

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



**APPLICATION FOR GRANTS
UNDER THE**

Preschool Development Grants - Development

CFDA # 84.419A

PR/Award # S419A150009

Grants.gov Tracking#: GRANT11761772

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

Closing Date: Oct 15, 2014

Table of Contents

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

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

Non Responsive

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="10/15/2014"/>	4. Applicant Identifier: <input type="text" value="09CD0014"/>
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5a. Federal Entity Identifier: <input type="text" value="09CD0014"/>	5b. Federal Award Identifier: <input type="text"/>
---	---

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Arizona Department of Education"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="86-6004791"/>	* c. Organizational DUNS: <input type="text" value="8047460970000"/>

d. Address:

* Street1: <input type="text" value="1535 W. Jefferson St., Bldg. #15"/>
Street2: <input type="text"/>
* City: <input type="text" value="Phoenix"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="AZ: Arizona"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="85007-3209"/>

e. Organizational Unit:

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

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

Prefix: <input type="text" value="Miss"/>	* First Name: <input type="text" value="Amy"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Corriveau"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Deputy Associate Superintendent"/>	

Organizational Affiliation: <input type="text"/>
--

* Telephone Number: <input type="text" value="602-542-8706"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email: <input type="text" value="amy.corriveau@azed.gov"/>
--

Application for Federal Assistance SF-424

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

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

S4.419

CFDA Title:

Preschool Development Grants

*** 12. Funding Opportunity Number:**

ED-GRANTS-081814-001

* Title:

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

13. Competition Identification Number:

S4 419A2015 1

Title:

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

[Add Attachment](#)

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

Arizona's Application for the Preschool Development Grant: This application outlines a proposal for capitalizing on the grant opportunity to build and develop high-quality preschool programs.

Attach supporting documents as specified in agency instructions.

[Add Attachments](#)

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="30,000,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="(b)(4)"/>
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	

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

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

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

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

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

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL <input type="text" value="Todd Mason"/>	TITLE <input type="text" value="Deputy Superintendent of Public Instruction"/>
APPLICANT ORGANIZATION <input type="text" value="Arizona Department of Education"/>	DATE SUBMITTED <input type="text" value="10/15/2014"/>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

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

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

6. * Federal Department/Agency: <input type="text" value="U.S. Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="Elemental Development Grants"/> CFDA Number, if applicable: <input type="text" value="84.409"/>
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8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
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10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

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

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

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

* Signature:

* Name: Prefix * First Name Middle Name

* Last Name Suffix

Title: Telephone No.: Date:

Federal Use Only:	Authorized for Local Reproduction, Standard Form - LLL (Rev. 7-97)
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PR/Award # S419A150009

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

GEPA.pdf

Delete Attachment

View Attachment

Section 427 of GEPA

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

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION

Arizona Department of Education

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. * First Name: Elliot Middle Name:

* Last Name: Hibbs Suffix:

* Title: Deputy Superintendent of Public Instruction

* SIGNATURE: Todd Mason

* DATE: 10/15/2014

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

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

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

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

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

ARIZONA-Preschool Development Grant Application

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

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

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

ARIZONA-Preschool Development Grant Application

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

Arizona

October 14, 2014



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

Table of Contents

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

A. Executive Summary

A1. The State's Progress to Date

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

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

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

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

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

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

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

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

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

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

A4. Characteristics of High-Quality Preschool Programs

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

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

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

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

A5. Set expectations for school-readiness.

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

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

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

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

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

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

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

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

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

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

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

A6. Supported by a broad group of stakeholders

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

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

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

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

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

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

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

ARIZONA-Preschool Development Grant Application

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

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

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

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

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

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

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

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

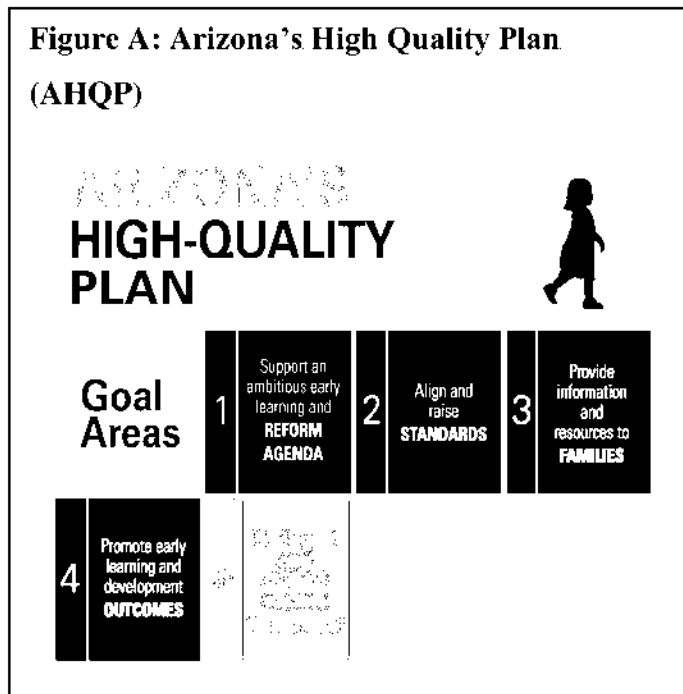
B. Commitment to High-Quality Preschool Programs

B1. Early Learning and Development Standards

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

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

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



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

Figure B. Alignment page, AZELS, Social Emotional Standard

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

B2. State’s financial investment

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

ARIZONA-Preschool Development Grant Application

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

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

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

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

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

