

Preschool Development Grant Birth through Five Application
Arizona

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Introduction

Arizona believes every student deserves an excellent education, every step of the way. Realizing this vision is vital to our state's economic prosperity, quality of life and civic health. A critical component to realizing this vision is to close the achievement gap that leaves so many students behind, increase educational attainment overall and prepare a highly skilled workforce. To fully understand how far we need to go, we recognize the need for reliable information that communicates where we stand as a state on issues ranging from a child's access to quality early learning to postsecondary attainment and all that falls in between. The Arizona Education Progress Meter (AEPM) was designed to be a source for this information.

The indicators and goals identified for the AEPM are used to track progress in communities in our state. This PDG B-5 grant opportunity will provide Arizona an opportunity to accelerate its collaborative work on two key AEPM goals: increasing the percentage of Arizona three and four-year old children enrolled in high-quality early learning settings and the percentage of Arizona 3rd grade students who score Proficient or Highly Proficient on the AzMerit 3rd grade English Language Arts assessment. The goals are linked, and thus the strategic action plan needed to make improvements in both areas are connected.

Arizona's ambitious, but achievable goal is to develop a strategic plan that aims to increase the percentage of Arizona three and four-year old children in quality early learning settings from 24% to 45% by 2030, and to support improving third grade reading proficiency from 44% to 72% by 2030. At the core of Arizona's strategic plan will be a focus on strengthening the early childhood education (ECE) system and empowering families with information to make the best decisions for their children. Arizona's theory of change is if we develop local planning committees to collect, review, analyze, and plan using data and if we

provide adequate professional development and technical assistance on evidence-based tools for program evaluation and implementation planning, then we will increase the likelihood of those local planning committees creating community-specific strategic plans of action and informing the development of a statewide strategic plan aimed to effecting change on a scale necessary to meet Arizona's goals of increasing the percentage of three and four-year old children in quality early learning settings and improving third grade reading proficiency. A logic model for this approach is identified in the section **Arizona's PDG B-5 Goals and Logic Model**.

Arizona recognizes a focus on outcomes for children is not enough. Intentional strategies for supporting ECE practitioners is also critical. Through the PDG B-5 grant opportunity, Arizona proposes to support increasing the quality of the ECE workforce by: increasing the number of practitioners better prepared to work with infants, toddlers, and preschoolers; helping more administrators develop an awareness of the positive impact of high-quality early learning experiences; prioritizing capacity-building of practitioners to create more inclusive settings for all children with disabilities and to see the positive effect of inclusion for non-disabled students; to support ECE degree-seekers reach completion; and to more intentionally support practitioners in their abilities to support early language and literacy development. Ultimately, Arizona will use this PDG B-5 grant to help more adults help more children from vulnerable populations enter school prepared to succeed.

Abstract

Preschool Development Grant Birth through Five Grant Application
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Arizona's goals for children and families are: to prepare more children from vulnerable populations to enter school prepared to succeed; to create a family-centered, comprehensive, collaborative, and high-quality early childhood system that supports the development, health, and early education of all Arizona's children birth through age 5; to use collaboration and coordination of the early childhood education system to maximize parent knowledge and choice; engage all partners with a vested interest in Arizona's children ages 0-5; and leverage our resources (time, funding, and effort) to ensure work is aligned and coordinated so as not to duplicate or supplant other federal or state initiatives. The proposal has three parts: In Part 1, we provide a layout of the proposed planning year, including the plan for partner and community engagement in regions across the state, organized in seven local planning committees (LPCs). The focus will be on data analysis as the foundation for planning. LPCs will collect, review, analyze, and plan using data. In Part 2, we propose providing adequate professional development and technical assistance on evidence-based tools for program evaluation and implementation planning to increase the likelihood of the LPCs creating community-specific strategic plans of action and informing the development of a statewide strategic plan aimed to effect change on a scale necessary to meet Arizona's goals of increasing the percentage of three and four-year old children in quality early learning settings and improving third grade reading proficiency. In Part 3, we identify current early childhood education system-level initiatives happening in Arizona (based on recent needs assessments) and determine either opportunities for increasing access to or improving the quality of the early childhood education system or filling an existing gap. The resources used at the local and statewide levels will leverage current needs assessments and strategic plans of partner organizations in Arizona's early childhood education system as they determine areas to enhance, supplement, complement, and in some cases, fill voids.

Expected Outcomes

Through the efforts of the Preschool Development B-5 Grant, Arizona fully expects to create additional opportunities for State agency partners and outside organizations to collaborate and create a more thorough and vested alignment of the B-5 system. Arizona recognizes the importance of family engagement in the early childhood system, and therefore also has an expected outcome to create and conduct more regularly schedule opportunities for providers and families to collaborate. Arizona will achieve this not only through intentionally scheduling such meeting opportunities, but also guiding the work of its local education agencies (LEAs) and state partnerships to utilize the information for future planning. In conjunction with the goal to increase the percent of Arizona 3 and 4-year old children enrolled in an early learning setting, Arizona fully expects to increase the number of successful transitions from preschool to the kindergarten setting. The goal of increasing children served in an early learning environment is also linked to Arizona's plan to result in an increase in children with disabilities served in a high-quality inclusionary setting. Arizona recognizes a strong ECE system provides a high-quality, solid foundation for children and family success. The expected outcomes of this PDG B-5 grant opportunity are to also link to the AEPM (detailed in the **Introduction**) by helping more of Arizona's children to read at grade level when they are in the 3rd grade. In accordance with the AEPM, data supports that children who enter kindergarten ready to succeed, also experience higher 3rd grade reading levels, 8th grade math scores, and high school graduation rates.

To establish an ongoing communicate feedback loop with agency staff, stakeholders, and collaborative partners on the expected outcomes, Arizona is proposing using the methodology identified in Table 1. The items indicated in red in Table 1 outline the anticipated benefits of the collaborative approach to this grant proposal.

Table 1. Anticipate Benefits		
Benefit to statewide organizations	Benefit to families and their children	Benefit to educators
More opportunities for State agency partners and outside organizations to collaborate and create more alignment	More regularly scheduled opportunities for providers and families to meet so families' voices are heard and used for planning	More schools have information on successful transitions from preschool to K
Access to common data systems	More children from vulnerable populations enter school prepared to succeed	More practitioners better prepared for working with infants, toddlers, and preschoolers
Use of a plan-do-study-act approach	More children will have access to high-quality ECE programs	More administrators aware of the positive impact of a high-quality preschool opportunity
Have a common set of action items or an agreed upon set of interrelated items acted upon simultaneously by most logical group to do it	More children will have smooth transitions to K	More administrators aware of the positive impact of inclusive settings for all children with disabilities.
Common "eyes on" approach to monitoring the effects of the work	More children will meet 3 rd grade reading proficiency levels	More administrators aware of the positive effect of inclusion for non-disabled students
Problems triaged as technical or adaptive and resolved collaboratively and intentionally	More children served in high-quality inclusionary settings	More administrators understand the parents perspective and incorporate it in their work

Project Approach

Activity 1: B-5 Needs Assessment

To inform the development of a robust, effective strategic plan, Arizona will use community and state level data to inform decisions like determining strengths, identifying challenges, and developing strategic action steps necessary to addresses both areas. Arizona proposes using three types of data: short- and long-term outcomes; fidelity; and process/effort. Arizona's theory of change. Arizona proposes utilizing recently conducted needs assessments, as well as this planning year to further determine the needs of Arizona's ECE system with a focus on B-5 children, families, and ECE practitioners. To ensure a B-5 needs assessment is

comprehensive, Arizona proposes using the needs assessments of its system partners to determine the status of Arizona's ECE system and to inform planning for conducting further needs assessments. The needs assessments for three key partners have been identified for contributing to the B-5 needs assessment since their processes for conducting needs assessments were the most comprehensive and included the largest representation of Arizona's ECE system partners and constituents. These partners include the Arizona Head Start State Collaboration Office (HSSCO), First Things First (FTF), the Department of Economic Security – Child Care Administration (DES-CCA) and Read On Arizona (ROA).

Arizona Head Start State Collaboration Office

In 2015, the Arizona HSSCO conducted a comprehensive needs assessment of the State of Arizona. Input for the needs assessment was garnered from various stakeholders and the process included the use of the Arizona Head Start Association (AHSA), its Executive Council, and its committee structure for varied levels of input. There were multiple opportunities for input and guidance during the planning process for over one year and included: AHSA Advisory Committee Member review of current Head Start environment including opportunities for further information gathering; an analysis of data gathered from multiple secondary and primary sources that would inform the HSSCO in terms of status, needs, and opportunities related to the HSSCO Overarching Goals. Secondary data, gathered and updated from existing data sources, included demographic information about Arizona, and cumulative counts for the Early Head Start/Head Start (EHS/HS) programs for 2010-2015. The HSSCO also conducted a survey of grantees to obtain specific information regarding collaboration at the local level.

First Things First

In 2017, FTF convened a statewide Early Childhood Task Force (the Task Force) to help set the strategic vision for the organization's next five years. The Task Force was comprised of a diverse group of key leaders from various sectors across Arizona. The roster for the Task Force included representation from Arizona's Native American tribes, local education agencies (LEAs), local businesses, ADE, city governments, philanthropic organizations, advocacy organizations, health and medical organizations, and Arizona's institutes of higher education (IHE). The Task Force met for a total of five (5) meetings, spanning from September 2016 to June 2017. To ensure the Task Force stayed focused on high-level priorities, sub-committees were created to allow for the development of more specific recommendations in the areas of Early Learning, Children's Health, and Family Support/Early Literacy and Research and Evaluation. The work of the Task Force resulted in a comprehensive assessment of both the strengths and challenges of Arizona's ECE system. Common themes related to identified needs that emerged from the Task Force were: outreach, public awareness, policymaker engagement, professional development, partnerships, and data.

Department of Economic Security – Child Care Administration

Arizona's Child Care Development Fund (CCDF) State Plan was recently submitted for review by the U.S. Department of Health and Human Services. The development of the plan was led by the Arizona Department of Economic Security – Child Care Administration (DES-CCA). DES combines most of the State's social service programs within a single agency. These include Child Care Assistance, Employment and Vocational Services, Part C of the Individuals with Disabilities Education Act, Supplemental Nutrition Assistance Program, Temporary Assistance to Needy Families, the Refugee Resettlement Program, and Child Support Services. As a result, there is an opportunity to build upon the existing interdepartmental communication and

coordination and to promote interagency collaboration and system integration within the DES Security strategic initiatives. Through these activities it is expected that families will be able to better identify their own goals and determine how to mobilize formal and informal resources to support themselves and their children. Within DES, there is an increased focus on building adult capabilities to improve child and family outcomes. Utilizing a resource-based capacity-building approach to support families of young children and providing high quality care during a child's formative years has the potential to pre-emptively close the academic achievement gap between low and high-income students. The Arizona Department of Economic Security Child Care Advisory Committee is the primary vehicle for coordinating with representatives of general-purpose local government. For issues related to ongoing service delivery, the CCDF Lead Agency meets with the Child Care Advisory Committee every quarter. The Child Care Advisory Committee includes individuals that represent statewide organizations with local affiliations, Tribes, cities, and councils of governments that administer federal early childhood services. Members of the Child Care Advisory Committee are provided with information pertaining to child care subsidy caseload and cost of care, issues regarding service delivery, expulsion prevention updates and any other available information that affects early care and education programs throughout Arizona. Currently, DES-CCA's strategic includes an emphasis on increasing the number of children receiving child care subsidy with access to quality early care and education.

Read On Arizona

In 2012, Arizona was facing a literacy crisis. Based on reviews of the state and national data, Arizona determined it was unsuccessfully preparing children to meet the literacy skills demanded by 21st century work and learning environments that are increasingly more

complex. In 2011, 42% of Arizona's fourth graders fell below basic reading levels on the National Assessment of Educational Progress (NAEP). Certain populations of students were disproportionately affected; 58% of Hispanic students, 65% of Native American students, 70% of students with disabilities, and 86% of students with limited English proficiency scored below basic levels of proficiency. Many of the almost 800,000 Arizona children under age nine face significant barriers to school readiness, including poverty (23%), difficulty speaking and understanding English (47.6%), and lack of exposure to books and other literacy resources.

Read On Arizona (ROA) was established as a statewide, community-based collaboration focused on early language and literacy. ROA is based on the premise that educators, families, businesses, public agencies, philanthropy, and communities all have a role to play in supporting Arizona's literacy needs. In addition to being a statewide initiative, ROA is inclusive of public/private partnership of agencies, philanthropic organizations, and community stakeholders committed to creating an effective continuum of services to improve language and literacy outcomes for Arizona's children from birth through age eight over the next ten years. Read On Arizona is committed to helping create an early literacy system that delivers the right program at the right time for every child. Holding the belief that only when early literacy becomes everyone's responsibility will the kind of impact and change be realized to see Arizona thrive.

After a review of data, and a collective needs assessment, ROA identified four key barriers to literacy in Arizona. The following is a summary of some of the key challenges that have prevented an effective response to Arizona's early literacy crisis:

1. A lack of information on critical factors involving early literacy prevents more strategic and intentional approach to finding literacy solutions. Community stakeholders have too little data, specifically the correct data on existing literacy gaps in the system. Without

such baseline data, it is impossible to devise strategic solutions. There is also a specific need for focus on finding solutions for Arizona's English Language Learners, who comprise the largest subgroup scoring below basic on NAEP. Nearly 86% of students with limited English proficiency, 70% of students with disabilities, 65% of Native American Indian students, and 58% of Hispanic students scored below basic in 2011 on NAEP.

2. A lack of communication and coordination among the dedicated educators, literacy providers, volunteers, and administrators working in Arizona's schools, public libraries, faith-based organizations and other non-profit organizations discourages opportunities to leverage one another's efforts.
3. There is insufficient access to quality programs that work. Insufficient resources, as well as the ineffective leveraging of resources, constrains access to effective intervention strategies in early literacy development. As a result, far too many children enter kindergarten without the language and literacy skills needed to succeed and are seldom able to catch up.
4. There is a lack of awareness and understanding of the importance of early literacy and grade level reading. The implementation of ARS 15-701 (*Move On When Reading*) policy took effect in the 2013-2014 school year. At that time, nearly 22,000 third grade children are potentially at risk for not being at grade level by the end of third grade. In 2017, 56% (48,811) of Arizona's third grade students scored below proficiency on the state's third-grade reading assessment.

While comprehensive needs assessments have been conducted in recent years, Arizona recognizes there is a need for more evaluation of the work of the ECE system. For example, the

most recent 2017 NAEP results for 4th grade reading show we still have more work to do. Nearly 86% of students with limited English proficiency, 69% of students with disabilities, 69% of Native American Indian students, and 51% of Hispanic students scored below basic. Arizona believes the PDG B-5 grant will provide an opportunity to conduct further needs assessments at the local level to improve the overall quality of ECE in Arizona for all groups.

Current Opportunity

Arizona is proposing developing PDG B-5 local planning committees (LPCs) in seven regions across the state (Figure. 1). The regions were selected based on census data reflected in the Kids Count Data Center¹ and on Arizona’s capacity to provide in-person support to the LPCs. These regions account for the counties with the highest number of children under age five. The construct of the LPCs will leverage the structures already in place in these communities for collaborative reflection, learning, and planning, including ROA’s “Read On Communities” (ROCs) and FTF’s “Regional Partnership Councils” (RPCs) and will allow for greater participation by community members who may not already

be engaged. As a model for assembling their LPCs, Arizona will provide professional development and technical assistance to the LPCS on a leadership strategy known as *Leading by Convening*. The *Leading by*

Region	County
1	Apache, Coconino, Navajo
2	Maricopa
3	Mohave
4	Pima, Santa Cruz
5	Pinal
6	Yavapai
7	Yuma

Figure 1

Convening strategy will enable LPCs to have a dedicated time and place to design comprehensive, sustainable practice change on issues that educators, practitioners, families, etc. coalesce around to enable and promote collective action and change. Arizona recognizes the need to develop LPCs that include decision makers, implementers, and consumers.

¹ <https://datacenter.kidscount.org/data/tables>

Each of these seven regional LPCs will invite the participation of a wide variety of members, including the following national, state, and/or local members:

- **Experts** - experienced individuals regarded as being “experts” in any area of ECE (health, child care, education, etc.)
- **Researchers** – experienced individuals who conduct research and gather data at the national, state, and/or local level on evidence-based practices, best practices, and/or emerging practices
- **Leaders** – experienced individuals who serve as site administrators, supervisors, directors, and other decision-makers
- **Supporters** – individuals who serve as funders, grant-makers, IT-data users, coaches, and other professional development/technical assistance providers
- **Practitioners** - teachers, paraprofessionals, related service providers, caregivers, and implementers of ECE practice
- **Beneficiaries** – children and families

Each of the regional LPCs will coalesce around the five priority areas defined in the scope of their needs assessments (detailed in this section). This approach is the *Habits of Interaction* tier of the *Leading by Convening* model. On this tier, Arizona will address shared concerns that will bring people together in meaningful ways and ensure the right people are at the table to mobilize genuine progress. These LPCs will meet monthly. The scope and sequence for this proposed planning year is: Quarter 1: Data Analysis; Quarter 2: Program Evaluation; Quarter 3: Implementation Planning; Quarter: Initial Implementation.

The *Leading by Convening* model will be an essential tool in engaging all members of the LPCs and will be critical in determining how to share best practices among early childhood care

and education providers in Arizona. The LPCs will use the *Levels of Relevant Participation (Engagement) Circles* of the *Leading by Convening* model as a framework for potential partners to determine what role they will play in the process. The *Leading by Convening* model illustrates how communication and dissemination of information would look based on each designated level of participation in the following way:

- The **Core Team**, which consist of leaders from diverse groups, is responsible for the undertaking of inviting and defining participation among the group.
- **Key participants and advisors** are those individuals within the group that have a key interest and are vested in the issues at hand. They act as regular contacts for information on key issues and priority areas. This group is responsible for distributing information to other networks as needed.
- **Extended Participants and Feedback Networks** are those individuals who are reached through organizations that they are key advisors for. They may represent the work of individuals at the practice level such as families or teachers. These individuals are usually identified by the Key Participant Advisor group. This group can be the bridge between ideas conceived and ideas implemented.
- The **Dissemination Network** includes participation from all the groups and all groups with a vested interest. This group is responsible for receiving information and then redistributing the information. This group will determine how the information is shared, such as, webinar, blogs, newsletters, social media, newsletters, websites, community meetings, etc.

To support the proposed LPCs in conducting an effective needs assessment for their regions to inform the development of a statewide strategic plan, Arizona proposes providing

facilitation support, professional development, and technical assistance to the LPCs during this grant period. To keep the project year manageable, Arizona proposes approaching this work in quarters, providing support to the LPCs the duration of the needs assessment process. In the first quarter, Arizona will focus on facilitating, with the assistance of a consultant, *Data Analysis Institutes* for each LPC. This project will harness the power of collaboration through a "reflect and adapt" process incorporating strategies that will inform next steps to creating an effective strategic plan for setting up more children from vulnerable populations to enter school prepared to succeed in their regions and informing an overall statewide strategic plan. LPC participants will take part in a shared learning cohort and delve into understanding their own success and others, analyze results, and share lessons learned about data, challenges and barriers, contributing factors to success, and policy support needed for successful implementation to scale their work.

Data Analysis Institutes team members will engage in "Take a Walk on the Data Side" sessions to understand results, root cause, and develop a theory of change surrounding their LPC's school-readiness and language and early literacy outcomes for preschool-age children. LPC members will be guided through in-depth data analysis for their unique community context on what is working and why, leading factors of success, and informed by their analysis, will identify gaps and needs to support the goals for success regarding their strategic plans. LPC participants will utilize research and data to understand factors contributing to acceleration of school-readiness and early literacy for economically disadvantaged students. In addition, LPC participants will conduct in-depth research and analysis to design the next stage of implementation work for their community. LPC participants will actively engage in a learning community, sharing effective practices, and informing their own strategies around improving early literacy and language outcomes and minimizing/eliminating the proficiency gap between

economically disadvantaged students and all students. LPC participants will also host “Share Out Summits” in their own community as part of a shared learning process, inviting families, ECE practitioners, and others with an interest in supporting their young children.

Additionally, based on data already available from the current needs assessment detailed in this section, Arizona has identified five key focus areas for the LPCs to consider: child care deserts; inclusion; early language and literacy; workforce development – degree completion; and workforce development – professional development and coaching.

Child Population

According to the *2017 Building Bright Futures Arizona’s Early Childhood Opportunities Report* (First Things First, 2017) Arizona’s young children are more likely than their peers nationally to be born into challenging situations like poverty and being raised by single parents, teenage parents or grandparents. They also are less likely to receive the supports that can help mitigate the effects of poverty on their overall well-being. These mitigating factors include:

- More than 1 in 4 children under 6 live in poverty;
- About 2 out of 3 children do not go to preschool;
- More than 3 out of 4 children do not receive timely screenings to identify potential developmental delays or disabilities;
- 1 in 5 children live in households that are food insecure; and
- 1 in 4 children under 6 have had two or more adverse childhood experiences

Additional data on children from vulnerable populations includes children with disabilities. ADE-ECE monitors data on the three different sets of indicators required by, and submitted, to the federal government for preschool aged children (additional data sets are submitted for children 0-3 years old by a partner agency, Arizona Early Intervention Program

(AzEIP)). The most recent data submitted to the federal Office of Special Education Programs (OSEP) for preschool environments (Indicator 6B: Preschool Environments) indicates that Arizona is meeting our identified targets (see Table 2).

Table 2. Indicator 6B Data	
A. Percent of children with IEPs aged 3 through 5 attending a regular early childhood program and receiving most of special education and related services in the regular early childhood program	43%
B. Percent of children with IEPs aged 3 through 5 attending a separate special education class, separate school or residential facility.	57%

However, by removing children currently in kindergarten during the analysis of the inclusion data the results represented a truer picture of inclusive opportunities for children attending preschool programs. Unfortunately, the results are not as positive as earlier beliefs: When kindergarten students are included, two out of every three children have access to inclusive settings. When kindergarten students are removed from the data set, only one in every three children have access to inclusive environments. This large variation is one that Arizona has begun to place a great significance in sharing with LEAs and will align to efforts of the PDG B-5 Grant.

Additionally, the progress of children with disabilities is monitored and reported annually. *Arizona Teaching Strategies GOLD* (TSG) to monitor progress for all children receiving federal or state funds. Current TSG data indicates Arizona children are making progress and are either being exited from special education or are transitioning to special education services for school-age children. The data also indicated the area most in need of additional support is the Social Emotional learning domain; only 48.9% of Arizona preschool

children with disabilities are functioning within age expectations in social emotional development upon exit.

Data Sources

To support LPCs with evaluating data already available to them, and to identify new data sources, ADE will provide TA to LPCs on MapLIT. A shared integrated data system focused on early literacy, MapLIT, was created by several state agency partners and contains data including: early learning sites and language/literacy Teaching Strategies GOLD data, as well as all K-3 schools in Arizona with data on proficiency, enrollment, chronic absenteeism, family engagement, health factors and census data.

Additionally, each LPC will be provided with a compendium of resource documents of the needs assessments and strategic plans already being used by the ECE system. This will include the ADE-ECE Unit Strategic Plan; the ADE-ECE Unit application for the Preschool Development Grant; the 2015 Arizona HSSCO Needs Assessment; the Arizona HSSCO Five Year Plan (2016-2021); the ROA 10-year strategic plan; the ROA Strategic Action Plan (2018-2020); the FTF Statewide Strategic Plan SFY2018-2022; the FTF 2018 Annual Report; the *2017 Building Bright Futures Arizona's Early Childhood Opportunities Report*; and the Arizona School Readiness Indicators. Additionally, to ensure LPCs complete a thorough analysis of the quality and availability of programming and supports serving children B-5, and, to the extent practicable, the unduplicated number of children being served and awaiting service in existing programs, they will be provided with the *ECE Data Snapshot* for their communities. This is a customized report compiled by FTF with data from the Department of Economic Security (DES) that will provide each LPC with data for the State and for their identified communities. The data will include the number of licensed, regulated programs (centers and homes); the number of

programs in the state's quality improvement rating system, *Quality First* (QF); the number of programs in QF with a 3-5 Star rating; the number of programs who are accredited but not in QF; the capacity for children 0-5; the number of children in the foster care system in regulated ECE settings; the number of children whose families receive the child care subsidy; the number of children whose families receive the child care subsidy and are in a QF 3-5 star program.

Activity 2: B-5 Strategic Plan

As addressed in **Activity 1**, Arizona recognizes there are multiple needs assessments and strategic plans for individual organizations in Arizona's ECE system. Arizona is proposing using the PDG B-5 grant opportunity to help the LPCs access these resources and to use them as they develop a local strategic plan, clearly articulating how they will build on previous strategic planning efforts to improve coordination and collaboration for relevant programs and services, better serve children, and increase the overall participation of the State's children in high-quality early childhood care and education programs and services in a mixed delivery system. At the same time, Arizona is proposing using these data sources and information from the LPCs to develop a statewide strategic plan for supporting the LPCs with implementation and implementation planning. The proposed activities for the delivery of the professional development and technical assistance to LPCs is detailed below.

In Quarter 2 of the PDG B-5 grant period, ADE will provide *What Works Capacity Building Support* to LPCs based on two primary tools—the *Lectio Program Design Evaluation Tool* and *Implementation Science*. The use of these tools should help LPCs: assess the context in which they are going to be working; envision their success criteria; review their current realities; and determine their level of commitment to effecting necessary changes.

LPC members will engage in customized technical to act as a catalyst or accelerant. Arizona, through a partnership between the Arizona Department of Education's Early Childhood

Education (ADE-ECE) Unit and ROA, seeks to build capacity and conduct much-needed analysis on “What Works: The Why and the How” so communities can double-down on the bold but achievable goal of reaching Arizona’s early learning and third-grade reading AEPM goals. The *Lectio Program Design Evaluation Tool*² is an innovative framework that allows participants to analyze the design of early learning and literacy programs and services on five key dimensions central to results. To maximize limited resources and attain desired outcomes, participants analyze and consolidate key data from Lectio tools, chart and evaluate their programmatic landscape, and engage in facilitated strategic planning. The tool was co-designed by Dr. Nonie Lesaux and Kelly Kulsrud at the Harvard Graduate School of Education. According to the National Implementation Research Network, Implementation Science is the study of factors that influence the full and effective use of innovations in practice. The goal is not to answer factual questions about what is, but rather to determine what is required. (NIRN, 2015). In this context, the formula for implementation success is: Effective Innovations X Effective Implementation X Enabling Contexts = Socially Significant Outcomes.

Arizona’s goal is for LPCs to be able to use these tools to determine what’s being done (mapping programs and services on the continuum from awareness building to change of behavior and gaining a deeper understanding of core content, mechanism, dosage, target population, staff development and evaluation) and using implementation science as a planning tool for identified new programs or initiatives that meet a gap identified in their needs assessments.

² <http://lectioapproach.com/>

Activity 3: Maximizing Parent Knowledge and Choice

Family stability can affect the resources a child has that either support or restrict their optimal development. Poverty and its effects--including unreliable access to food, housing, and child care--can impact a child's physical and emotional development. On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development are a critical component to Arizona's proposed plan for maximizing parent knowledge and choice. Comprehensive services expand access to information, services, and supports families need to help their young children achieve their fullest potential.

To make the best choices, families need access to information that educates them about what their child is learning and doing, how to optimally support early childhood development and child health, and what resources or programs are available in their community. Families also need opportunities to connect with other families in their community. High-quality programs link families with supports in a comprehensive, collaborative, culturally, and linguistically responsive manner that best meets the needs and preferences of families. LPCs will be required to use available resources and involve families in the program development and implementation. The ADE Early Childhood Program Specialist (ECPS) for each LPC will support the collaboration effort to acquire services needed by facilitating meetings between programs within the LPC, coordinating outreach to service providers, and encouraging community participation in the Early Childhood Quality Improvement process (ECQUIP), detailed in **Activity 4**.

Additionally, as of June 30, 2018, there were 14,491 children birth to 18 in out-of-home care in the child welfare system with nearly 40% of children age birth through five. In SFY2018, DES provided an average of 30,012 children per month with a child care subsidy and 32% were children in the child welfare system, both in-home and out-of-home placements. When young

children experience abuse or neglect, family violence, poor nutrition, housing instability and infrequent health care, their ability to learn and succeed is severely compromised. According to Harvard University's Center on the Developing Child³, research on the biology of stress shows that major adversity can weaken developing brain architecture and permanently set the body's stress response system on high alert. Although the developmental impact of child abuse and neglect is greatest among the very young, research confirms that the early years present an unparalleled window of opportunity to intervene effectively with young children. Children in the child welfare system who have experienced trauma require individualized support and access to high quality services and interventions. Quality early care and ECE programs are a critical service and support for children in the child welfare system and their families, whether birth, kin, foster, or adoptive. Quality ECE programs can provide specialized support for children who have been abused and neglected, access to consistent caregiving and secure relationships and environments that mitigate further trauma and promote healthy development and resilience⁴. Of the children in the child welfare system who receive a child care subsidy, only 43% are in a quality ECE program –defined for the AEPM as a program with a 3 to 5-star quality rating in QF, Head Start participating program, or an accredited program. The Arizona Department of Child Safety (DCS), the DES Child Care Administration (DESCCA), FTF and community early childhood service providers have been focused on increasing the number of children in the child welfare system in quality ECE programs. Through a collaboration between DCS and DESCCA, a Childcare Expulsion Prevention Liaison has been hired to focus on increasing the knowledge and understanding of child welfare caseworkers about the importance of quality care and

³ <https://developingchild.harvard.edu/>

⁴ Collaborative Partnerships Between Early Care & Education and Child Welfare: Supporting Infants, Toddlers, and Their Families Through Risk to Resilience. August 2011

supporting families, particularly foster and kinship families with accessing quality ECE programs for their children. It is recognized there is a need to provide information and training to foster and kinship families to increase their knowledge and understanding of quality ECE, what to look for, and how to access it. The PDG B-5 grant opportunity will allow for this collaborative partnership to provide resources specifically targeted for information, training, and resources for foster and kinship families on quality ECE. Intentional planning for developing standard training curriculum and materials, identifying and producing the training modules so they can be delivered through a variety of approaches including online and in a group setting, training of individuals across the state agencies partners and early childhood service providers to conduct trainings, and standardizing the mechanism and approaches for reaching foster kinship families will be the targeted activities under this grant.

LPCs will be encouraged to leverage the work of Arizona's Language, Literacy and Family Engagement Action Team and the initial implementation of Arizona's statewide family engagement center. Both aim to provide parent friendly resources and tools around options for families, as well as information for ECE practitioners on what parents may need to understand and feel confident they can support the learning development of their preschool age child.

To ensure parents and families are provided timely, accurate information in a culturally and linguistically sensitive manner about the variety, quality, access, and affordability of early childhood care and education programs for children from birth through kindergarten entry in the State's mixed delivery system of existing programs and providers, Arizona proposes using its already-established networks for family engagement, and the development of three new strategies for engaging families statewide.

Established Networks

Interagency Coordinating Council

The ICC is the most relevant to families. Arizona currently boasts four family members on the ICC board and family participation in the public and the committees are growing as well. AzEIP meets regularly with Raising Special Kids (RSK), detailed below, but not as an open public convening meeting for families. In addition, AzEIP shares information to the early intervention field, community partners, and stakeholders regularly through email blasts, as well as a venue to share best practices. In addition to what is listed above, quarterly contractor meetings are held individually with each early intervention contractor to discuss areas of strength and opportunities and where the need for additional support for improvements may be. AzEIP also uses their website to communicate best practices to families and continually updates their website with evidence-based practices content.

Raising Special Kids

Raising Special Kids (RSK) is an organization of families helping families. Their mission is to improve the lives of children with disabilities by providing parents with information, training, consultations, and mentoring. RSK serves parents of children with a full range of disabilities from birth to age 26. Parent-to-parent support is at the heart of RSK with 10,589 families having received information, training, and individual assistance⁵. These parent programs and services offered are: connections with a trained Parent Mentor skilled at providing information and support; accurate, authoritative information related to a child's disability or special health condition; special education consultations, training, and problem-resolution services; and education and coaching for parents to learn the most effective methods in managing challenging behavior.

⁵ Raising Special Kids 2017 Annual Report (<https://s3.amazonaws.com/media.raisingpecialkids.org/2017-Annual-Report.pdf>)

Based on the *Raising Special Kids 2017 Annual Report to the Community*, RSK continues to support their mission of strengthening families to become advocates for children with disabilities by continuing to forge community partnerships and train professionals. These professionals include those individuals in the health, education, and social services field. In 2017, 97% of the educational professionals who participated in RSK professional development reported being better prepared to work with families and 98% of physicians who participated in training reported improved ability to communicate with families. This data provides evidence of the effectiveness of RSK's professional development and training opportunities.

RSK serves as a Comprehensive Family Resource Center operating at a statewide level with offices set up regionally in Phoenix, Flagstaff, Tucson, and Yuma. As Arizona's Comprehensive Family Resource Center, RSK offers Parent-To-Parent programs, serves as Arizona's Parent Training and Information Center, houses Arizona's Family-To-Family Health Information and Education Center, is part of the Arizona chapter of Family Voices, and is a key partner in Arizona's Early Intervention Center Referral Project.

Arizona recognizes to increase parent's knowledge and capacity regarding their child's education, rights, and educational options Family-Professional partnerships need to be forged. Leveraging RSK as the vehicle for engaging and disseminating information to families, the ADE ECE proposes integrating the family voice in the regional/statewide LPC meetings by having RSK serve in the role of Key Participant/Advisor and as part of the Dissemination Network.

Family Resource Network

Parents and families are a child's first and best teachers. That's why the family resource centers in the First Things First Family Resource Network give parents and caregivers the tools they need to support the learning and healthy development of their young children. Parents get

information on topics like: how to help your child build language and reading skills; how to support your family's health and nutrition; how to get referrals to connect you with community resources. All these services and more are available for all families at a single location. The programs are available at no cost or low cost, and child care is often provided while you take classes or get help from welcoming and informed staff. The Family Resource Network will be used as a place for reaching families, hosting quarterly meetings and sharing the monthly communicate to families.

Home Visitation Programs

First Things First funds voluntary, evidence-based home visitation programs, which have been shown to be an effective way to improve outcomes for families and children experiencing various risk factors. Three of the most widely implemented FTF funded evidence-based home visitation program models are Healthy Families, Nurse Family Partnership and Parents as Teachers. These three program models have been widely implemented and evaluated nationally, and evidence demonstrates each of these models significantly improve child and family outcomes.

The Parents as Teachers program is designed to support families who are pregnant and/or have children ages birth to five years who are low-income, part of under-served populations, living in isolated geographic areas, or have special needs. The focus is on making sure that parents and caregivers have the information and skills they need to get their young child ready for success in school and beyond. Through the program, families receive biweekly visits from a Parent Educator, who offers parenting education; connects families to resources they may need; and provides periodic developmental screenings to individualize support for all the child's development, including physical, social-emotional, language, and cognitive skills. Parents also

have a monthly opportunity to get together with other families in the program to build their system of support and participate in an educational activity with their children.

FTF is one of several partners funding evidence-based home visitation programs across Arizona. Other major partners include the Arizona Department of Health Services (DHS) and the Department of Child Safety (DCS). The Strong Families Alliance was developed to leverage funding and coordinate the delivery of home visitation. The Alliance works to strengthen the home visiting system in Arizona, promote collaboration and share resources and best practices. The Alliance includes an Inter-Agency Leadership Team that includes DHS, DCS, FTF, ADE-ECE, AzEIP, and the Arizona Health Care Cost Containment System (AHCCCS). The leadership team works to identify ways to strengthen the system, including identifying any additional opportunities that may exist for the expansion of these programs to serve more at-risk children and their families throughout Arizona.

Read On Local Collaboratives

Read On Arizona has developed local communities focused on improving school-readiness and third-grade reading. These communities have engaged providers, local leadership, and community partners to identify key strategies to serve families and children in 25 local communities. This network of local community collaboratives works to support children and families by improving coordination and alignment and integrating program and services grounded in Arizona's *Continuum of Effective Literacy Practices* and providing resources (i.e., Early Literacy Guide for Families, Smart Talk, Dyslexia Guide for Families, Building Blocks to Developing a Reader, etc.) to families.

New Strategies

The first new strategy Arizona proposes using PDG B-5 funding to support is a new partnership with Arizona PBS. Arizona PBS educational outreach is the local statewide manager of Bright By Text (BBT) parent messaging subscription. Individuals can sign up at no charge for developmentally appropriate messaging 2-3 times per week including whole child milestones based on month age of child, from prenatal to age 8, in English or Spanish. Subscribers sign up and remain anonymous – only providing birth date of child(ren), language choice, and zip code. Local messages about important community events and beneficial services to subscribers is collated and coordinated by Arizona PBS and sent according to child(ren) age and zip code. Arizona is proposing using BBT as a platform for statewide communication on ways families can engage in the PDG B-5 opportunity.

Additional services can include messaging to smaller cohorts like the identified LPCs and survey administration to any of the LPCs. Grants to the station pay for the base service currently offered, engaging local partners to provide messages. Arizona proposes using PDG B-5 funding to provide customized access and survey administration for each LPC.

The second new strategy Arizona proposes using PDG B-5 funding to support is an additional project with Arizona PBS. Arizona PBS will provide content creation and production of on-air and online informational spots (i.e. PSA type production) to air on its main channel 8.1 and its Arizona PBS KIDS channel 8.4. On-air, Arizona PBS reaches 1.9 million households weekly. Distribution could include online through its website, promotion through social media, and sharing with partners' websites and social media. Additionally, these spots could be distributed through BBT. Bright By Text has a 30-92% click through rate depending on the content and localization of message. In addition to on-air time with Arizona PBS, Arizona will partner with Arizona PBS to utilize their character meet and greet events as opportunities to

engage with families. Arizona PBS will provide PBS KIDS character costumes to encourage families to attend and participate in LPC activities soliciting feedback and participation in the communities' planning work.

The third new strategy ADE-ECE proposes using PDG B-5 funding to support is the development of a new website, dedicated to PDG B-5. ADE-ECE will solicit a contractor to support developing an interactive website that provides information on the statewide administration of the PDG B-5 grant, as well as individualized content for each LPC. The contractor will also attend LPC meetings to document the attendees, collaboration process, and any outcomes. The event will be livestreamed to the website and captured through photographs and videos that will be uploaded to the website along with the LPC's communiques for each meeting. The website will also be used as an ongoing recruitment tool. Families will be able to access all materials via the website, as well as click on a link that will allow them to get involved in the LPC.

Activity 4: Sharing Best Practices

Currently in Arizona the systems for providing training and technical assistance resides within multiple programs and agencies. Under the initial PDG grant, efforts around increased collaboration and the development of comprehensive systems began to take place to move this work forward. Currently Arizona has a cross-sector collaborative Career and Professional Development Network that ADE partnered with and is supported by FTF. Technical assistance and quality improvement efforts within the state continue to be provided by multiple agencies, including the ADE-ECE, FTF, and the Head Start Training and Technical Assistance Office for Region IX. However, these efforts and the system at large continue to be fragmented, making the current sharing of best practices difficult. The approach Arizona proposes to take in this grant period will focus on the continued use of the Career and Profession Development Network as

one means of sharing best practices among practitioners; the use of ECQUIP as a means of ECE programs engaging in a collaborative, cross-sector continuous improvement process; and by proposing a plan for next steps to improve upon this system to increase collaboration, efficiency, improve transitions, and share best practices on a broader scale.

Career and Professional Development Network

In 2012, Arizona set about to develop an integrated cross-sector early childhood professional development system. The development of this system involved early care and education professional from the HSSCO, ADE-ECE, for profit childcare, non-profit child care, community-based programs, the Arizona Department of Economic Security (DES), and an array of other of other early care and education entities. ADE-ECE partnered on this cross-sector collaboration which resulted in the creation of the Arizona Early Childhood Career and Professional Development Network (the Network) supported by FTF. The network is intended to serve all of Arizona's early learning professional working in direct and non-direct service roles on behalf of young children. It is accessible to early learning professionals through the professional development website. This website provides a central access point for the following: The Arizona Early Childhood Workforce Registry; The Arizona Workforce Knowledge and Competencies; The Arizona Career Lattice; and The Professional Development Instructor and Technical Assistance Provider Standards.

This coordinated and comprehensive professional development system helps to ensure that more ECE educators advance along an articulated career pathway that is aligned with the statewide *Workforce Knowledge and Competencies* (a uniform set of expectations that define the content and skills that adults work with young children need), *Career Lattice* (tool that provides the pathway of education, professional development, and work experience for early childhood

professionals), and *Arizona Professional Development and Technical Assistance Provider Competencies* (define the credentials, knowledge and experience necessary to ensure high quality professional development experiences for our workforce entry through advanced levels), and creates an increased number of early childhood professionals capable of obtaining the ECE Certificate or Endorsement. The expected result of this is to elevate and professionalize the field and to support and increase the quality of services provided to young children.

Technical Assistance

In Arizona, multiple agencies and organizations provide technical assistance (TA) within the early childhood system. ADE-ECE and Quality First (QF) often work collaboratively to provide support and targeted technical assistance to early learning providers in the state. This targeted technical assistance includes on-site coaching and professional development.

ADE-ECE provides TA regionally, based on counties. ADE-ECE Early Childhood Program Specialists (ECPS) are assigned by county. The TA delivered may include assistance with making modifications to the environment to enable meaningful participation for all students, assistance with instructional strategies or modalities to meet the learning needs of students, and/or professional development on how to make accommodations.

For QF, mentor coaches are often utilized for the delivery of technical assistance. Coaches must be able to engage in reflective, relationship-based supervision and be able to create, nurture, and maintain relationships with early care and education learning programs.

The Head Start Training and Technical Assistance Office for Arizona (Region IX) ensures capacity building is taking place for specialized professional development throughout the state as part of the infrastructure plan. This cross-system approach is intended to promote consistent practices across communities and states.

Currently ADE-ECE Unit utilizes ECQUIP, developed to be used as a continuous improvement process to ensure quality and accountability among schools and programs within the ECE System receiving state funding through ADE-ECE (i.e. 619 funds, Title I-A, FTF funds, PDG, etc.). This process encourages cross-sector collaboration between early care and education providers and stakeholders to breakdown silos and improve communication around the alignment of quality goals that focus on shared best practices. The ECQUIP is intended to serve as an avenue for all early childhood programs to partner and build quality preschool for all Arizona's young children.

The ECQUIP will be used to build a streamlined, organized system of support for the LPCs through facilitation of sustained, collaborative relationships among Early Head Start and Head Start programs, LEAs, private childcare providers, home visitors funded by the Maternal, Infant, Early Childhood, and Home Visitation Act, Part C providers, and other key stakeholders. An important part of the LPC ECQUIP process is the intentional planning amongst sub-grantees around how to transition children from early learning environments provided from this grant opportunity into kindergarten. Based on the work of Dr. Robert Pianta, ADE/ECE supports LEAs in implementing kindergarten transition for ALL students. To sustain any gains that a preschooler has throughout the preschool year, the LPC must create and implement quality transitions that include children, parents, and teachers.

Each LPC will receive support through the ECQUIP process in reviewing the local LEA literacy plan. Together, LPCs will evaluate data, identify available resources, and create actions plans to achieve increased outcomes. Read on Arizona ROCs will be additional partners in this work with an aim to build on existing efforts and leverage the collaboration and momentum focused on early literacy (birth through third-grade). Additionally, ADE-ECE's goal is to help all

community members, including home visitors see their roles in the school-readiness continuum and to be actively engaged in each LPC's ECQUIP process so they may help families make connections to other parts of Arizona's ECE system.

ADE-ECE will assign an ECPS to each LPC. In the administration of the original Preschool Development Grant, ADE-ECE found great success with the utilization of the regionally-assigned ECPS as a conduit for information to and from local communities of practice (COP). The ECPS will work with the community and local programs to connect them to state and local services that will support the early learning and development of children within a program. The ECPS will assist the community in collaboration efforts to meet the needs of the LPC and each local preschool program involved.

Activity 5: Improving Overall Quality

As detailed in **Activities 1-4** of this application, Arizona is proposing a two-tiered approach to the administration of the PDG B-5 grant opportunity. Tier 1 is a statewide approach and Tier 2 is a local level approach, with appropriate activities delineated for each tier in **Activities 1-4** of this application. In addition to the activities previously detailed, Arizona proposes funding from the PDG B-5 grant to be used to meet needs that have been identified in existing needs assessments (detailed in **Activity 1**) and strategies that have been proposed, but not yet started in existing strategic plans (detailed in **Activity 2**). These needs and strategies align to some of the five key focus areas LPCs will be considering at the local level: child care deserts; inclusion; and workforce development – degree completion. An additional focus area to be considered at the statewide level is effective transitions for all children, including those with disabilities.

Child Care Deserts

According to data collected through Child Care Aware (CCA), Arizona has a significant child care supply and demand gap. In its most recent data brief⁶, CCA reported its findings in Arizona's working families face a deficit of 22,228 licensed child care slots across the state. There are 302,591 children under the age of 6 with all parents (married or single) in the labor force and there are 2,207 center-based child care programs and 696 family child care homes in the state, providing 280,363 licensed child care slots. The PDG B-5 grant will provide Arizona an opportunity to work on improving the coordination among existing ECE programs in its mixed-delivery system. Specifically, Arizona will be able to use this baseline data to inform its strategies for monitoring its child care demand and supply, workforce recruitment and development, and evaluate ways funding may be leveraged for more early learning slots. ADE-ECE is proposing two strategies to meet this need during the PDG B-5 grant year: providing professional development to the LPCs on a recently developed document, *Arizona's Early Childhood Programs' Funding Streams* placemat; and, conducting a data-gathering pilot.

Arizona's Early Childhood Programs' Funding Streams placemat was adapted from the Early Childhood Technical Assistance (ECTA) Center's *Preschool Inclusion Finance Toolkit*⁷. The intent of this tool is to provide guidance to ECE programs in the usage of existing funding streams within the State of Arizona. The intent of this guidance is to aid ECE programs in identifying available funding streams that may be used to support high-quality early learning experiences for **ALL** preschool age children. In this grant period, ADE-ECE will provide professional development to all LPC regions and provide technical assistance to ECE programs on its utilization. Additionally, ADE-ECE will work with a contractor on developing a pilot project to test the use of an online application that will enable participants to collect information

⁶ <http://usa.childcareaware.org/wp-content/uploads/2017/10/Arizona-Infant-Toddler-Brief1.pdf>

⁷ http://ectacenter.org/~pdfs/topics/inclusion/preschool_inclusion_finance_toolkit_2017-07-07.pdf.

on the physical spaces available for child care in their regions. ADE-ECE proposes selecting two regions to participate in this small pilot project that will help to collect information on other important questions about child care deserts such as: What is the quality of physical spaces (i.e., is a site, at minimum, able to be meet child care licensing requirements); where do families live vs. where do their children receive child care services? The data gathered will be used as a baseline for determining what next steps may be necessary to meet a community's needs.

Workforce Development

In Arizona, the ADE-ECE team has been working on improved cross-agency partnerships with members of AzEIP for more than a year. These initial efforts were designed to ensure that both agencies had a common understanding of the state and federal requirements as children transitioned in and out of Part C and then into Part B Preschool aged services. The group has reviewed the current Intergovernmental Agreements and policy and procedure guidance documents of both agencies. In return, the following has been mapped out and reviewed: services and transition frameworks, reviewed the outcomes data for both groups and identified areas that needed clarification both within the agency and with the groups tasked with providing the services. Through this process, and the review of data, one component has surfaced as an area needing attention: the inability to track the services provided to children across time, including the identification of "who" is receiving services, or the conditions that would result in success. The individual data systems of both ADE ad AzEIP indicate that there are gaps in services and overlaps in the data that do not match. Arizona is currently participating in TA from the Center for IDEA and Early Childhood Data Systems (DaSy) and through the PDG B-5 Grant opportunity, intends to develop a data sharing agreement to better analyze the data we collected.

Arizona recognizes its families are spread wide across the state, and often school districts and educators and practitioners are often remote. Therefore, ADE-ECE is working to increase its reach for professional development by taking advantage of a web-based professional development structure. This requires the ADE-ECE team have useable software that will support the delivery of information, that programs who have internet are made aware of the available opportunities, and delivery maintains the engagement necessary for programs to benefit from the information. Arizona recognizes the professional development itself is not sufficient to ensure an increase in content knowledge and change in practice, so in addition to reviewing the current professional development presentation strategies and adapting for web-based distribution, Arizona plans to provide support for implementation of the strategies and practices as described in **Activity 3**. This will require PDG B-5 funding to hire an adequate number of staff with education and expertise in this area. The funding level required is detailed in the budget justification.

Institutes of Higher Education

An additional area of need identified in Arizona's existing ECE needs assessments is in the work of supporting ECE programs and students at Arizona's institutes of higher education (IHEs). Specifically, accreditation of ECE certification programs at Arizona IHEs and support for degree-completion for students. To address these needs, Arizona is proposing the following:

- For IHEs, The Arizona Higher Education Accreditation (AzHEA) Project will work with 10 institutes of higher education to support their work toward accreditation from the National Association for the Education of Young Children (NAEYC). The project began in June 2018, with funding from the Preschool Development Grant, to advance the quality of the early childhood profession in

Arizona by strengthening the preparation of early childhood educators. NAEYC's higher education accreditation system sets a high expectation for program quality, and programs that achieve accreditation see tangible improvements in the caliber of their curriculum, the cohesiveness of their program, and stronger student performance on NAEYC's Professional Preparation Standards. The funding from PDG B-5 would support the next phase of the project, including funding the accreditation site visit fees for new programs, the maintaining accreditation fees for renewing programs, and coaching.

- For students, the funding of the development of a position (Early Childhood Higher Education System Navigator), focused on strengthening early childhood college and university students' capacity to navigate, excel, and complete programs of study from their chosen IHE. This position supports the creation and advancement of services and programs that promote early childhood best practices, inclusion, multicultural engagement, and equity. This role is intended to focus on the needs of the ECE higher education student; offer direct student support; help create a culture of higher education literacy and identity in the ECE workforce and set clear paths to degree completion. This navigator will work with ADE-ECE to support a collaborative approach to develop, implement and assess proactive programming responsive to unique ECE student needs; maintain data on recruitment, retention, persistence, and graduation rates of ECE students.

Professional Development

In recent years, Arizona has placed an intentional focus on developing an effective system of professional development to support the ongoing growth of all ECE professionals at all

levels of expertise across Arizona. The foundation for creating such a system has already been established through the development of a tiered and robust professional development track, along with ADE-ECE's engagement in the Arizona Professional Development Workforce Group (PDWG)—a working group of the Arizona Early Childhood Career and Professional Development Network.

To best meet the needs of the field, the professional development sessions range from 2-4 hours in length and are organized into a tiered system. It is suggested that trainings are completed according to the tiered order (i.e. Beginning, followed by Intermediate, followed by Advanced). The *Arizona Early Childhood Workforce Knowledge and Competencies* are also reflected in the tiers and session descriptions to help further guide development. In conjunction with the engagement in the PDWG and the intentional focus on developing an effective process of professional development, ADE-ECE also aligned the professional learning opportunities to Arizona's Workforce Knowledge and Competencies (WFKC). "The Arizona Workforce Knowledge and Competencies is a uniform set of expectations that identify the basic knowledge, skills, and abilities needed for early childhood professionals across sectors of early childhood including, early care and education, early intervention, mental health, physical health and social services/child welfare professionals. They ensure implementation of quality services for young children and their families" (AZ Early Childhood Career and Professional Development Network Guide, p. 5). The B-5 grant opportunity will allow Arizona to intentionally work at supporting the state agencies to all align their professional learning opportunities to the WFKC. Once this step is completed, Arizona will continue by placing all state agency professional learning opportunities on the tiered system, ultimately creating one robust professional development track to support the early childhood system of Arizona.

Inclusion and Effective Transitions for All

Based on Arizona’s October 1, 2017 Special Education Child Count, 3,772 children age three, 5,518 children age 4, and 6,927 age five were served statewide through part B, section 619 of the IDEA. In addition, according to AzEIP, the number of infants receiving services for the 2017-2018 year was 783 for children ages birth to 1; 1,181 for children ages one to two; and 3,125 for children ages two to three. In the proposed LPCs, the number of children with identified special needs (health or education) who participate in QF is detailed in Table3.

For inclusion to be genuine, there must be focus on systems-building around improving outcomes for children with special needs, promote meaningful participation, and offer a continuum of

Region	Special Needs Count
Region 1: Maricopa	3,631
Region 2: Yavapai	209
Region 3: Navajo, Navajo, Apache	188
Region 4: Pinal County	250
Region 5: Pima and Santa Cruz	1,467
Region 6: Mohave and La Paz	443
Region 7: Yuma	538
Total	6,726

comprehensive services. ADE-ECE supports this ambitious goal by establishing and facilitating a Task Force on Inclusion (the Task Force), created under the Preschool Development Grant. This group’s broad representation includes members of the ADE- ECE, school district leadership including special education coordinators, district directors, related service providers and school psychologists, along with geographic representation from multiple areas of the state. The Task Force is also representative of both large and small districts, rural and urban. To support parent choice, the Task Force has recruited a Part D Parent Information Center (RSK) member, as well as private, non-profit and Head Start representation.

To date, the Task Force has worked collaboratively and comprehensively with community stakeholders, including families and family representative organizations to develop a

theory of action and practice profiles to support each action item. identified behaviors within the theory of action. The Task Force identified four key action steps or practices that would address the barriers identified by the group (see Figure 3).

Working within the cross-sector stakeholder group and with guidance and technical assistance from special education experts such as Ann and Rud Turnbull, the Task Force created a practice profile using the National Implementation Research Network (NIRN) framework. This practice profile, regarding partnerships between families and communities, breaks down large concepts such as “engagement” into discrete skills and activities that can be taught, learned, and

observed. A practice profile operationalizes the “what” of a service by specifying the core elements of the program service and then and further represents these key practices as levels of attainment: a “Gold Standard”, a

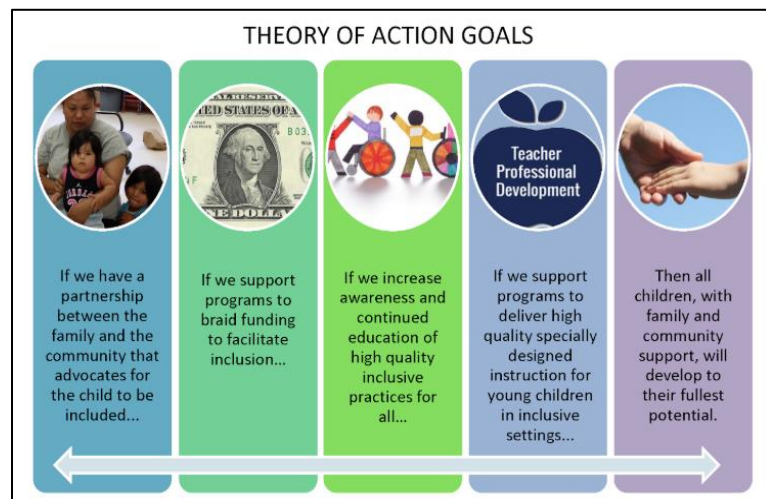


Figure 2

compliant or adequate practice as well as practices that are ineffective. breaking down those elements to the level of saying and doing. The Task Force is in the process of completing Practice Profiles for each of the identified action items.

After facilitating a stakeholder engagement process informed by research (DEC Recommended Practices) and local data, the Early Childhood Task Force on Inclusion came up with the practice profile on improving the partnerships between educators and families to increase inclusive education opportunities. It is currently being vetted by national TA providers, families, school district representatives and practitioners to garner feedback, and is intended to

be used as a tool for districts self-assess supportive practices specifically at meetings in which instructional environments are being considered by IEP teams. The feedback to date has been positive.

The Task Force is in the process of developing three additional practice profiles in the areas of funding, leadership, and specially designed instruction to address the identified needs and support needed increases in inclusive practices. The PDG B-5 grant will provide Arizona an opportunity to garner feedback from the LPCs on the effectiveness of the practice profiles, and to inform the development of a strategy for using this information in the development of kindergarten transition plans for all children.

Organizational Capacity and Management

As the proposed designated agency for the administrative home of the PDG B-5 grant, ADE-ECE is well staffed to successfully complete the proposed project. The relevant knowledge, experience, and capabilities to implement and manage this project effectively of each staff, as well as key partners, is detailed below.

Nicol Russell, M.Ed., Deputy Associate Superintendent for Early Childhood Education and Director of the Arizona Head Start State Collaboration Office (HSSCO). In her roles, Ms. Russell provides oversight of Arizona's administration of the Preschool Development Grant, the implementation of IDEA Part B, Section 619 (Early Childhood Special Education), and the execution of the HSSCO grant. Ms. Russell believes the best way to support high-quality early learning for children is to support the adults (families and practitioners) in children's lives with high-quality assistance. Thus, Ms. Russell and her team have developed a mission of providing leadership and support to schools, organizations, educators, families and communities in implementing programs that assist all children from birth through age 8 to become successful

lifelong learners. The vision is to ultimately improve the well-being of children, families, and communities.

In her current work, Ms. Russell oversees the administration of five significant grants, totaling an annual amount of approximately \$24 million. This requires budget planning, forecasting, and management. It also requires contract and grants management, particularly ensuring the deliverables of contracts and projects are met on time and according to their respective scopes of work. In this work, Ms. Russell has been positioned to continually link B-5 to K-3. In all her work, Ms. Russell considers the impact small and large decisions may have on early childhood families and the professionals who serve their social, medical, or educational needs. Ms. Russell has overseen the development of a continuum of early learning documents that includes infant toddler development guidelines and early learning standards for preschool—and have aligned them to K-2 standards for Arizona. These documents are appropriate for all children, including those with disabilities. Ms. Russell has also provided oversight for the development of professional development modules that accompany the early learning documents, as well as professional development in other topics of interest and importance to early childhood education professionals. Additionally, Ms. Russell has overseen the process for selecting a developmentally appropriate kindergarten entrance assessment, resulting in Arizona's State Board of Education approving a kindergarten developmental inventory and formative assessment tool for K-3. Ms. Russell and her team have worked with a statewide implementation team to ensure considerations for varied communities is made, and all stakeholders (including families) are involved.

Ms. Russell is an experienced education professional with over fifteen years of experience, having worked in different aspects of the field, from classroom teacher to the State's

619 Coordinator. In addition to working with other state agencies, she has extensive experience working with non-profit, philanthropic, and for-profit organizations. Additionally, currently, Ms. Russell is on the Board of Directors of Catholic Charities Community Services and the First Things First Board. Ms. Russell has served as the treasurer for the National Association of Early Childhood Specialists in State Departments of Education (NAECS-SDE), and currently serves as the early childhood education representative on three statewide Governing Boards in Arizona. Ms. Russell holds a bachelor's degree in Early Childhood Education and a master's degree in Early Childhood Education with an emphasis in Early Childhood Leadership from Northern Arizona University. She is also currently enrolled in a doctoral program for educational leadership.

Lori Masseur, M.Ed., Director of Early Childhood Education. Ms. Masseur has spent five years with ADE-ECE, serving three years as the Education Program Specialist overseeing Northern Arizona, and two years serving in the capacity of Director. Ms. Masseur's professional background includes twenty years in the early childhood education and elementary education fields. For over ten years Lori was an educator in the Department of Defense Education (DODEA) system, working with military and military-connected children and families. Following her tenure in the DODEA system, Lori transitioned as an educator to the civilian sector serving six years as an Early Childhood preschool director. Prior to joining the ADE-ECE Lori also served as a vocational rehabilitation counselor, providing supported educational services to Arizonans with developmental disabilities.

With her extensive knowledge of the statewide ECE system in Arizona and understanding of the key partners and stakeholders, Ms. Masseur will be vital in coordinating linkages between appropriate ECE partners within the early care and education field. This

extensive knowledge will uniquely enable the her to speak to a larger statewide early care and education systems-building effort. As part of the ADE-ECE leadership team, Ms. Masseur collects, manages, analyzes, and summarizes data to help inform and determine plans, not only for ADE-ECE, but also for the early care and education field. This has been instrumental in the development of guidance and support to the field. For the initial PDG grant, Ms. Masseur was responsible for an array of supports related to infrastructure-building and quality enhancements.

Suzanne Perry, M.Ed. Director of Early Childhood Special Education/619 Coordinator.

As the 619 Coordinator for the state of Arizona, Ms. Perry has been responsible for administering the *Individuals with Disabilities Education Act* (IDEA) preschool grant and supervising the programs engaged in offering services to preschool aged children with disabilities. This is Ms. Perry's third year as the 619 Coordinator. The role includes important technical activities related to such things as gathering and evaluating data. The data analysis of federal indicators includes reviews of children's outcomes, their access to inclusive environments, and whether they obtained timely support and services. ADE-ECE, in turn, supports programs to examine their own data and adjust their practices so that children have access to quality programming. Ms. Perry works on ensuring that data is submitted by each entity, that the data includes all required elements, and that the practices used to gather it reflects what is occurring in the early childhood environment. The data helps to determine ADE-ECE's next steps.

Ms. Perry oversees, and reviews use of the entitlement funds offered to over 400 public education agencies and support educators to use the funds not only according to regulation, but also wisely. How programs report that funds will be used is collected and factored into ADE-ECE's monitoring and technical assistance support processes.

Ms. Perry regularly updates the field about national events, initiatives and trends in special education through presentations and professional development at conferences, to school district leadership, and Head Starts agencies and regional groups. Ms. Perry attends national conferences to collaborate with 619 coordinator colleagues across the country to discuss strategies that work, and challenges all are experiencing, and to access guidance from our National TA Centers. Ms. Perry organizes new professional development for programs to access around the state and supports ADE-ECE Program Specialist staff to support the field. Their work entails delivering professional development and technical assistance, regulatory guidance, programmatic guidance, and the sharing evidence-based practices aligned to district identified needs.

Lauren Zbyszinski, Ph.D., LL.M. Director of Professional Learning and Sustainability. Dr. Zbyszinski's background includes teaching preschool, kindergarten, and first grade throughout the state of Arizona. Since her start at ADE, Dr. Zbyszinski has worked to organize all state departments and create a singular professional development track for ECE in Arizona. Her current scope of work includes collaborating with internal partners, external stakeholders, and Arizona educators to support the early childhood education pipeline by establishing a K-3 Formative Assessment system in Arizona. Currently, Dr. Zbyszinski also serves as the President of the National Association Early Childhood Specialists in State Departments of Education. Dr. Zbyszinski holds her PhD in Curriculum and Instruction, with a specialization in Early Childhood Education, in which her research included a focus on Executive Function and Social-Emotional Development in the birth through kindergarten years. As of August, Dr. Zbyszinski has also completed her law degree from Loyola University, during which she proposed social justice reform through social emotional learning and education.

Juliana Panqueva. Fiscal and Compliance Program Specialist. For 6 years, Ms. Panqueva has served as the Fiscal Program Specialist for ADE-ECE with responsibilities for managing federal and State budgets totaling 25 million dollars annually, grants management, purchasing and financial reporting. These responsibilities include monitoring and tracking the expenditures of 600 sub-grants through ADE's Grants Management Enterprise (GME) System. Ms. Panqueva has also developed the budgets for the IDEA-Preschool Special Education Grant, Preschool Development Grant, Head Start Collaboration Office and First Things First Startup strategies.

As part of her commitment to improving the work of ADE-ECE, Ms. Panqueva has developed fiscal guidance documents such as *Guidelines for Reimbursement Requests of Federal and State Funds*, as well as *Fiscal Review Guidelines*. These experiences have motivated her personal commitment to public service, life-long learning and continuous improvement in promoting quality public administration. Ms. Panqueva holds a bachelor's degree in Finance and a post baccalaureate in Management and Leadership.

Terri Clark, Arizona Literacy Director. Ms. Clark was appointed the Arizona Literacy Director for the State of Arizona in June 2012. As Arizona's Literacy Director, Ms. Clark is responsible for working in partnership with the Arizona Department of Education, Arizona Head Start Collaboration Office, First Things First, and other local philanthropic partners to lead statewide efforts in early literacy. As the State Literacy Director, Ms. Clark leads Read On Arizona, a public/private partnership of agencies, philanthropic organizations, and community stakeholders committed to creating an effective continuum of supports to improve language and literacy outcomes for Arizona's children from birth through age eight. Prior to assuming her position as state literacy director, Ms. Clark ran a statewide early literacy organization called

Bring Me A Book that was headquartered in Northern California. Her previous tenure as Executive Director of the Literacy Network of Greater Los Angeles, a coalition of over 250 literacy providers, was an excellent training ground for developing intentional effective literacy interventions and building a seamless delivery system serving over 500,000 literacy learners. Ms. Clark graduated with honors from Brown University.

Michelle Katona, Chief Program Officer, First Things First. Ms. Katona's career has focused on advancing the early childhood and health and human service systems for children and families within local and state government. She is responsible for the oversight and leadership of the statewide program and policy work of FTF which focuses on engagement and partnership with system partners and key stakeholders, leveraging and alignment of resources and supports, implementation and coordination of effective strategies, collaboration and alignment of effective policies, and research and evaluation so that young children receive the necessary services to support their overall development and health. The core program areas include early learning, family support and early literacy, and children's health.

Before taking on the Chief Program Officer position, Michelle was the Chief Regional Officer for FTF since October 2007. In this position she was responsible for the oversight and administration of the 28 eleven-member regional partnership councils. First Things First's regional partnership councils represent the richly diverse communities across Arizona and are responsible for reviewing the strengths and needs of their communities, prioritizing the needs to address and developing a strategic plan to build and expand the early childhood system in their regions.

Amy Kemp, PhD, Dynamic Analysis, LLC. Amy Kemp, PhD is the president and lead evaluator of Dynamic Analysis, LLC. Dr. Kemp works with the Arizona MIECHV program at

the Arizona Department of Health on continuous quality improvement and the coordinated home visitation data system. Dynamic Analysis LLC was founded by Amy Kemp in 2011. Its mission is to support committed individuals and communities in utilizing data-based decision-making and strategic planning to transform their communities and lives. Since its inception, Dynamic Analysis, LLC has worked with community agencies such as Read On Arizona and the North Carolina Partnership for Children as well as state and local agencies such as the Arizona Department of Public Health, the Arizona Department of Education and the Phoenix Public Library to evaluate their ongoing programming and use data to develop strategic plans.

Moe Gallegos, Director, Arizona Head Start Association. Mr. Gallegos has spoken at conferences and seminars across the country on change and leadership in the public sector. His use of laughter and stories from his own personal life help audiences bring perspective to their own ever-changing world. He is a native Arizonan with a bachelor's degree from Northern Arizona University, Certified Public Manager graduate from Arizona State University, Head Start Management Fellows Program graduate from UCLA and certified trainer in the *True Colors* communications tool. Mr. Gallegos has over 45 years of experience in the Human Services field. He spent nearly 30 years in state service holding a variety of positions including Assistant Director in the State Department of Economic Security. For 17 years he was with the City of Phoenix Human Services Department responsible for the city's community action programs, senior programs, homeless initiatives, human trafficking, the largest Arizona Head Start Birth to Five program and the city's Domestic Violence Family Advocacy Center in collaboration with the Phoenix Police Department.

State B-5 Mixed Delivery Description and Vision Statement

ADE-ECE is one of the critical early childhood education partners in Arizona focused on the vision of a family-centered, comprehensive, collaborative, and high-quality early childhood

system that supports the development, health, and early education of all Arizona's children birth through age five. To ensure all children have access to high quality, culturally responsive early care and education that promotes their optimal development it requires a comprehensive early care and education system that is aligned both across the spectrum of settings and with the full continuum of the educational system. In Arizona, this means providing services to all children using the mixed-delivery system of early childhood education. Arizona's mixed-delivery system provides choices for families to seek early care and education in all settings: school district programs; charter school programs; faith-based programs; Early Head Start/Head Start; private child care, including in-home and family, friend, and neighbor care.

Timeline

Timeline for Local Activities			
Quarter	Activities 1 and 2	Activities 3 and 4	Activity 5
1 (Jan – March)	-Convene LPCS in regions to start data review for needs assessments -Participate in <i>Leading by Convening</i> training -Participate in <i>Data Analysis Institutes</i>	-Determine content for BBT messaging -Determine frequency of BBT messaging -Determine ongoing recruitment strategies -Participate in monthly meetings	-In select regions, participate in child care deserts data pilot
2 (April – June)	-Participate in Lectio training	-Share content through BBT -Participate in monthly meetings	-Participate in funding placemat training
3 (July – Sept)	-Participate in Implementation Science training	-Share content through BBT -Participate in monthly meetings	
4 (Oct – Dec)	-Determine strategic plan model -Participate in creating strategic plan for LPC	-Share content through BBT -Participate in monthly meetings	

Timeline for Statewide Activities			
Quarter	Activities 1 and 2	Activities 3 and 4	Activity 5
1 (Jan – March)	<ul style="list-style-type: none"> -Kickoff webinar -Start recruitment for LPCs -Conduct <i>Leading by Convening</i> training -Conduct <i>Data Analysis Institutes</i> 	<ul style="list-style-type: none"> -Determine content for BBT messaging -Determine frequency of BBT messaging -Determine ongoing recruitment strategies -Determine content for PDG website -Secure consultants 	<ul style="list-style-type: none"> -Work with consultant on child care deserts data pilot -Work with consultants on work force development strategies for IHEs and students -Work with Task Force on practice profiles
2 (April – June)	<ul style="list-style-type: none"> -Schedule Lectio training -Conduct training 	<ul style="list-style-type: none"> -Share content through BBT -Participate in monthly meetings 	<ul style="list-style-type: none"> -Conduct funding placemat training
3 (July – Sept)	<ul style="list-style-type: none"> -Schedule Implementation Science Training -Conduct training 	<ul style="list-style-type: none"> -Share content through BBT -Participate in monthly meetings 	
4 (Oct – Dec)	<ul style="list-style-type: none"> -Conduct strategic planning with LPCs 	<ul style="list-style-type: none"> -Share content through BBT -Participate in monthly meetings 	

Program Performance Evaluation Plan

To measure progress on the administration of the PDG B-5 grant, and to ensure the voices of all partners, parents, families, and other community members, ADE-ECE proposes using quantitative and qualitative metrics.

Qualitative Metrics

The Leading by Convening model operates on a leadership design that is a hybrid of the Top-Down Leadership approach and the Bottom-Up Leadership approach. This Hybrid operational style is referred to as *The Partnership Way of Leadership*. This approach hinges on the group having authority over the work, shared perspectives, and the building of relationships across roles and levels. Since relationships and trust are key elements of this model, it is critical

that identification and use of a tool that can “measure progress within the group and ensure that data are representative of growth in the human and adaptive element of change”⁸ is made. The use of qualitative Rubrics to Quantitative Comparison tools, such as, the reflection rubric, allows the LPCs to reflect upon and evaluate the work being done. Such measures of progress are valuable to continuing and sustaining the identified work to be done. For the purposes of the PDG B-5, LPC groups will use the Reflection rubric looking at the depths of interaction as described *Habits of Interaction: Coalescing Around Issues*.

Using the methods outlined in *Leading by Convening: Bringing It All Together*, groups will be brought together at specified points in face-to-face meetings to use the rubric, explore the tallies, and engage in group discussion with respect to where the groups are. For the PDG B-5 initial grant groups will perform and tally results quarterly.

ADE-ECE proposes using the reflection rubric and its prescribed processes with the LPCs as outlined in the *Measuring Progress: Qualitative Rubrics to Quantitative Comparisons* guidance document created by the IDEA Partnership. The steps are detailed below:

⁸ Leading By Convening: A Blueprint of Authentic Engagement

Step One: After an introduction to the rubric (see Figure 3), the LPCs will enter the five Priority areas into each cell under the “Coalescing Around Issues” column. These are referred to as themes. Descriptors in each cell along the “Depth of Interaction” continuum refer to relationship building and the interactions of those coming together around an issue (one of the five priority areas). As reflected by the descriptors, a qualitative rubric, rather than a quantitative, is utilized. As a person reflects on this rubric, (s)he identifies the

Coalescing Around Issues Rubric

Coalescing Around Issues	Depth of Interaction			
	Informing Level (Sharing/Sending)	Networking Level (Exchanging)	Collaborating Level (Engaging)	Transforming Level (Committing to Consensus)
Acknowledging and valuing diversity.	A core group of interested stakeholders disseminates information to potentially interested stakeholders, across roles, to inform them about issues and invite them into the discussion.	Stakeholders from diverse roles exchange ideas and resources with one another. Clarification of role-specific vocabulary is at beginning stages. Outreach to others with a specific focus on roles not yet involved continues.	Diverse stakeholders engage in dialogue about issues. Differences are acknowledged and explored. A common vocabulary begins to emerge.	Diverse stakeholders with diverse perspectives are engaged through multiple ways in active collaborative dialogue about issues in order to reach consensus about priorities and future research, policy and practice opportunities.
Researching and agreeing on relevant data.	Personal and professional experiences (anecdotal) are the primary source of evidence for consideration.	Stakeholders consider what other data beyond personal stories could be a source of evidence and begin collecting relevant data and resources.	Stakeholders identify relevant data from across disciplines and examine for common themes for understanding (collective analysis).	Through consensus, stakeholders agree on the anecdotal and research data from various perspectives and sources relevant to the issue.
Decision making through consensus.	Core group identifies an issue of importance.	Stakeholders contribute to the discussion, bringing in other perspectives.	Stakeholders contribute to and create a shared vocabulary. They reach across systems to review, critique and revise and/or confirm the issue to be addressed.	Through consensus, stakeholders determine the specific aspects of the issue that the group will move forward to influence.
Coalescing to move to future work together.	Core group intentionally shares with others, who are not already stakeholders, the reason for caring about this issue, meeting one-on-one with targeted persons, organizations, etc.	Stakeholders are intentional about inviting new members into the group work and being purposeful in getting the people in the same room to work together.	Stakeholders develop grounding documents (mission, vision, guiding principles and ground rules). Stakeholders develop and agree on a process of continued communication that fits their needs.	Through consensus, stakeholders develop a set of actionable goals that define the work scope of the effort. Relationships are built for strategic advantage.


Leading by Convening: A Blueprint for Authentic Engagement
 (c) 2014 IDEA Partnership 

Figure 3

depth of interaction for each theme; Reading/Literacy, Inclusion, Workforce Development, Coaching Models, and Childcare Deserts. Following such a reflection, it is suggested that a group also participated in such a reflection to garner group level data.

Step Two: When the LPCs gather, each individual will read, reflects, and rates the status of coalescing. Each of the members has one colored dot for each theme.: as each person reads and reflects on the themes, they place a dot in the cell that most accurately describes their individual perception of the status. This process is then repeated for researching and agreeing on relevant data, as well as for decision making through consensus and coalescing to move to future work together.

Step Three: The number of dots in each cell is then converted to a percentage, relative to all dots in the row. The conversion from raw number of dots to a percentage is important, as the

number in the group will change over time, making raw data not useful for comparison, while conversion to a percentage can be compared over time.

Step Four: Subsequent group reflection are performed each quarter. At these times group members each have another four dots of a different color. The process is repeated for each theme, reflecting on the status at each point in time.

Step Five: For each subsequent quarter the number of responses in each cell is converted to a percentage. This data allows groups to see how the depth of interactions have evolved.

Step Six: Groups should be actively revisiting the agreed upon data sources and posing the following two questions to the group:

- How do engagement indicators align with practice change data?
- How can the data sets help us plan for next steps?

These questions allow LPC stakeholder members to understand and articulate contributions to the results.

Quantitative Metrics

Kindergarten-readiness

The National Association of Education for Young Children (NAEYC) recognizes that children are not innately “ready” or “not ready” for school. Their skills and development are strongly influenced by their families and through their interactions with other people and environments before coming to school (NAEYC, 2004). The commonality amongst the varying definitions establishes the expectation for a comprehensive approach to school readiness and emphasizes the role of the adults in a child’s life as the key to developing readiness for school. This reflects a movement toward a more holistic view of school readiness that encompasses each

of the domains of development. Building on the work of NAEYC and Head Start, Arizona defines school readiness as:

Arizona’s young children will demonstrate school readiness through the Essential Domains of Language and Literacy development, Cognition and General Knowledge (including early mathematics and early scientific development), Approaches to Learning (curiosity, initiative, persistence, creativity, problem-solving and confidence), Physical Well-Being and Motor Development and Self-Regulation of Attention and Emotion (including Social and Emotional Development). Intentional development of skills and knowledge in these domains establishes a critical foundation for children to engage in and benefit from opportunities to learn (Arizona’s School Readiness Framework).

“Kindergarten entry assessments, which some states call ‘kindergarten readiness assessments’ or ‘kindergarten entry inventories,’ are intended to guide a teacher’s instructional practice. They may include direct assessment of children’s skills, teacher observations, or both. They’re intended to give teachers a well-rounded picture of the whole child, including his or her academic, social, and physical development” (Samuels, 2017). The KDI/K-3 Formative Assessment consortium was launched in 2013 through an effort led by North Carolina. The Kindergarten Developmental Inventory (KDI) is an assessment that kindergarten teachers will use to obtain an in-depth understanding of the developmental strengths and needs of every child. It is intended to be used as a formative assessment—as a tool used throughout the entire school year to help teachers identify the depths of each child’s knowledge and abilities in all areas of development: (1) Social and Emotional, (2) Language and Communication, (3) Approaches to Learning, (4) Cognitive, and (5) Physical and Motor Development.

In 2016, the Arizona Department of Education launched a field test study, inclusive of grades K-3, with an added companion effort to capture teacher and administrator reflection. In June and July 2017, the Arizona Department of Education, with the help of teachers and stakeholders, and informed by field test reflections, reviewed vendor responses, to determine the most appropriate tool for the K-3 Formative Assessment. Approved in August by the State Board

of Education, the vendor *Teaching Strategies, LLC* was selected as Arizona’s recommended KDI and K-3 Formative Assessment. By adopting such an assessment, Arizona has ensured that teachers will have access to a research-based, comprehensive, ongoing observation-based assessment system that helps to observe children in the context of everyday experiences, which, according to research, is the most effective and developmentally appropriate way to discover children’s readiness levels.

Based on 38 objectives for development and learning, including predictors of school readiness and success, and aligned with Arizona state standards, the Kindergarten Developmental Inventory and K-3 Formative Assessment is user-friendly, inclusive of all children, and helps teachers use assessment data to inform planning, individualize instruction, and build relationships with each child. Like the varied and diverse terrain of Arizona, our children throughout the state represent a range of experiences, backgrounds, and abilities. There are a lot of misconceptions about what school readiness looks like (singing the alphabet song, counting to ten, writing their name). While these are important skills, they do not represent the comprehensive knowledge and skills that children must have to be fully prepared for the kindergarten curriculum and standards (*Arizona’s School Readiness Framework*). By including objectives that span all important areas of development and learning, Arizona teachers have a way to support the whole child and help ensure their success in school and in life. “We have entered a new era in early childhood education. Parents understand more than ever the relationships between early learning and development and kindergarten readiness and future academic success. Every day, early childhood teachers are confronting the challenges of serving all children equitably” (Krasnoff, p. 1, 2015). Having a clear picture of children’s needs upon

kindergarten entry allows teachers to appropriately plan curriculum throughout the year so that children can meet the rigor of the K-12 setting.

In 2016, to determine the number and percentage of PDG-funded children ready for kindergarten, Arizona sampled data from fifty percent of TSG portfolios for those children enrolled in PDG. In the school year 2015-2016, there were 1,252 children in slots funded by PDG. Of those 1,252 children, data was received on 1,007 children. ADE-ECE sampled 50% of those children's portfolios (504 portfolios), determining 438 children (87%) were ready for kindergarten. To determine “readiness,” the Teaching Strategies Gold Snapshot Report was utilized. From this report the number of children “Meeting and Exceeding” was extracted to show the age-level expectations upon the final reporting point for the school year. Additionally, there is an alignment of the TSG objectives to the Arizona Early Learning Standards, the standards used for a child upon exiting preschool and entering kindergarten. Therefore, if the child is meeting or exceeding the TSG objectives in the 4-year old color band, then it can confidently be concluded that child is meeting or exceeding Arizona's Early Learning Standards and is ready for kindergarten. As indicated above, the work of implementing the Kindergarten Developmental Inventory has now provided Arizona with an additional, more concise report to show the importance of kindergarten readiness and the impact Arizona B-5 initiatives have on such readiness.

KDI Implementation and Lessons Learned

This dynamic, highly engaging process of assessing children utilizing the KDI/K-3 Formative Assessment requires the intentional observation of children to truly understand their individual learning needs. To fully support implementation of the KDI statewide, ADE invited interested schools to enter a Partnership Agreement: the tool, professional development, and support are provided by ADE and *Teaching Strategies LLC*, with the ask that in return schools

will help to inform on the implementation process. Participating schools were asked to assemble teams inclusive of K-3 educators, district level and site-based administration, curriculum and assessment decision makers, K-3 special education staff, and literacy coach/leadership team member. Participating teams were provided professional development on effective instructional strategies to gather multiple forms of evidence (to include, but not limited to: observational/anecdotal notes, samples of meaningful work, voice recorded language samples, and photographs) along with the technical assistance in developing an understanding of the KDI/K-3 Formative Assessment tool.

During the 2018-2019 school year, participating teams engaged in professional development to strengthen knowledge in the following: multiple dimensions of formative assessment, Arizona's Balanced Assessment Framework, Implementation Science, social-emotional learning, language and literacy, and mathematics. The goal of the professional development component was to increase both the awareness and implementation of evidence-based practices in classrooms across Arizona, to promote a deeper understanding of a whole-child approach where the benefits of an authentic formative assessment can be realized, and children thrive. Recognizing this endeavor could not be completed by ADE alone, a partnership with Virginia G Piper Charitable Trust was formed to support a collaboration with the Alesi Group, LLC to provide professional development and support to all kindergarten teachers, administrators, coaches and all other educators providing support to kindergartners in Arizona.

In this first year of implementation (18-19 school year), over 25 school districts and 3,000 children, kindergarten through 3rd grade, are participating in the partnership agreement process. Like processes in evaluating children's readiness, Arizona believes that a combination of qualitative and quantitative data is vital to properly reflect on successes, challenges, and

lessons learned in the implementation process. Therefore, during the school year, quantitative data was pulled in the means of the TSG Assessment Status Report and Documentation Status Report. Qualitative data was also collected through online surveys and in-person Town Hall sessions with the teachers and administrators. Quantitative results showed, at three months into the school year, only 10% of the 3,000 children had data added to their portfolios. Qualitative data found teachers depicting a similar concern: although provided with the technical assistance training, and the Alesi Group Kindergarten Experience professional development on classroom strategies, teachers do not possess the content knowledge and thus confidence level to fully understand and utilize the formative assessment process. In addition, qualitative data gleaned from administrators shows a lack of understanding of the KDI connecting to the larger system of K-12 education.

It is Arizona's plan to learn from this data and restructure the professional development component of the KDI Partnership Agreement, beginning in the 2019-2020 school year. The new structure of the PD component will be: build content knowledge, followed by classroom strategy development, and finally topped with technical assistance and training on the KDI tool. It is believed that this new structure will answer the call from teachers to develop their content knowledge in important child development areas and use that foundation to build upon with strategies and classroom practices (including the KDI and formative assessment). To allow for this work to continue supporting the B-5 system collaborating with the elementary system, ADE-ECE has partnered with ADE's K-12 unit to utilize their *Teaching Reading Effectively* training as the "build content knowledge" portion of the professional development plan. As described on the Arizona Department of Education website:

In support of A.R.S. 15-701- *Move On When Reading*, A.R.S. 15-704- *AZ READS*, and Arizona’s ELA standards, the Arizona Department of Education is providing *Teaching Reading Effectively*. This 5-day course is strongly aligned to the Arizona ELA Standards- ELA Foundational Skills (K-5), Writing Foundations (K-5), Reading Standards for Literature and Informational Text (K-5) and Language Standards (K-5). The content includes current research and evidence-based practices that are necessary for the development of the technical skills of reading along with academic vocabulary and deep comprehension. Important components of an effective comprehensive reading program designed to develop proficient readers, competent writers and critical thinkers are included in this material. While the training is designed for K-5 instruction, it provides excellent information for K-3 teachers, K-5 special education teachers, K-5 literacy coaches, and K-5 administrators.

Arizona believes TRE will be a positive addition to the Partnership Agreement professional development. Not only will it build content knowledge of teachers, it will also coincide and support the team component of the partnership and will assist administrators in building capacity on connecting the work to the larger system of early childhood to K-12 education (through the connection to the listed state statutes). In addition, existing data on TRE shows TRE participants make exponential growth in in their understanding of the pillars of early literacy because of the training (see Table 4).

Table 4.		
Average Pre-test Participant Score	Average Post-test Participant Score	Average Participant Growth
38%	86%	48%

Arizona’s PDG B-5 Goals and Logic Model

- To prepare more children from vulnerable populations to enter school prepared to succeed.
- To create a family-centered, comprehensive, collaborative, and high-quality early childhood system that supports the development, health, and early education of all Arizona’s children birth through age 5.
- To use collaboration and coordination of the early childhood education system to maximize parent knowledge and choice; engage all partners with a vested interest in Arizona’s children ages 0-5; leverage our resources (time, money, and energy) to ensure work is aligned and coordinated so as not to duplicate or supplant other federal or state initiatives.

Inputs	Activities	Outputs	Short-term Outcomes	Long-term Outcomes	Evaluation Plan
<p><i>To accomplish our goals, we will need the following resources:</i></p> <ul style="list-style-type: none"> -Funds from this grant -Read On Arizona matching funds/in-kind supports -ADE personnel support (5 Education Program Specialists; 1 Fiscal Program Specialist; 1 Early Childhood Education Director; 1 Deputy Associate Superintendent) 	<p><i>Accomplishing the following activities will result in achieving our measurable deliverables:</i></p> <ul style="list-style-type: none"> -Create local planning committees (LPCs) to conduct needs assessment -Provide professional development and technical assistance on strategic planning process to LPCs -Convene monthly meetings to share best practices 	<p><i>Our measurable deliverables will be:</i></p> <ul style="list-style-type: none"> -Changes in methods used to engage families -Increased capacity to make data-based decisions, to conduct program evaluation, and to plan for successful implementation -Increased capacity to support high-quality early language and literacy development supports 	<p><i>We expect the following measurable changes within the life of the grant:</i></p> <ul style="list-style-type: none"> -More opportunities for State agency partners and outside organizations to collaborate and create more alignment -More regularly scheduled opportunities for providers and families to meet so families’ voices are heard and used for planning -More schools have information on successful transitions from preschool to K 	<p><i>We expect the following impacts/trends within the next three to seven years or more:</i></p> <ul style="list-style-type: none"> -More children from vulnerable populations enter school prepared to succeed -More children will have access to high-quality ECE programs -More children will have smooth transitions to K -More children will meet 3rd grade reading proficiency levels 	<p><i>We will know we are making progress if the following happens:</i></p> <ul style="list-style-type: none"> -The percentage of children in quality learning settings will increase -Kindergarten-readiness will be measured using the Kindergarten Developmental Inventory (KDI) -More students will be identified as on track to meet 3rd grade reading proficiency level

Sustainability Plan

In a brief on scaling-up initiatives after implementation evaluation indicates strategies are working, Fixsen et al⁹ says scaling-up requires a focus on the entire system, “directing capacity development efforts to appropriate levels; and connecting communication and data systems across these levels so a transformed system can emerge.” Arizona envisions leveraging the LPC membership partnerships and the *Leading by Convening* model to build regional and statewide capacity by establishing supports in each of the identified regions. Each of the regional LPCs will be instrumental in identifying and establishing the infrastructure supports necessary to implement the identified shared best practices. The goal of each of the LPCs will be to implement and provide guidance on best practice initiatives that capitalize on local strengths and resources but that can also account for and respond to anticipated challenges/barriers appropriately as the initiatives are scaled-up. These efforts will center on regular communication and practice-based feedback systems among the LPC membership. This will create an on-going capacity for addressing local, regional, and statewide issues, and work to address challenges/barriers by aligning to resources and systems.

During the planning year, the LPCs will have met regularly to analyze local and state data related to the early childhood system within their community and the state. Based on these regional convenings and because of coalescing around the five priorities identified in **Activity Four**, implementation best practices (innovations) will be identified, and readiness (infrastructure capacity) will be assessed. Arizona recognizes both innovation and infrastructure supports are necessary to establish and maintain cross-sector widespread use. Arizona’s goal is to

⁹ Fixsen, Blasé, Hornr, Sims, & Sugai, *Scaling-up Brief*
(<https://sisepp.fpg.unc.edu/sites/sisepp.fpg.unc.edu/files/resources/SISEP-Brief1-Scalingup.pdf>)

demonstrate the value of each of these identified innovations and infrastructure supports within the regional communities and develop capacity around them.

Arizona has received significant support from its partners for the PDG B-5 grant application. The grant will support the continued development of Arizona's ECE system infrastructure in specific, targeted ways as. Arizona recognizes this opportunity is for one year and has created a theory of change and logic model for effectively improving practices of ECE partners and outcomes for children and families. To sustain these gains, Arizona will continue to leverage relationships, partnerships, and collaborations to build continued support for high-quality early learning for its youngest citizens.

As identified in the **Introduction**, Arizona's governor and the governor's office of education, are key collaborative partners to the implementation of the PDG B-5 grant. Leveraging the energy of all the supporters of the AEPM, and key ECE organizations will be key to sustaining the outcomes of the PDG B-5 grant. Key partners include ROA, FTF, and the HSSCO. As detailed in **Activity 1**, these partners have participated in developing common goals focused on communicating the importance of investing in ECE, improving access to high-quality early learning experiences across a wide spectrum, improving the workforce through professional development and work with Arizona's institutes of higher education, increased preventative health initiatives with a focus on school readiness, and creating sustainable systems to support Arizona's children in early grade success.

The Early Childhood Development and Health Board serves as Arizona's State Advisory Committee and is a lead partner to advancing the early childhood system for young children with an emphasis on improving the quality of early learning across the mixed service delivery. The governing board is made up of 9 members chosen to represent the state's diversity. The AZDES, AZDHS and the Superintendent of Public Instruction, or their chosen designees, serve as non-voting *ex officio* members. The appointees include men and women, Democrats, Republicans, and an Independent from six counties. Each member brings experience in early education, K-12 education, health care, juvenile justice, higher education, philanthropy, business and Tribal government. All members have been confirmed by the Senate. The collaborative relationship between ADE-ECE and FTF will be critical to ensuring the work accomplished during the PDG B-5 grant period are embedded in the larger ECE system. Thus, becoming sustainable.

The 28 FTF Regional Councils meet the diverse needs of Arizona communities. Not only do they make decisions about which early childhood strategies will be funded but they work within their communities to ensure that what children in their community get what they need to arrive at school healthy and ready to succeed. FTF Regional Councils actively advocate for both statewide local attention to ECE issues. The collaborative relationship between the regional LPCs and FTF Regional Councils will be critical to ensuring the work accomplished during the PDG B-5 grant period are embedded in the local ECE system. Thus, becoming sustainable.

In addition, the state's early literacy initiative, Read On Arizona, is guided by an advisory board with representatives from: First Things First, Arizona Department of Education, Head Start State Collaboration Office, Arizona Community Foundation, Helios Education Foundation, Virginia G. Piper Charitable Trust, the Bob & Renee Parsons Foundation, Nina Mason Pulliam Trust, as well as the Governor's Office of Education, Arizona State Board of Education, and local and regional community organizations. Its collective vision and mission are aligned with both the priorities and objectives of this federal grant initiative as well as the specific goals, objectives and outcomes of the Preschool Development Grant proposed project.

Conclusion

In conclusion, Arizona's ECE system is committed to effecting change on a scale necessary to meet Arizona's goals of increasing the percentage of three and four-year old children in quality early learning settings and improving third grade reading proficiency. This effort includes leaning into system-wide collaboration and coordination; maximizing parent knowledge and choice; engaging partners and stakeholders at the local and state levels; connecting the goals and activities of this plan to our vision; and taking every opportunity to use data to help us create strategic activities that match our needs. The PDG B-5 grant will provide Arizona with the necessary funding to implement our plan effectively, efficiently, and with fidelity.

Budget and Budget Justification

Table 5. Budget Summary by Budget Category

1. Personnel	\$315,000
2. Fringe Benefits	\$110,250
3. Travel	\$26,320
4. Supplies	\$1,000
5. Contractual	\$821,132
6. Other	\$41,494
7. Total Direct Costs	\$1,315,196
8. Indirect Costs	\$81,610
9. Total Grant Funds Requested	\$1,396,806

1. **Personnel.** ADE-ECE will be the administrative home of the grant. We view this as an opportunity to coordinate and collaborate among our partners to increase the quality of Arizona’s ECE system. ECPS are currently regionally-assigned to support programs. The ECPS will be responsible for coordination and facilitation of the regional events, evaluation, planning and exploration of our current early childhood delivery system. Based on the time and effort to be undertaken by ADE/ECE staff, it is anticipated the human resource investment in the administration of the grant will cost \$315,000 per year. Specifically, personnel resources have been allocated for the following 5.45 full time employee (FTE) ADE positions:
 - ***Deputy Associate Superintendent for Early Childhood Education*** (0.25 FTE @ \$20,000 per year): Responsible for leading the ADE/ECE unit, provide statewide guidance and coordination with partners on ECE systems-building, coordination with the institutes of higher education to increase certification opportunities and improved quality student-teaching and practicum options, and ensuring MOUs, ISAs between ADE and partners are fulfilled.
 - ***Early Childhood Director*** (1 FTE @ \$65,000 per year): Responsible for providing coordination and oversight of the collaboration with the our ECE partners, as well as oversight of the regional activities facilitated by the ECPS in the identified 7 LPCs.
 - ***Finance Program Specialist*** (0.20 FTE @ \$10,000 per year): Responsible for fiscal oversight of the grant during the grant period, working directly with our procurement office to ensure Contracts, MOU’s, ISA’s are fully executed.

- **Early Childhood Program Specialist** (3.0 FTE @ \$55,000 per year): Responsible for grant implementation activities that include, facilitation of regional meetings, professional development, technical assistance and support to the LPCs through the ECQUIP process in reviewing the local LEA literacy plan.
2. **Fringe Benefits.** Funding for the employee-related expenses (ERE) portion of the budget is based on standard ERE required by ADE. The rate for ADE is 35% of the total salary for a staff position and includes actual rates that are consistent with other funds charged, as well as actual costs designated by the State of Arizona for all standard benefits offered to employees and charged to agencies (FICA, Medicare, Retirement, Long Term Disability, Workers Compensation, etc.). The total benefits cost for personnel during the planning year of the grant period will be \$110,250.
 3. **Travel (In-state).** Travel is essential to the success implementation of the grant. The 7 targeted LPCs are spread over 9 regions around the state. The State of Arizona has a travel policy that is consistent with other mandated travel policies across all State agencies. This policy has a mandatory application of costs for employee-related travel and includes meal per diems, reimbursement of mileage, lodging, and other travel-related expenses. The projected travel expenses for the planning year will cost \$16,320 for 12 two-days in-state trips for 4.0 FTE. These travel funds are essential to conduct the regional collaborative meetings in each of the 7 LPCs. The factors used to calculate in-state travel costs are detailed in Table 6.

Table 6. Travel Costs per Region			
Region	Per Night	Per Day Motor Pool	Per Diem Meal
Maricopa	\$ -	\$ 52	\$ -
Pima & Santa Cruz	\$ 119	\$ 52	\$ 56
Yavapai	\$ 146	\$ 52	\$ 56
Coconino, Navajo & Apache	\$ 146	\$ 52	\$ 56
Cochise	\$ 94	\$ 52	\$ 45
Yuma	\$ 94	\$ 52	\$ 45
Mohave & la Paz	\$ 94	\$ 52	\$ 45

Out of State travel. The annual set aside amount for technical assistance is in the amount of \$10,000 to participate in the annual grantee meeting in Washington DC. The estimated cost of the travel line item is: 26,320.

4. **Contractual.** All contracting done by ADE is conducted through established state statutes for entering into a financial agreement with another entity. ADE utilizes financial and procurement processes that are consistently used across all funding sources and allowed by State Procurement Laws under the Code of Federal Regulations (34CFR Parts 74.40- 74.48 and Part 80.36) and provide the greatest public benefit. ADE follows State

procurement requirements to determine if standard procurement contractual agreements are established or if other procurement processes must be executed to achieve financial agreement with another entity. ADE is proposing contractual commitments that are necessary to build a statewide infrastructure; this investment will target the following areas:

Professional Development Sponsored by ADE: This includes payment to enterprises or national speakers for providing focused professional development such as Data Analysis Institutes, Implementation Science and Lectio Program Design Evaluation, kindergarten transitions. The estimated cost of these trainings is \$150,000.

Communication and Parent engagement: The 3 elements Arizona PBS will provide to reach out families to encourage their involvement in their LPCs are: Bright by Text with an estimated cost of \$10,000, on-air informational spots for 6 months and social media promotion for an estimated cost of \$25,000 and PBS KIDS character costumes, cost per character appearance \$250 each. The estimated cost of this partnership is \$37,000. Also, the development of a PDG B-5 website that will include website creation and implementation; code implementation for live stream broadcasts; monthly content updates to include all text, photographic images, and video content; and monthly maintenance to include code updates, firmware updates, and security updates. This project will also include on-site documentation of LPC activities through photos and video content. The estimated cost of these communication activities is \$190,000. The total estimated cost is: \$227,000.

Career and Professional Network: The Arizona Higher Education Accreditation (AzHEA) Project will work with 10 institutes of higher education to support their work toward NAEYC accreditation. This work will include Site visit fees, accreditation fees for renewing programs, accreditation coach and facilitator, the estimated cost is \$159,132.

Technical Assistance: This includes payment to experts and advisors that will help support the needs of the ECE higher Education student, offering direct guidance and to help create a culture of higher education literacy and identity in the ECE workforce and set clear paths to degree completion. The estimated cost of the advisor is \$55,000 a year.

Read on Az: 7 LPC Data Analysis (2-day) Institutes: Prepare/develop Data Analysis packages for each LPC, including project management, data analysis coordination and capacity building: \$180,000. MapLIT integrated data system: Maintain and develop enhancements identified during planning process to support needs assessment, develop toolkit: \$50,000.

The overall Contract line item total is: \$821,132

- 5. Supplies.** A reasonable, limited amount of office and project materials and supplies are needed for the effective, efficient implementation of the grant and is consistent with other federal grant applications. Office materials and supplies include small, expendable, daily use

items such as paper, post-its, binders, staplers, writing utensils, organization file folders, and stationary/envelopes. These are estimated to cost \$1,000.

6. **Other Operating Expenses.** ADE has projected the budget for “other” to be \$41,494 as detailed in Table 7. The expenses paid under this grant will be minimized by come costs being shared with other ECE funding sources. The estimated “Other Operating Expenses” are based on recent actual costs for similar federal grant project budgets determined by the ADE and the Arizona Department of Administration for all State agencies.

Table 7. Other Operating Expenses	
Telephones/ Communication Services (\$750/FTE)	\$4,088
Internet Access (Mgmt. Info Sys) (\$1,450/ FTE)	\$7,903
Rent/Occupancy (\$7,752/FTE)	\$26,180
Printing	\$1,363
Awards (\$15FTE)	\$82
Insurance/ Risk Management (\$345/ FTE)	\$1,880

7. **Total Direct Costs:** The total Direct funds amount is: \$1,315,196.
8. **Indirect Costs.** ADE has an Indirect Cost Rate (#2017-127) for a fixed rate of 15.2% of total Direct Costs. The total Indirect Cost amount is \$81,610.
9. **Total Grant Funds Requested.** The Total Funds Requested amount is \$1,396,806.
10. **Commitment of Non-federal Resources.** First Things First scholarships in the amount of \$300,00 and Read On Arizona Literacy Director in the amount of \$150,00. Both are in-kind funds as detailed in the **Appendix**

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