 in year four).

12) Funds set aside for participation in grantee technical assistance

First Things First is in complete support of the technical assistance needs that have been described in the announcement for this important early learning opportunity in Arizona. Under Section A (Statewide System) the focus of the project has emphasized First Things First's commitment for state participation in the national technical assistance and will provide \$100,000 per year for each year of the grant period.

The overall Training Stipends Total is \$400,000 for all four years of the grant (\$100,000 in year one, \$100,000 in year two, \$100,000 in year three, and \$100,000 in year four).

13) Total Funds Requested

The Total Funds Requested amount is \$52,156,287 for all four years of the grant (\$7,224,043 in year one, \$15,057,980 in year two, \$17,227,306 in year three, and \$ 12,646,958 in year four).

14) Other Funds Allocated to the State Plan

Through established working relationships with the Arizona Department of Education, Arizona Department of Economic Security and the Arizona Department of Health Services, specific information about funds critical to enhance and support the State of Arizona Plan have been described in greater detail with each of the agency's budget narratives; however, the key leverage opportunities for First Things First are included in this narrative.

First Things First

First Things First is the lead agency in administering the voter approved initiative for dedicated funding to support early childhood programming for children birth through age five. These

funds are used to expand and enhance other funds, and the authorizing legislation purposefully indicates that First Things First funds cannot be used to supplant other publicly funded early childhood programs but can and should be used to grow and expand those efforts in the State. First Things First funds fluctuate annually based on revenue collections of tobacco tax funds; however, it is estimated that First Things First will dedicate these tax dollars at the level of \$149,370,000 in year one, \$150,130,000 in years two and three and \$131,000,000 in year four.

Please note that we have made estimates on future funding years for First Things First Board allocated funds; however, the Board of First Things First has approved future funding allocations due to statutory requirements that impact decisions for those allocations. As Board approved allocations are made other funds estimates for levels of effort will be updated. The total for Other Sources is included with Section A of the application as this is related to the Statewide System efforts described in the Arizona application.

Statewide Advisory Council (SAC) Grant

Under the auspices of the American Reinvestment and Recovery Act (ARRA) the Department of Health and Human Services has issued a grant to Arizona under its Early Learning State Advisory Council (SAC) Grant program. These funds -- totaling \$1,456,167 dedicated to this project -- serve as start-up costs to support the development of a pilot rating system under Quality First, the state's quality improvement and rating system. The funds partially support Quality Improvement and rating staff listed in this application for other activities and will last through the first part of 2013 in order to ensure a successful roll out of the Quality Rating system, including assistance with developing IT assets needed to manage the system. In addition, the SAC grant provides funding for ADE to develop and implement training modules for the Infant and Toddler Guidelines and the Program Guidelines.

Early Childhood Comprehensive Systems (ECCS)

The ECCS grant is awarded to First Things First through the U.S. Department of Health and Human Services. This grant, totaling \$140,000, assists First Things First in establishing a comprehensive Professional Development database for the early childhood workforce.

The Total of Other Funds to Support the State Plan is \$582,226,167 for all four years of the grant (\$150,966,167 in year one, \$150,130,000 in year two, \$150,130,000 in year three, and \$131,000,000 in year four).

15) Total Budget

The Total Statewide Budget amount is \$634,382,454 for all four years of the grant (\$158,190,210 in year one, \$165,187,980 in year two, \$167,357,306 in year three, and \$143,646,958 in year four).

BUDGET: INDIRECT COST INFORMATION

First Things First

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

X - NO

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

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

From: NA To: NA

Approving Federal agency: ___ED ___HHS ___Other

(Please specify agency): _____

■ **FIRST THINGS FIRST DOES NOT HAVE A FEDERALLY APPROVED INDIRECT COST RATE – please see budget narrative.**

Directions for this form:

7. Indicate whether or not the State has an Indirect Cost Rate Agreement that was approved by the Federal government.
8. If “No” is checked, the Departments generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:
 - (a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after the grant award notification is issued; and
 - (b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency. If “Yes” is checked, indicate the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, HHS, or another Federal agency (Other) issued the approved agreement. If “Other” was checked, specify the name of the agency that issued the approved agreement