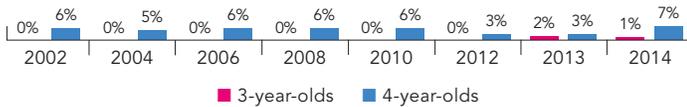
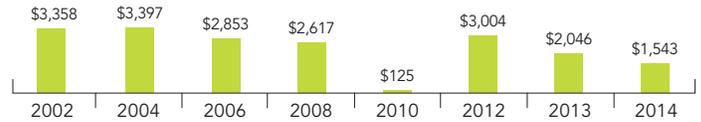


Arizona

PERCENT OF STATE POPULATION ENROLLED*



STATE SPENDING PER CHILD ENROLLED* (2014 DOLLARS)



In 1991, Arizona began funding preschool education programs. The Early Childhood Block Grant (ECBG) supported supplemental services for preschool, full-day kindergarten, and first- through third-grade education from 1996 to 2010. Children qualified for ECBG-funded programs if their family income was at or lower than 185 percent of the federal poverty line. ECBG prekindergarten funds were distributed to school districts, including a requirement that some of the funding was to be passed through to either private child care centers or faith-based programs. For preschool programs to receive ECBG funding, they had to be approved by an organization approved by the state, such as the National Association of Education of Young Children (NAEYC). Due to budget constraints, ECBG funds were frozen in the fiscal year 2010 and then revoked. In the 2010-2011 or 2011-2012 school years, no financial support was offered for this program.

In 2006, the voters of the state of Arizona established the Early Childhood Development and Health Board, also known as First Things First (FTF). FTF is the funding and administrative authority for Quality First Scholarships and has a partnering agreement for service delivery with the local United Way affiliate. Programs participating in the QRIS, Quality First, received incentive packages including Quality First Scholarships. Funding is allocated by each FTF Regional Partnership Council; funding opportunities are related to the amount allocated in each region. Regional Partnership Councils, including 18 geographically defined Councils and 10 tribal Councils that span the entire state, administer FTF. Private child care, public schools, Head Start settings, tribal governments, and faith-based centers are qualified to collect grant funds.

Quality First Scholarships are awarded to early care and education programs that have achieved the quality levels in the state's QRIS, Quality First. In the 2013-2014 school year, more children were served, as there was an increase in the number of programs achieving quality levels in the QRIS. Children are only counted as enrolled if they are served in programs with a Quality, Quality Plus, or Highest Quality rating; total funding reimbursement to programs is based on attendance rather than enrollment.

All participating early care and education program administrators and lead teachers are required to participate in introductory training on the Arizona Early Learning Standards. All programs must align curriculum with the standards to participate in Quality First Scholarships. Arizona is developing a workforce registry, and will track data on teaching staff education and qualifications. The state is also working to develop a kindergarten developmental inventory instrument that will be used at kindergarten entry. Implementation is planned for the 2016-2017 school year.

In 2014, Arizona was awarded a competitive federal Preschool Development Grant for \$20 million.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
34	22

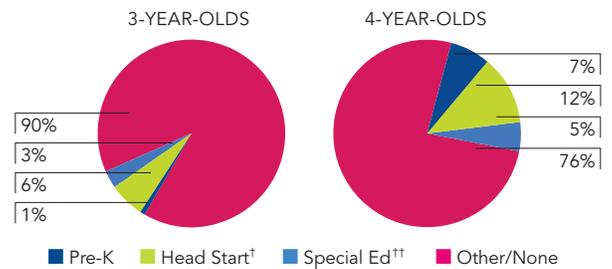
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
41	41

QUALITY FIRST SCHOLARSHIPS

ACCESS

Total state program enrollment	7,977
School districts that offer state program	74% (Regional Partnership Councils) ¹
Income requirement	200% FPL
Hours of operation	Determined locally ²
Operating schedule	Determined locally ²
Special education enrollment, ages 3 and 4	8,964
Federally funded Head Start enrollment, ages 3 and 4	15,851
State-funded Head Start enrollment, ages 3 and 4	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



† Some Head Start children may also be counted in state pre-K.
 †† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	12 credit hours in ECE or CDA ³	BA	<input type="checkbox"/>
Teacher specialized training.....	12 credit hours in ECE or CDA ³	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree.....	HSD	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	18 clock hours/year	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size.....	20 or lower	<input checked="" type="checkbox"/>
3-year-olds	18		
4-year-olds	20		
Staff-child ratio	1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:9		
4-year-olds	1:10		
Screening/referral	Immunizations;	Vision, hearing, health; and	<input type="checkbox"/>
and support services	and support services ⁴	at least 1 support service	
Meals	Depends on length of program day ⁵	At least 1/day	<input type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET

5

RESOURCES

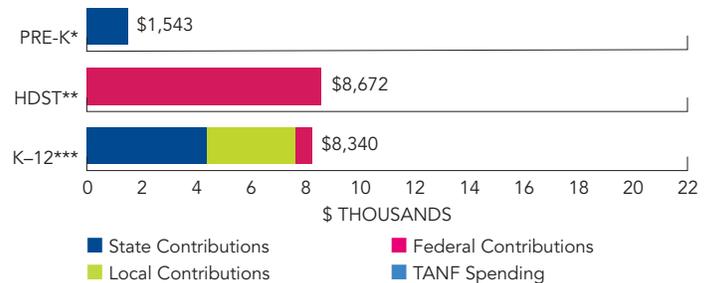
Total state pre-K spending	\$12,306,790
Local match required?	No
State spending per child enrolled	\$1,543
All reported spending per child enrolled*.....	\$1,543

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '13-'14 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ FTF Regional Partnership Councils include 21 geographically defined Councils and 10 tribal Councils, which span the entire state. The 21 geographically defined Councils are largely constructed along county lines, except for major metropolitan areas of Phoenix and Tucson, which have eight and three Councils respectively. The count of 23 also includes three of 10 tribal Regional Partnerships Councils, defined by tribal land (reservation) boundaries, and includes separate child counts from the geographic county in which the tribal land is located.

² The most common operating schedule in public school settings is a part-day schedule, which is a minimum of 3 hours per day (no less than 12 hours per week) and no less than 3 days per week on a school year calendar. The most common operating schedule in nonpublic school settings is school- or extended-day for a full calendar year.

³ In the early care and education program, both public and nonpublic settings must meet minimum standards for the program as a whole: for participants in Pre-Kindergarten and Quality First scholarship programs, 25% of Lead Teachers must have at least 12 college credit hours in early childhood or related fields OR a certificate of completion in ECE or

child development from a community college OR a CDA. Certification was not required in the 2013-2014 school year, though the Arizona Department of Education requires lead teachers in all public school early childhood programs to be certified in Early Childhood Education (B-3rd) as of July 2012.

⁴ Support services include parent involvement activities, transition to kindergarten activities, and parent conferences and/or home visits.

⁵ Programs are required to follow state child care licensing regulations. Children enrolled two to four hours receive one or more snacks; children enrolled four to eight hours receive one or more snacks and a meal; children enrolled nine or more hours receive two snacks and at least one meal.