XVII. APPENDIX TABLE OF CONTENTS

The Appendix must include a complete Table of Contents, which includes the page number or attachment number, attachment title, and relevant selection criterion. A sample table of contents form is included below. Each attachment in the Appendix must be described in the narrative text of the relevant selection criterion, with a rationale for how its inclusion supports the narrative and the location of the attachment in the Appendix.

#	Attachment Title	Relevant Selection Criterion
A	**Making Kids Count: Giving Babies a Smart Beginning**	**A(1)**
B	**I Am Ready to Succeed: Arizona's School Readiness Action Plan**	**A(1), B(1)**
C	**Arizona's Education Reform Plan**	**A(1), E(1)**
D	**Child Care Market Rate Survey 2010**	**A(1), B(2), B(4)**
E	**First Things First 2011 Annual Report**	**A(1), A(2), B(2)**
F	**Arizona Early Learning Standards**	**A(1), B(1), C(1)**
G	**Quality First Points Scale**	**A(1), B(1), B(3), C(1)**
H	**FY 2012 – Tobacco Funds – Family Support – By Strategy**	**A(1)**
I	**The Vision for Early Childhood Home Visiting Services in Arizona.**	**A(1), C(4)**
J	**First Things First State Statute**	**A(1), A(3)**
K	**First Things First Tribal Consultation Policy**	**A(1), E(1)**
L	**ADE & FTF Child Identifier Matching Requirements and Logic**	**E(2)**
M	**Program Guidelines for High Quality Early Education.: Birth through Kindergarten**	**A(2), B(1), C(1), C(4)**
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R	**FTF Responsible Governance Statement**	**A(3)**

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BB	**Arizona State Literacy Plan**	**C(1), Invitational Priority #4**
CC	**ELS Revised Implementation Plan 2011-2013**	**B(1), C(1), Invitational Priority #4**
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FF	**Final State Advisory Council Grant Application with Budget**	**C(1)**
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II	**Figure 1: Arizona's Professional Development System: Current Degree and Curriculum Alignment**	**D(1)**
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XX	**Workforce Knowledge and Competency Framework (CKEC) Revision Plan**	**D(1)**
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CCC	**Arizona Partnerships with Tribes: Native Language Acquisition**	**C(4)**
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EEE	**Letters of Intent & Support – Philanthropic Organization**	**A(3), A(4), E(1), Invitational Priority #5**
FFF	**Letters of Intent & Support – Early Childhood Education Organizations**	**A(3)**

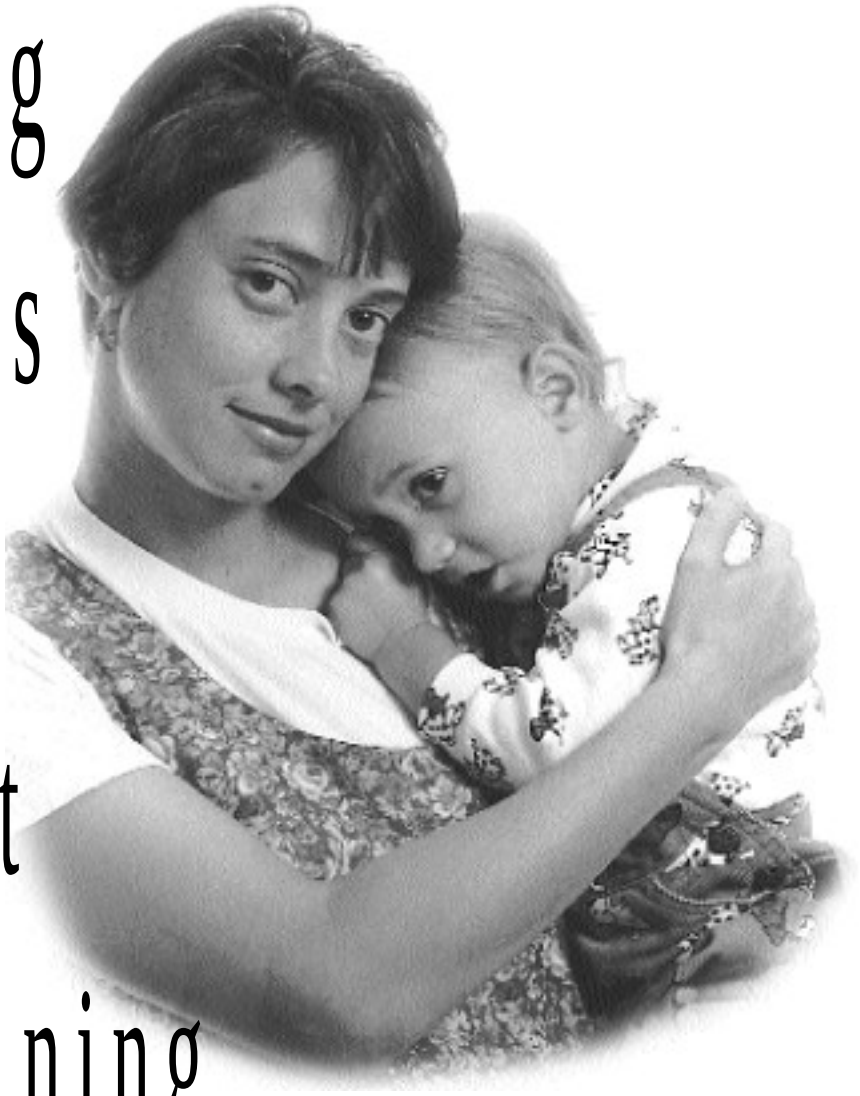
GGG	**Letters of Intent & Support – Regional Partnership Councils**	**A(3)**
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Note to Reviewers: In accordance with TA guidance, we have included complete copies of our standards, guidelines and core competencies. These documents alone substantially exceed page length recommendations. To keep appendices manageable we abridged several other documents, retaining portions that contain the evidence referred to in the narrative and deleting extraneous information.

ATTACHMENT A – Making Kids Count: Giving Babies a Smart Beginning

Make Kids Count

Giving Babies a Smart Beginning



Children's Action Alliance

Southwest Human Development

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Children's Action Alliance and Southwest Human Development are grateful to the members of the Smart Beginnings steering committee for their leadership, dedication, and guidance on this important project.

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Children's Action Alliance (CAA) is a nonprofit, nonpartisan, research, education, and advocacy organization dedicated to promoting the well-being of all of Arizona's children and families.

Southwest Human Development (SWHD) is a nonprofit, community-based, service organization committed to providing a continuum of quality direct services to children and families.

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Children's Action Alliance and Southwest Human Development have partnered to create the Smart Beginnings project. The Smart Beginnings project brought together a steering committee comprising community, business, religious, and government leaders to raise awareness of the importance of ensuring that all Arizona children reach adulthood having experienced a healthy and nurturing early childhood. The goals of the Smart Beginnings project include the following

- Increase public awareness and parent education about early childhood development and family support resources;
- Identify, link, establish, and expand a public/private family support system, which includes a continuum of services ranging from universal services to additional selective services for all families with young children;
- Improve the quality and increase the availability of infant and toddler child care.

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Introduction

New research on the brain has confirmed that nurture is just as important as nature when it comes to child development. At birth, the human brain is not fully developed. In the first few weeks, months, and years of life, as a child's brain takes in millions of sights, sounds and experiences, the brain becomes more organized, children begin to make sense of the world around them, and they develop vision, language, and thinking skills. Because of this explosive brain growth and development, early childhood is the developmental "prime time." What children learn in the first few years—for better or worse—can affect the rest of their lives.

For too many Arizona children, the early years are tough ones. High poverty rates, lack of health insurance, and poor quality child care all contribute to poor outcomes for Arizona children. Parents have the most responsibility and greatest opportunity to raise healthy children. But parents are not the only influences on children. Grandparents, family members, friends, neighborhoods, child care, schools, peers, and the news and entertainment media all influence the well-being of children.

The network of support services for Arizona parents is underfunded, uncoordinated, and weak. Programs are small, lack coordination, and too often are of poor quality. We are missing the opportunity to build our own future by rejecting the developmental prime time of early childhood. By working to strengthen and expand the network of resources for parents with young children, we can dramatically improve the health and well-being of our next generation.

An ideal system of support that gives parents and other caregivers the tools they need to help children grow up healthy and strong has the following characteristics. It is:

- comprehensive in its approach to serving families in order to meet families' individual needs.
- stable, so that families have continuity in services and care providers.
- flexible in its approach, building on the strengths of each family, ensuring families get the services they need, when they need them, in a manner that's most convenient for them.
- high quality, allowing personal contact with families by trained personnel who can answer questions, provide services, and refer families to additional services and resources.
- coordinated statewide, linking public and private services, and providing oversight and accountability.

Early childhood presents a great opportunity to help each child grow up healthy, emotionally stable, and well educated. While parents naturally have the greatest responsibility for the important task of raising the next generation of students, workers, and community leaders, they cannot do it alone. Family members, employers, teachers, community leaders, and public policymakers all have a role to play in giving all of Arizona's children a smart beginning.

The Brain

Scientists used to believe that most of the brain's "wiring" was genetically programmed. Now they realize that nurture is just as important as nature in the realm of brain development. While genes play an important role, genetic endowment may be either enhanced or diminished by early experiences. Recent scientific research concludes that 90 percent of brain development occurs between birth and age three. At birth, the human brain is not developed. Newborns start out with about 100 billion neurons (brain cells), which are the basic building blocks of the brain, and about 50 trillion synapses, or connections, among them. In the first year, the number of synapses increases to 500 trillion.[1]

These neurons, while initially undifferentiated, gradually start to be shaped by the baby's environment. They begin to link together and start firing messages from one to the other, as children try to make order of the world around them. It is during this critical stage that children develop vision, language skills, and emotion.

Vision: Babies can see at birth, but objects are fuzzy. As a child's brain develops, brain cells begin to align, which brings images into sharper focus. This enables a child's brain to memorize images and begin to attach meaning to sights. Unless a child's vision system is exercised by providing her with a variety of objects to look at, at a variety of distances, the visual system will not fully develop.

Language: Even before birth, babies are listening to the sounds around them—their mother's heart beat, their parents' voices. Language development research now indi-

cates that children begin to listen for the basics of language—vowel sounds—in their first few days of life. Research also indicates that a broad vocabulary and ability to learn are correlated with how much a parent talked to a child as an infant.

Emotions: One of the most important and complex areas of development is emotions. From birth, infants are gauging if their actions get a reaction from parents and others. They are constantly assessing if a cry for food or comfort is ignored or lovingly answered. When infants are responded to in a predictable and loving way, they develop assurance that their basic needs will be met. This allows them to leave the search for basic needs behind and explore and learn new skills. Infants who are not able to establish secure relationships in these very earliest months and years may have difficulty interacting with people and forming secure relationships, and may not be able to develop healthy cognitive and social skills.

During the early years, a child's brain will form more synapses than it needs. The brain will later eliminate about half of those synapses, thereby making the remaining connections more efficient. The remaining connections are the ones that were frequently used during early childhood. The brain works on a 'use it or lose it' basis, and the positive and negative experiences young children have during the first few years of life will influence how their brains will be wired as adults.[2]

A child's brain functions are shaped by his or her environment—taking in experiences from the environment and storing them for future use. This is true for both good and bad experiences. In the same way that warm, loving experiences create trust, harmful and neglectful experiences may create mistrust. Research indicates that if a child experiences repeated violence, the physical structure of the brain may be altered and the imprinting of violence can be seen in physical and emotional responses to stress.[3]

Early Childhood in Arizona

While many Arizona children get off to a good start, too many are at risk of developmental delays, health problems, and educational failure. Parents, as a child's primary caretakers and teachers, have a great influence on their child's life. However, parents do not raise children alone. They rely on family, friends, and community institutions for support and guidance. Arizona's system of support for young children and families is underfunded, programs are small, the network lacks coordination, and too often programs can be of poor quality.

CHILDREN AT RISK

When children don't get the care they need during developmental prime time, or if they experience trauma, abuse, or neglect, their brain development may be compromised. Risk factors include poverty, poor health, exposure to environmental toxins, lack of educational stimulation, substance abuse, and trauma.[4]

Poverty: Over the past decade, Arizona has been among the nation's leaders in job and economic growth, with one of the highest job growth rates in the nation. Despite the fact that our state is prospering and jobs are being created, more than one in five children live in poverty—giving us the 12th highest poverty rate in the nation.[5]

Ensuring economic security for our children and their families is critically important because of the wide ranging impact of poverty. Children growing up in poverty are less likely to do well in school, more likely to have health problems, and more likely to be exposed to violence.[6]

In comparison with non-poor children, children growing up in poverty are

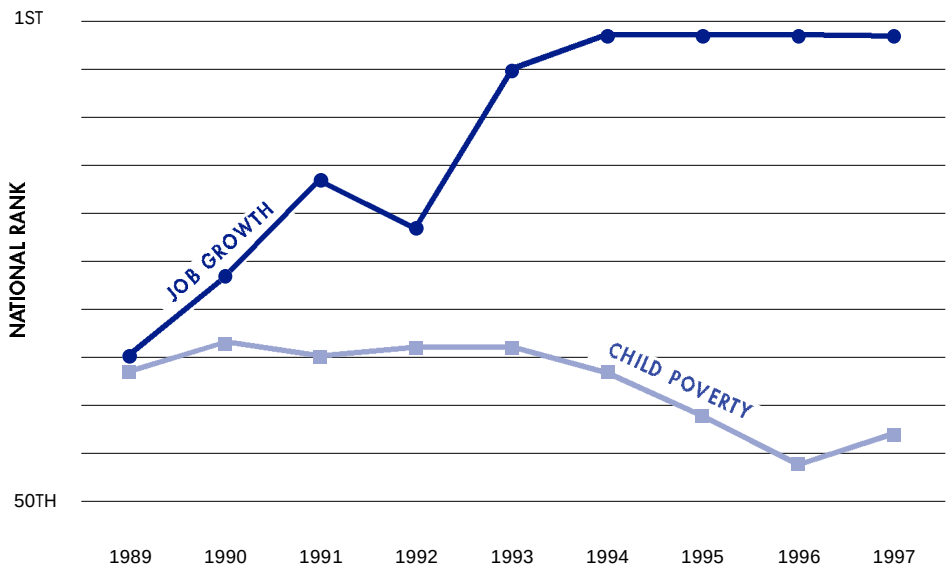
- 1.4 times as likely to have a learning disability
- 1.8 times as likely to report being in fair to poor health
- 2.2 times as likely to drop out of school
- 6.8 times as likely to be reported abused or neglected
- 9.9 times as likely to experience hunger.

Poverty is not the only risk factor faced by Arizona children. Arizona ranks 41st out of the 50 states in terms of general measures of child health, education, safety, and overall wellbeing.[7]

Health

- 7% of births did not receive adequate prenatal care in 1998
- 6.6 infants per 1,000 births died before their first birthday
- 7% of infants were born with low birth weights in 1999
- 22% of two-year olds were not fully immunized
- 44 girls aged 15-17 per 1,000 had a baby in 1997—giving Arizona the 5th highest teen birth rate in the nation.[8]
- In 1999, 22% of Arizona children lacked health insurance, ranking Arizona 5th worst in the nation.[9]

CHILD POVERTY AMONG WORST
WHILE ARIZONA LEADS COUNTY IN JOB GROWTH



Education

- One out of four children in the fourth grade could not read at proficient levels according to the 1998 national reading test.
- In 1999, 35,637 children dropped out of Arizona schools[10] giving us one of the highest percentages of youth ages 16-19 who are high school dropouts.[11]

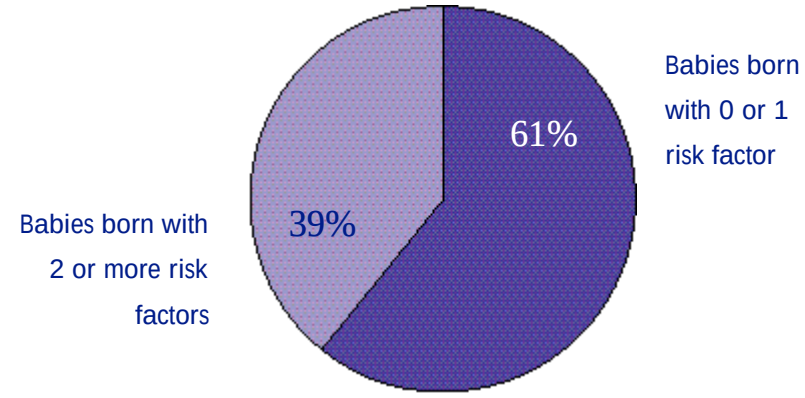
Multiple Risk Factors Some Arizona children face multiple risk factors. The greater the accumulation of risk factors, the worse the consequences for children. For example, growing up in poverty is a serious risk factor. Moreover, poor children, who live with a parent with a substance abuse problem are at greater risk of facing barriers to success.

Facing multiple risk factors is especially detrimental to the well-being of young children. Research has found that the more risk factors that are present when children are young, the greater the threat to overall child well-being and the more critical protective factors become in warding off irreparable consequences.[12]

While there are a variety of ways to define risk factors, one particularly useful measure is examine the income, educational background, age and marital status of mothers when their babies are born. All families with young children face stress. However, a family at risk, such as one in which the mother is a teen, is single, has not completed high school, or is poor, faces additional stress and barriers to success.

As the following chart portrays, more than one out of every three Arizona infants were born to families with two or more risk factors.

ARIZONA FAMILIES AT RISK, 1999



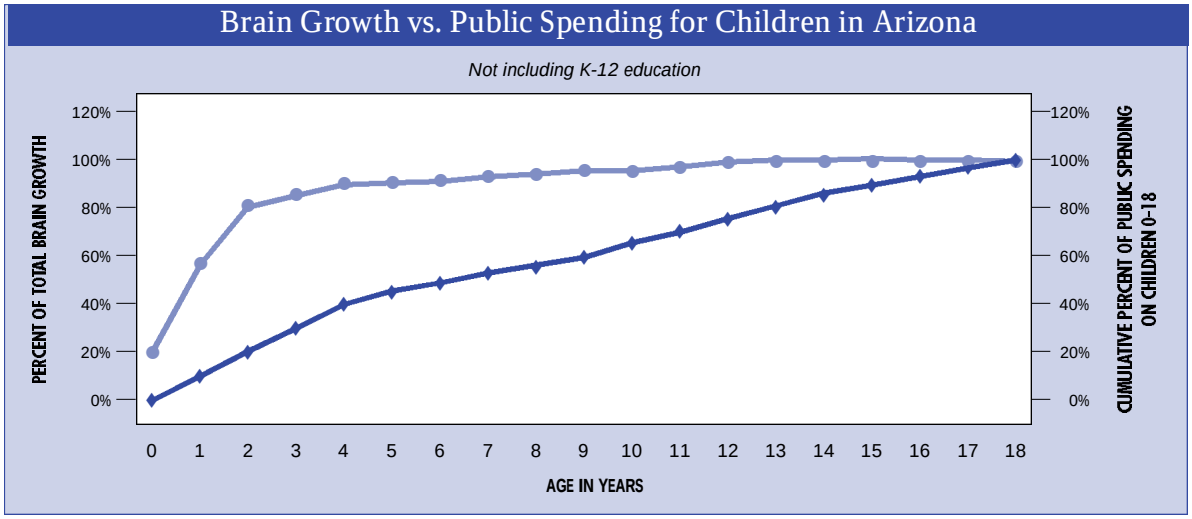
Risk factors include: mother not married, mother under age 20, mother with less than 12 years of school, and AHCCCS paid for birth.

INADEQUATE EARLY CHILDHOOD SYSTEM

Arizona's current network of programs and services for families with young children does not adequately take advantage of the opportunities presented by early childhood. There are several major shortcomings including a lack of funding, small and narrowly focused early childhood programs, a lack of coordination among programs, and programs that struggle to achieve even moderate levels of quality. These factors together indicate two problems. First, the early childhood network in Arizona is not prepared for the challenges presented by families in need nor able to take advantage of opportunities presented in a child's earliest weeks, months, and years. Second, no one entity is charged with taking on the task of addressing these issues and making sure that future generations of children get off to a better start in life

Inadequate Resources: Funding for prevention programs often takes a back seat in the state budget process. The underinvestment in early development in Arizona is illustrated by comparing stages of a child's brain development to public spending on children.

As the following chart illustrates, public spending on children in Arizona lags behind brain growth.[13] Brain research tells us that by age three, a child's brain has grown to 90 percent of what it will eventually grow to be. However, our public expenditure system waits until children are nearly 16 years old before we spend 90 percent of what we will eventually spend on children. To really take advantage of early childhood development opportunities and help all children get off to the right



start, Arizona should invest more in our children earlier.

Small Early Childhood Programs: Because of limited resources, programs for Arizona's youngest children are often times small-scale, short-term, and narrowly targeted pilot programs that result in gaps for families who fail to qualify for assistance. For example, Health Start is a voluntary program that uses lay health workers to reach out to high-risk pregnant women, children, and their families. Through home visits and group classes, the program helps some pregnant, at-risk mothers obtain health care and provides them with information about nutrition, preventive health care, child development, and immunizations. Services begin before a child's birth or during the postnatal period and may continue until a child reaches age two. In 1994, the Legislature launched Health Start as a pilot program that served about 1,000 women in seven program locations. The program lost public funding in 1998 but was reinstated by the legislature in 1999. At that time, Health Start served 2,500 women in eight locations throughout the state.

Similarly, the Arizona Department of Education's Family Literacy program is another example of a small prevention program that receives limited support. The state's Family Literacy program and its federally funded counterpart Even Start work to build reading, learning, and language skills among parents with preschool age children. Working intergenerationally, these programs work with children and their parents separately and help parents and children work together to reinforce and develop literacy skills. This program currently serves about 800 children in 40 sites across the state.

Lack of Coordination: A significant problem in Arizona is a lack of a comprehensive and systematic approach to providing supports to parents with young children. No entity exists in Arizona that has the responsibility for planning, promoting, developing, and evaluating such supports. The responsibility that does exist is divided among various state agencies. As a result we have a hodgepodge of disconnected programs that overlap in some instances and leave critical gaps in other instances.

Where does the leadership come from to evaluate which home visiting programs work? Who is responsible for developing child care programs in disadvantaged parts of our cities or in rural areas? Who is responsible for thinking through the complex strategies to fill the gap between the cost of quality child care and the reality of most family budgets? These questions have no clear answers.

Lack of High Quality Care for Children: While parents have a significant influence on children's development, other adults, particularly the people who care for children when parents are working, also have an influence on children.

Research on the impact of child care has illuminated the relationships between child care quality, worker training, and child outcomes. While each of these

Health Start is one of the prevention programs that has been found to have a positive effect. In a comprehensive program review, the Arizona Auditor General found when families participated.

- There were fewer low-birth weight births;
- More mothers received adequate prenatal care; and
- 90% of children participating in the program were fully immunized.

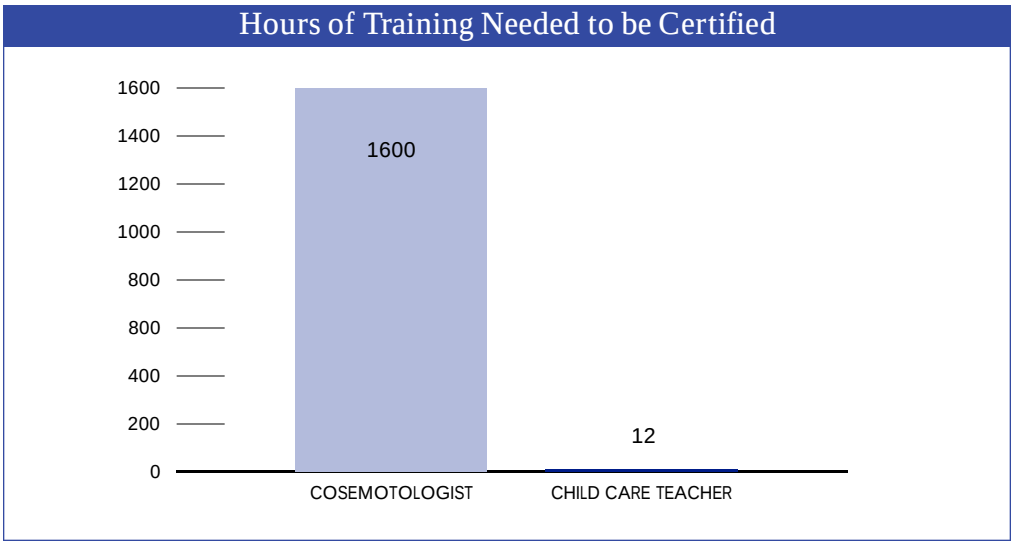
In addition to these positive outcome for children and families, the Auditor General also found that 75% of the costs for prenatal care were returned in the short term due to fewer health problems among children.[14]

properties can be difficult to measure, research consistently finds that children who have high quality child care arrangements have fewer behavioral problems, are better prepared to start school, and have more language skills.[15] In particular, child care providers with more education and training have a positive impact on child performance, cognitive skills, and adjustment.[16] Children who attend centers with smaller child-to-adult ratios have been found to have better language skills [17].

Unfortunately, too many child care arrangements in Arizona only meet minimum standards designed simply to protect children from harm. Too few programs achieve the higher standards that give children the opportunity to grow and develop. For example:

- Arizona does not meet recommended child to teacher ratios for any age group.[18]
- Arizona does not require providers who care for children in their home to have any training nor does it require a child care teacher to have any prior training.
- Only 39 percent of Arizona's child care centers require more than a high school diploma or GED to be a child care teacher.[19]
- Child care teachers need only complete 12 hours of training within their first year of teaching as compared to cosmetologists, who are required to complete 1,600 hours of training to be certified.[20]

While these are only cursory measures of quality, they do provide a sense that many care providers lack training and are inadequately prepared to make the most of the developmental opportunities in early childhood.



Goal: Improving the Lives of Young Children in Arizona

Brain research helps all of us better understand just how important the earliest years are. Parents have the primary responsibility, and the most direct opportunity, to successfully raise the next generation of learners, workers, and citizens. However, as any parent will describe, this is not a job they can do alone. All parents need support—to a lesser or greater degree—to make sure their children grow up healthy and well educated.

Far too often the systems of support for Arizona families do not take full advantage of the opportunities presented in early childhood. If we want our children to live up to their potential, we must work to create a system of support—a Smart Beginnings system—for families with young children. Such a system would be

- comprehensive in its approach to serving families in order to meet families' individual needs.
- stable so that families have continuity in services and care providers.
- flexible in its approach, building on the strengths of each family, ensuring that families get the services they need, when they need them, in a manner that's most convenient for them.
- high quality, allowing personal contact with families by trained personnel who can answer questions, provide services, and refer families to additional services and resources.
- coordinated statewide, linking public and private services, and providing oversight and accountability.

To achieve the goals of the Smart Beginnings system of support for families

States Across Nation Work to Promote Early Childhood Development

North Carolina's *Smart Start,* started in 1993, provides family literacy programs, transportation services, home visiting programs, child care, and parent education for families with children under age six. Governor Jim Hunt championed the program, which established a state-level, private, nonprofit entity to develop goals and outcomes for *Smart Start* programs and to oversee and coordinate activities of local boards. Counties receive funds from the state through a competitive grant application process. To qualify for grants, counties must establish private, nonprofit partnership boards at the local level to govern and coordinate local programs. Local boards develop the plans for collaborative child and family development services for their communities. Local boards must match 10 percent of the annual state appropriation with private funds. The *Smart Start* program receives $127 million in state funds and an additional $30 million in private funds annually.

California voters passed Proposition 10 in 1998, which established the Children and Families First Program. Proposition 10 enacted a 50-cent tax on cigarettes and tobacco products and is expected to raise $750 million annually for child development programs. A state commission will be created to formulate guidelines for early childhood development programs, distribute educational materials, conduct research and evaluations, and provide technical assistance. County commissions will be created to develop strategic plans for implementing new programs in communities throughout the state.

Minnesota's *Early Childhood and Family Education Program* offers parenting education groups, play and learning opportunities for children, parent-child activities, family events, home visits, health and developmental screenings, information on community resources, books, toys, and other learning materials to families with children from under age five. Minnesota provided $35 million in fiscal year 1997-1998 for this program. The state spends an additional $10.3 million on its *Learning Readiness Program* that provides child development programs to three and four year olds to ensure they enter school ready to learn.

Georgia's *Voluntary Pre-Kindergarten Program* serves four-year-olds in classroom and home-based settings throughout the state. In the 1997-1998 school year the program was funded at $211 million and served 60,000 children. In addition to its pre-kindergarten program, Georgia spends an additional $5 million to screen newborns for specific risk conditions, provide in-home assessments and referrals to needed services, and offer follow-up services to families.

Florida provides 27,000 low-income three and four year olds in school districts across the state with *Pre-Kindergarten* services. In addition, Florida's *Healthy Start* program provides health and developmental screenings, parent education, case management, home visit, and service referrals to pregnant women or families with infants up to age one. Local Healthy Start Coalitions design and monitor service delivery systems and advocate for maternal and infant health services. In 1997, Florida spent $97 million on pre-kindergarten and an additional $318 million in the Healthy Start program.

Connecticut's *School Readiness and Child Care Act* funds local, collaborative councils to provide child care and preschool education to low-income three and four year olds. Appropriations for fiscal year 1999 totaled $40 million. Connecticut spends an additional $6 million for family resources including parent education, family literacy, child care, and family support and referral services for families with young children.

Virginia's *Preschool Initiative* offers full-day early care and education, comprehensive child health and social services, and transportation to families with four-year-olds at risk. During the 1996-98 fiscal biennium Virginia spent $46.6 million in state funds in addition to a required local match to support this effort.

Source: Jane Knitzer and Stephen Page, *Map and Track: State Initiatives for Young Children and Families*, National Center for Children in Poverty, Columbia School of Public Health, New York, NY, 1998 edition.

with young children, a continuum of support services need to be developed. This continuum recognizes that all parents can benefit from information and support and that some families need more intensive services than others.

SMART BEGINNINGS: SUPPORTS FOR ALL FAMILIES WITH YOUNG CHILDREN

Parents are responsible for life's most important job: raising the next generation of citizens. All families need help to raise their children. This help comes in the form of family members or friends, doctors or other medical professionals, religious leaders, and community services. The following is a list of the kinds of supports that all Arizona families need in their local communities to help them raise healthy, well-educated, and emotionally strong children.

Information on Community Resources: Every new parent has questions—Why is my baby crying? Am I feeding too often or not often enough? When will my baby sleep through the night?

While many communities are full of formal and informal support services to help answer these questions, parents are often confused about where to turn for information. They may be familiar with "hot-lines" or "toll-free information numbers" but too often these resources only have information on select kinds of services—only information on health care or child care, for example. However, when parents have questions, they need to be able to call one number that can help them find a variety of resources. Similarly, when a parent reaches out to a community service provider, it would be helpful for that provider to know about other resources in the community. This broader scope of support would reduce the frustration faced by parents when they are told to call one phone number after another as well as provide tools to community members as they seek to inform each other and parents about available resources. Examples of the types of information families may need include information about preparation for parenthood, pregnancy and delivery, child development, nutrition, breast feeding, health and safety, family relationships, health care providers, and child care.

Comprehensive Prenatal Care: Giving children the best start in life begins with the care their mothers receive before they are born. Mothers who receive regular prenatal care stand a much better chance of delivering healthy, full-term, normal-weight babies than mothers who do not.[21] Prenatal care should include early and continuing risk assessment, health education and promotion, medical and social support services, and medical treatment for at-risk conditions.[22] Prenatal care should begin in the first trimester and continue regularly throughout pregnancy. The intensity and timing of these visits will depend on the needs and specific risks of each pregnant woman and her family.[23]

Because prenatal care is so important to infant and maternal health, all women expecting a child should have access to comprehensive prenatal care. To ensure

Supports for All Families

- Information on Community Resources
- Prenatal Care
- Newborn Health and Child Development Screenings
- Well-Child Care
- Quality Child Care
- Parent/Child Play Groups

that pregnant women get the prenatal care they need, we must address barriers to care including inadequate insurance coverage, lack of services in the local community, cultural or language barriers, lack of transportation and child care, and negative or ambivalent feelings toward pregnancy.

Newborn Health and Child Development Screenings: A health screening administered to all babies at birth is an excellent way to detect vision and hearing impairments as well as metabolic disorders. Developmental screenings, given to babies within their first few months of life, can detect emerging developmental delays. Early detection of risks gives parents the opportunity to treat the problems before they worsen by seeking proper medical attention and early intervention services for their children.

Regular Well Child Visits: Regular medical care is essential to healthy child development. All children, regardless of income, geographic, and cultural barriers, should have access to consistent and appropriate medical care. The American Academy of Pediatrics recommends that children have nine well child visits as well as a series of immunizations by age two.[24] In order to ensure that all Arizona children receive needed well child care, barriers need to be addressed, including lack of health insurance, lack of transportation, lack of health care facilities and services in remote and rural areas, inconvenient office hours that do not accommodate parents' work schedules, and language barriers. Working to overcome even some of these barriers will go a long way to getting children the preventive health care they need.

High Quality Child Care: High quality child care is that which is provided in a safe, caring environment, where infants and toddlers receive individualized attention and are regularly played with and nurtured. To achieve this level of one-on-one attention and quality care, each caregiver should be responsible for caring for only a small number of children and should be well trained to meet the individual developmental needs of children. Whether that care provider is a family member, trusted friend or neighbor, a home care provider or licensed child care provider, the most important element to a quality care environment is a trusting, secure relationship between young children and the adults in their lives.

Parent/Child Play Groups: Parent/child play groups offer parents the opportunity to not only bond with their children in a safe secure environment, but also allow them to interact with other parents and share experiences and information. Such play groups often act as an invaluable support system for parents who may be isolated and have questions or concerns about the health or development of their children.

SMART BEGINNINGS: SUPPORTS FOR AT-RISK FAMILIES WITH YOUNG CHILDREN

While all families need help raising young children, some need additional, and often times more intensive, levels of support. These parents—due to multiple risk factors including poverty, being a single or teen parent, ill health, lack of education, mental illness, and stress—can put themselves and their babies at risk of harm.

While these parents and their children may be at risk, research indicates that the presence of "protective factors," such as positive caregiving styles of parents, the presence of other supportive adults, and opportunities to achieve, can avert long-term, negative consequences and promote positive outcomes for children. The following provides a list of the kinds of support that at-risk families may need.

Assessment of Needs: Families should have access to a comprehensive family needs assessment. A voluntary needs assessment is beneficial in identifying family strengths and weaknesses. Needs assessments can be performed by a variety of health or social service professionals in the community. Once a family's specific needs are identified, an array of services can be offered that would help meet the needs of the family and help to minimize risk to young children.

Health and Community Resources: Families with multiple risk factors may need more intensive services than families with few risk factors. These high risk families, already coping with problems and stress, may need health and social service providers or family mentors to help them find and obtain specific services. Because these parents may need to address multiple problems, services should be linked and coordinated to reduce confusion and maximize service delivery.

Specialized Parent Education: Based on the specific problems and issues that an at-risk family is addressing, specialized programs of education and support should be available. These programs may build on existing resources, coordinate services to make it easier for parents to navigate service options, and work towards overcoming the barriers to success faced by at-risk parents with young children. This kind of specialized parent education and service helps to ensure that each family receives exactly the kind of support they need and aren't provided with "cookie-cutter" services that work on problems they do not happen to be facing.

Home Visiting: Families should have the opportunity to receive some services in their own home. The voluntary home visiting approach has been found to be a successful way of identifying needs of at-risk families, teaching parenting and life skills, and encouraging appropriate child development in non-threatening surroundings.

This chart on page 23 illustrates the range of services that all families need as well as the selective services that at-risk parents and their children may need by different age groupings. For example, in the "pregnancy stage" all expecting parents should

Supports for At-Risk Families

- Assessment of Needs
- Health and Community Resources
- Specialized Parent Education
- Home Visiting

SMART BEGINNINGS
ESSENTIAL COMPONENTS OF A FAMILY SUPPORT SYSTEM
Prenatal Stage to Three Years Old

SCOPE OF SMART BEGINNINGS: UNIVERSAL → SELECTIVE

	PREGNANCY STAGE	NEWBORN STAGE	INFANT/TODDLER STAGE
OUTREACH	• Accessing Community Resources & Information	• Accessing Community Resources & Information • Personal Contact (Hospital or Home)	• Accessing Community Resources & Information
PARENT SUPPORT	• Parent Information - Preparation for Parenthood - Pregnancy & Delivery - Stages of Growth & Development - Nutrition & Breast Feeding • Health & Safety • Community Resource Information & Referral	• Parent Information - Early Stages of Growth & Development - Health, Safety & Immunizations - Nutrition - Parent-Child Interactions - Family Relationships • Community Resource Information & Referral	• Parent Information - Literacy - Stages of Growth & Development - Nutrition - Health & Safety - Parent-Child Interactions - Family Relationships • Community Resource Information & Referral
HEALTH	• Prenatal Care	• Newborn Health/Developmental Screening	• Regular Well-Child Visits - Immunizations - Child Development Screenings
SPECIAL SERVICES (for additional needs)	• Specialized Parent Education & Support • Home Visiting • Links to Health & Community Resources • Assessment of Family Needs	• Specialized Parent Education & Support • Home Visiting • Links to Health & Community Resources • Assessment of Family Needs	• Specialized Parent Education & Support • Home Visiting • Links to Health & Community Resources • Assessment of Family Needs

Action Agenda: Parents, Community Members, and Policymakers Working Together

To reach our goal of ensuring that all Arizona children grow up healthy and well educated, we must start early. Parents play the most major role in the healthy development of children—teaching them language, encouraging curiosity, and providing love and security. However, parents are not the only influence on children. Each of us—parents, community members, public policymakers—has an important role to play in making sure that our children get off to the best start in life. We must work together to ensure that families are strong, and that communities are able to support parents.

WHAT PARENTS CAN DO

Parents have one of the most difficult jobs—raising the next generation of students, workers, and community leaders. While state policymakers and community leaders can work to help parents in this important job, at the end of the day raising healthy, well-educated children is still parents' responsibility. To take advantage of the great opportunities presented by early childhood, parents can

- Get information on programs of support in their community.

- Ask trusted family members and community resources for help when feeling overwhelmed.
- Make sure that their young children see medical professionals regularly.
- Make sure that their children receive all of the appropriate immunizations.
- Learn more about early learning and the quality of child care in their community.

WHAT COMMUNITIES CAN DO

Community members—including community leaders, community-based agencies, employers, health care providers, and hospitals, faith-based institutions and other agencies serving families—have an important role in improving early childhood opportunities for families. These community members can identify needs, create a system of care that meets local needs, and reach out to families and encourage them to participate in high quality early childhood programs.

Business and Community Leaders and Philanthropic Organizations: Business and community leaders and philanthropic organizations make a substantial impact upon community service providers by taking leadership roles in identifying issues faced by families with young children and by working together to create community-based solutions. To best support families and local service providers, business and community leaders and philanthropic organizations can

- Participate in local boards.
- Donate time and expertise.
- Act as spokespersons for local organizations and agencies and promote the services they provide.
- Donate money to initiate, establish, and maintain family support services.
- Adopt an agency that provides family support services, or sponsor a component of a family support system by providing financial, in-kind, or technical assistance.
- Fund public awareness activities.
- Support employees' volunteer efforts, and/or establish mentoring projects.
- Work to remove zoning restrictions that limit family child care in neighborhoods.
- Promote information sharing at neighborhood co-ops.
- Encourage family friendly workplace policies and paid family leave.
- Explore and promote innovative private funding sources.

Community-Based Agencies: Community-based agencies are the core of a strong, local system of support for families with young children. However, these programs are weakened by continual resource shortages and staff turnover. A steady, sufficient funding stream is one way to ensure that these community assets are able to do their job. Community-based providers must also engage in efforts to improve the quality of services and to deliver them more efficient-

ly. For example, existing and new service providers should

- Link to other community-based agencies to provide direct services to families.
- Integrate programs and services.
- Establish community centers that offer resources, information, and services for families with young children.
- Host intergenerational programs for community members.

Employers: A healthy, stress-free employee is one of the ingredients to workplace success. Employers can play an important role in helping their employees with young children, as well as other parents with young children in the community, to remain healthy, reduce family stress, and get information and needed support services. For example, employers could

- Offer flexible and changeable benefit packages to employees that would allow employees to select from a variety of benefits, including child care.
- Use an annually allocated pool of funds to pay for benefits.
- Create family leave plans (maternity/paternity) for employees that include gradual transition time back to work, flexible schedules and part-time work, and financial assistance with sick child care.
- Ensure that health care and dental benefits cover all family members.
- Encourage employees to volunteer services for community-based service providers.
- Adopt or sponsor community-based agencies or services.
- Encourage small businesses to pool resources in order to provide employee benefits, including health insurance and child care.

Health Care Providers and Hospitals: Arizona hospitals and health care providers are on the front lines in providing prevention services for families with young children. They are in an excellent position to identify a family's needs early and to provide them with information about their babies and about available services within the community. Hospitals and health care providers can

- Dispense child development information (including information about follow-up services) to parents in the hospital after the birth of a child.
- Schedule the first well-child visit prior to hospital discharge.
- Make follow-up phone calls/home visits to families with newborns after they leave the hospital.
- Incorporate developmental specialists into pediatric primary care settings.
- Offer group well-child visits that allow parents to share ideas with other parents, serve multiple children in one setting, focus on age-appropriate development, provide immunizations and basic physical examinations, and

allow doctors to address problems and answer questions.

- Identify parental concerns before a visit takes places to maximize in-office time.
- Provide temperament assessments of children and follow-up services to help parents learn how to best meet the developmental needs of each of their children.
- Provide a child development support hotline.
- Track the results of referrals.

Religious Institutions: Religious institutions and their members are often the first to respond when a family is struggling. These organizations can help to identify families in need and provide them with support that helps to strengthen the family. For example, a faith-based organization could provide

- Marriage preparation counseling.
- Family planning and management.
- Family support groups and parenting counseling and education classes.
- Affordable, quality child care and preschool programs.
- Recreational activities for families.
- Information on resources in the community.

The Media: As the "watchdog" of society, the news media play an integral role in educating the public about the needs of Arizona families. During the past year alone, the Arizona news media covered stories about child abuse and neglect, the lack of quality child care in Arizona, and the failure of the state to meet even the basic needs of children and families, such as health insurance. The media can promote the institutionalizing of prevention by continuing its coverage of issues that affect families, by encouraging local communities to support their families, and by directly sponsoring family support services. For example, the media can

- Cover issues that affect families with young children, such as quality child care, child development, and family health care.
- Bring to light the problems faced by families with children in this state.
- Assist community-based service providers by sponsoring, printing, and broadcasting parent education messages and information.

WHAT POLICYMAKERS CAN DO

There are many ways that state policymakers can work to ensure that all Arizona children get off to a good start in life. We call on lawmakers to

- Take leadership roles in promoting prevention, develop a plan of action that takes advantage of new brain research and create a state system of prevention services.
- Raise standards and improve quality of and access to early childhood programs and family support services.

MEASURING PROGRESS—BENCHMARKS FOR ARIZONA'S YOUNGEST CHILDREN

In order to ensure that we are making progress toward improving outcomes for young children, benchmarks should be set and monitored. Some indicators of outcomes for young children already exist, including

- Percent of infants born who receive adequate prenatal care;
- Percent of low birth-weight babies;
- Infant mortality rate;
- Percent of two-year-olds who are immunized;
- Percent of young children living in poverty;
- Percent of young children without health insurance.

In addition to these indicators, we need to examine other benchmarks of progress, including

- Percent of infants who receive metabolic screenings at birth;
- Percent of young children with developmental delays who receive prevention and intervention services;
- Percent of at-risk families able to receive family support, parenting, or home visiting services;
- Percent of young children in high quality child care environments.

In addition, "positive" indicators should be created that chart the progress of children under age four. Examples of positive indicators include

- Percent of children living in families who have overcome poverty;
- Percent of children living in two-parent households;
- Percent of young children who are regularly read to;
- Percent of families with young children that have strong support networks;
- Percent of formerly uninsured children who are now insured.

- Provide significant new funding to ensure that all children receive the prevention and early care services they need.

Leadership: Achieving the goals we have for young children and their parents, making significant changes in the way programs are structured and operated, and putting the resources behind these efforts will take leadership from state policymakers in Arizona. State policymakers should

- Establish a "focal point" within the Executive Branch to coordinate current efforts and develop improvements. This focal point could be housed in a current state agency or office or be established as a cabinet-level coordinating committee or office.
- Work together to develop a detailed strategic plan to improve early childhood opportunities, including implementation steps and cost estimates.
- Formally establish a commission comprising business and community leaders at the state level. This commission would have the overall mission of promoting family support and preventing childhood problems and could be charged with the following:
- Establishing overall system requirements and guidelines (e.g., required service components, local collaborators and linkages; definition of community; priorities and criteria for distribution of funds; amount of private and/or local funds; etc).

- Establishing qualitative standards for services.
- Distributing funds to local collaborations based on needs assessments and plans.
- Consolidating and distributing current state resources as part of Smart Beginnings.
- Determining which activities require a single coordinating entity at the county level.
- Adopting and tracking benchmarks and outcome measures.
- Evaluating the effectiveness of prevention services.
- Promoting innovation and quality by providing information and technical assistance to build community capacity.

Standards: A primary role for policymakers is to ensure that programs meet high standards and that there are few barriers that prevent parents with young children from accessing high quality programs. Unfortunately, many programs for young children and their families are of low quality and do not meet national standards of excellence. Where high quality programs do exist, they are small and often out of reach for the very families that need them the most. State policymakers should

- Identify and make improvements to current programs (develop linkages, change statutes, etc) and expand child care that is "linked" to health and family support services.
- Establish a statewide training and credentialing system for infant and toddler caregivers. Require caregivers to complete training before caring for young children.
- Establish "best practices" guidelines for all types of early childhood services.
- Reward higher quality care environments by providing support for informal care by expanding "Kith and Kin" networks and providing incentives for credentialed caregivers to remain in the field (e.g. bonuses, wage supplements, etc.).
- Establish requirements that provide consumer protection for small home-based child care, including criminal and child abuse clearances and complaint tracking. Improve minimum staff to child ratios in centers (currently 1:5 for infants, 1: 6 for one year olds; and 1:8 for two year olds) and group size standards.
- Increase affordability by: increasing the maximum child care subsidy amount to cover the current costs of 75% of the child care providers (the current maximum is based on 1996 market charges); expanding the income eligibility level for the state's subsidy (currently $23,300 for a family of three); and providing a refundable tax credit for child care expenses.

Funding: Taking advantage of new opportunities, re-tooling existing programs, and increasing quality and accessibility will require new financial resources. Without additional resources, Arizona would simply be calling for higher standards without giving community leaders the real tools to achieve higher goals. State policymakers should

- Identify targeted fund sources (e.g. federal, general fund, local, foundations, donations, etc.) and a financing strategy (legislation, initiative, grants, "percent to prevent approach," etc.) to build a new system of support for young children and their families.
- Obtain permanent, stable, sufficient funding to support a comprehensive, statewide Smart Beginnings system.
- Establish tax credits that support parents who stay at home.
- Provide tax incentives for employers to develop and support on- and near-site child care.

Conclusion

The evidence is in. The earliest years are critical to a child's ability to achieve and succeed. The evidence is also in that far too many of Arizona's youngest children are at risk of clearly preventable developmental delays, health problems, and educational failure.

While parents have the most responsibility and greatest opportunity to raise healthy children, most cannot do it alone. The network of support services for parents is underfunded and uncoordinated and does not take advantage of the tremendous opportunities presented in a child's earliest weeks, months, and years.

We now understand the sound link between a strong education and a productive workforce. The early years before children enter school lay the groundwork for much of their brain development and ability to succeed. Given this connection, we in Arizona must move forward to strengthen our commitment to give each and every one of our children a smart beginning.

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ATTACHMENT B – I Am Ready to Succeed: Arizona's School Readiness Action Plan





I am ready to succeed.

ARIZONA'S SCHOOL READINESS ACTION PLAN







MY FELLOW ARIZONANS:

Imagine a future in which all children enter the first grade ready to succeed. Imagine children who have all had quality early experiences, children who are immunized and excited to learn, with teachers who are enthusiastic and eager to instruct. Imagine a state that is the envy of the nation with our ability to attract top-notch industry and workers because of our excellent educational system.

What follows is a five-year action plan developed by the State School Readiness Board to enable all children to enter first grade safe, healthy and ready to succeed. It is a plan that recognizes the value of working cooperatively to create the best possible outcomes for children. It is a plan that can make Arizona a state others aspire to in caring for their own early learners.

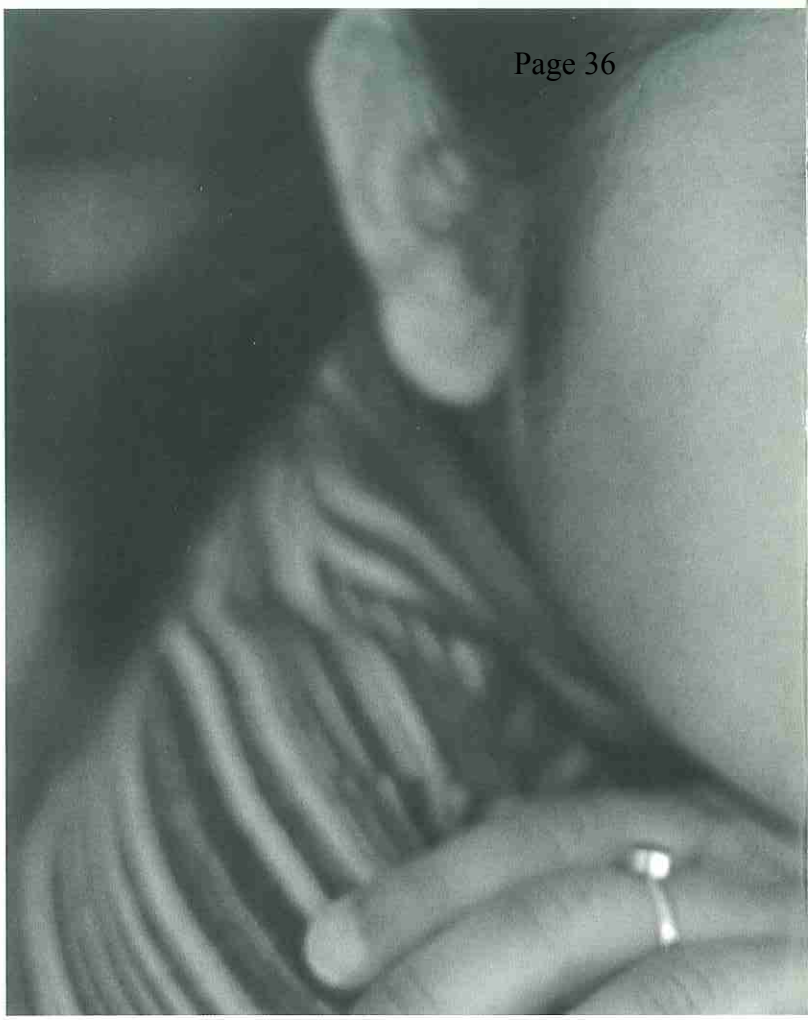
I commend the dedicated citizens who envisioned how our state can move forward, and I wholeheartedly endorse the 10 steps outlined in the plan. Special thanks go out to The Virginia G. Piper Charitable Trust and the Whiteman Foundation, whose generous financial support made it possible to print and distribute this important plan. This plan is achievable because it is not the work of one, but the work and vision of many, including policy makers, community leaders and groups, educators and families. Preparing our children for school is not the responsibility of one entity; all of us have a responsibility to bear, and all of us have a stake in the outcome.

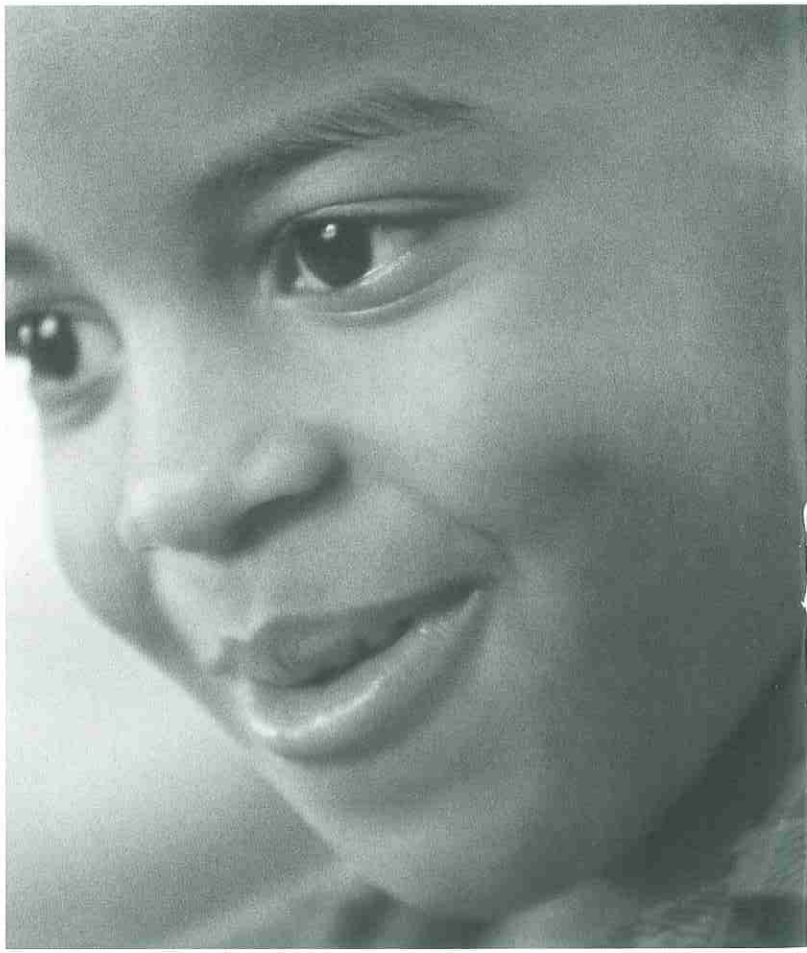
Arizona is already a great state in which to grow old. Now let's make it a great state in which to grow up.

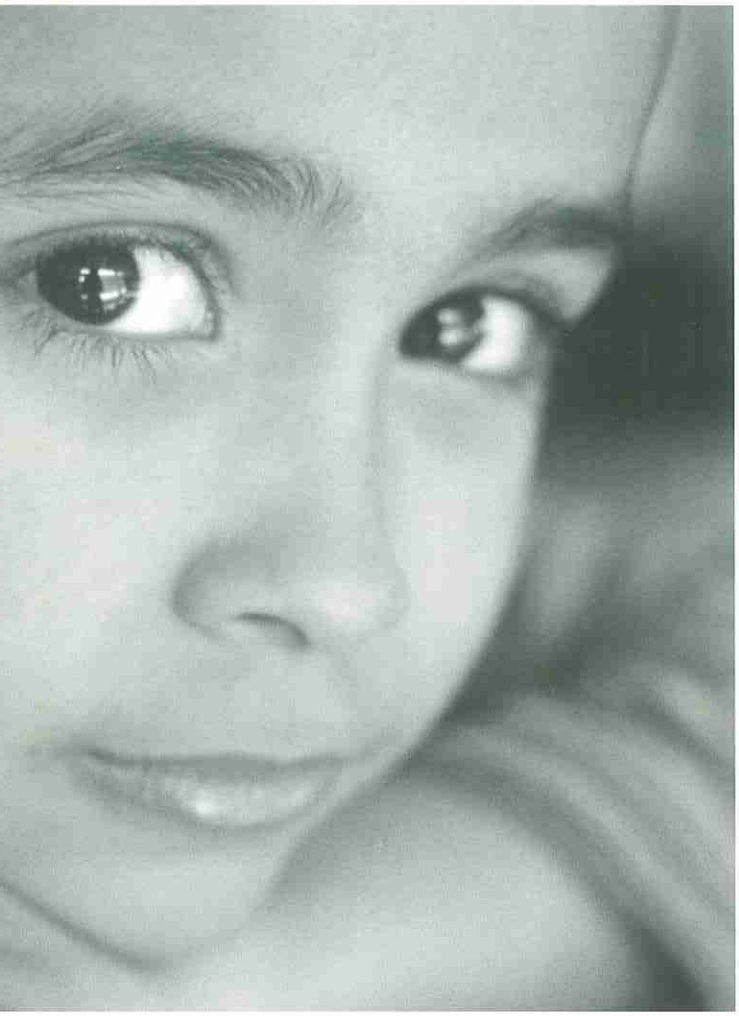
Yours very truly,

Jan Napolitano

Governor Janet Napolitano













OUR VISION: ALL CHILDREN IN ARIZONA ENTER FIRST GRADE SAFE, HEALTHY AND READY TO SUCCEED.

What is being ready for school? There are several answers to this question. For many of us, being ready for school means our children are mature enough and eager to learn. They're excited about taking a bus or walking into a classroom for the first time. Being ready for school also means having proper immunizations, completed well-checks, singing the alphabet and counting to 10. Some of our children have already been in early learning situations that have helped to develop these skills.

While many of our children are ready for school, far too many children are sadly behind when they enter primary grades, and may never catch up. Many children enter school and have never spoken English, may come from violent situations, or live in poverty. These children have likely never been to a doctor or dentist, do not communicate well, nor have they ever sat down for a meal. Daily activities that help a child grow in their early years are very important steps that prepare them to enter kindergarten and first grade.

OUR ROLE: WE SHOULD ALL TAKE RESPONSIBILITY FOR PREPARING CHILDREN FOR SCHOOL.

› As parents and caregivers, we build the foundation to help our children succeed in life.

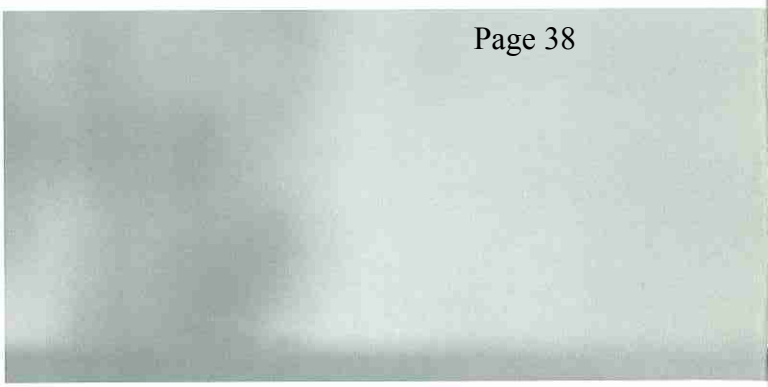
› As business people, we should invest now in our community's youngest learners to receive dividends in the future.

› As retirees, we are here to ensure that the younger generations are prepared to succeed and grow to be healthy and productive citizens.

› As taxpayers, we are responsible for ensuring that future generations have the same opportunities for success.

› As Arizona residents, we need to create a quality early childhood environment to make our state a better place to live and work.

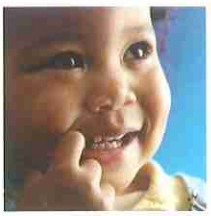
3 FRAMEWORK FOR GOVERNOR NAPOLITANO'S SCHOOL READINESS ACTION PLAN



RESULT

ALL CHILDREN IN ARIZONA START FIRST GRADE SAFE, HEALTHY AND READY TO SUCCEED.







INTRODUCTION

Ready Families

Parents and families are children's first teachers. This action plan supports culturally sensitive, community-based efforts to educate and inform families in critical areas of literacy, brain development, health and wellness and the importance of early learning.

Ready Programs & Schools

Quality early learning experiences can lead not only to success in elementary school, but also lead to a more productive, happy and healthy life. The actions in this plan seek to provide all children with access to high-quality early learning settings so that all children have an equal opportunity to succeed.

Ready Teachers

Early education teachers can have a profound impact on a child's potential for success, but Arizona's early education industry provides little incentive for teachers to remain in the field. This plan supports training and education for early childhood teachers, and builds strategies to increase the retention and compensation of early childhood education teachers.

Ready Communities

This action plan was conceived by community members, and its ultimate success is contingent on full engagement by parents, businesses, programs/schools and communities at every level. The action steps build public/private partnerships to create and expand capacity at the local level.



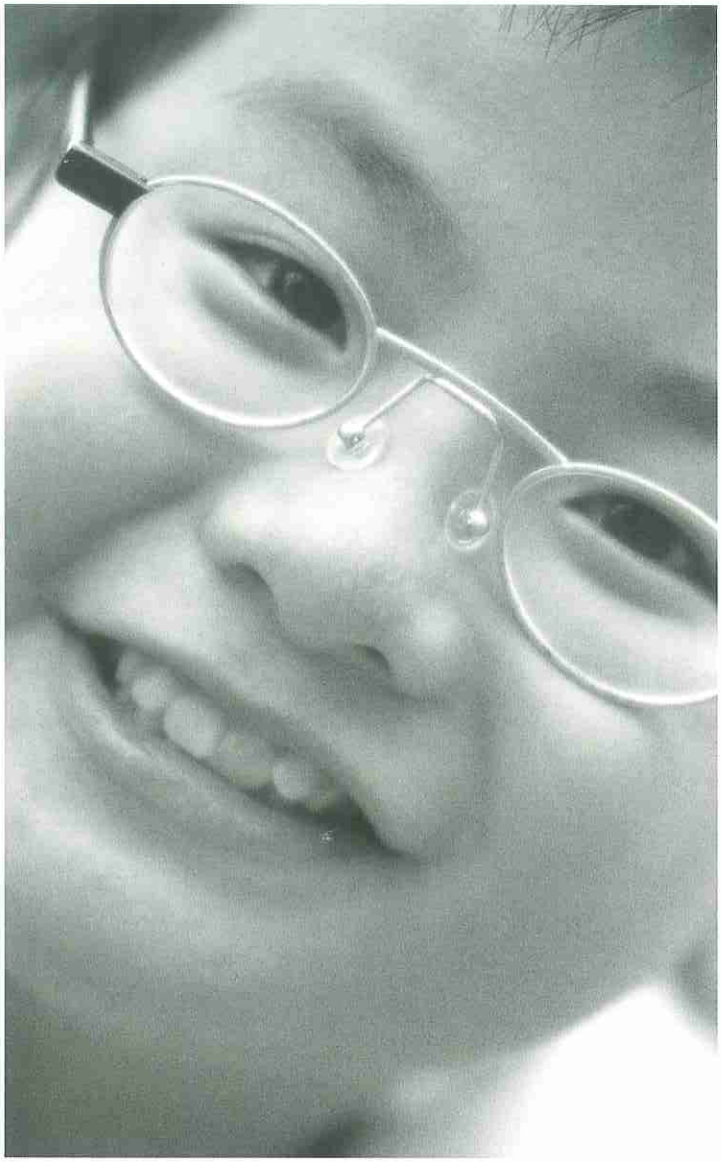




4

TEN ACTION STEPS	STRATEGIES
Provide parent education and family support programs that strengthen families and promote school readiness.	Expand Healthy Families, maintain Family Literacy, increase parent education, improve knowledge of early brain and child development, support early literacy.
Increase health screening for Arizona children birth to 6 years old.	Increase well-child screens (medical, developmental, behavioral, oral), immunize all children, train health professionals on screening and child care staff on oral health, conduct hearing screenings on all newborns.
Assist families who earn low wages by providing adequate funding for child care subsidies.	Maintain caseload growth and eliminate waiting list to allow low-income working families to afford care for their children.
Improve the quality, health and safety of early childhood education settings.	Offer child care providers technical assistance to improve quality, phase in quality rating system, ensure sufficient monitoring of health and safety, improve infant-toddler care.
Enhance students' chances of academic success by making voluntary full-day kindergarten available to every child.	Phase in full-day kindergarten over 5 years beginning with schools with a high percentage of children on the free/reduced lunch program.
Phase in high-quality, state-supported preschool.	Expand supply of preschool. Redirect Early Childhood Block Grant to high-quality preschool.
Provide child care providers and preschools with access to a nurse health consultant.	Phase in a health consultant system to improve child and staff health and safety by providing access to a healthcare professional.
Increase the pool and retention of qualified early childhood professionals.	Develop professional development system, provide scholarships to improve number, diversity and quality of early education teachers, phase in wage incentive program, establish Early Educators Leadership Program.
Create public/private partnerships to build the capacity of local communities to provide quality early childhood education.	Establish AZ Early Education Fund, recruit Advisory Committee, raise private donations, galvanize business leaders, build quality early childhood education at local level, empower families, instill foundation for reading.
Coordinate early childhood education functions between state agencies, Head Start and Tribes.	Coordinate and maximize efficiency of early childhood education functions under auspices of the State School Readiness Board, develop Accountability System to report indicators and for continuous system improvement.

5











WHO IS THE ANSWER? ALL OF US.

We can all get involved and help our children succeed by taking any of the following steps:

FOR PARENTS AND/OR CAREGIVERS:

- Take children to healthcare providers for check-ups, immunizations and screenings.
- Read to children; listen to children.
- Ensure that children eat nutritiously.
- Take care of ourselves.
- Provide a warm and nurturing home environment.
- Choose high-quality early learning programs.

IN OUR COMMUNITIES:

- Visit or volunteer at a local early education program or school.
- Help families who earn low wages to afford quality child care.
- Ask our business and community networks to support the actions in this plan.
- Support early education teachers in their ongoing development.
- Create your own community school readiness board; adapt the goals to fit your own community's special needs.

FOR MORE INFORMATION:

- Call the School Readiness Board for more information or for a group presentation.

ATTACHMENT C – Arizona's Education Reform Plan

ATTACHMENT C – Arizona's Education Reform Plan

ARIZONA'S EDUCATION REFORM PLAN

Arizona's Vision Statement: A future where all Arizona students are prepared to succeed in college and careers and lead this state in the next 100 years and beyond.

OFFICE OF
GOVERNOR JANICE K. BREWER

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Introduction

Background

In 2009-2010, the State of Arizona responded to an opportunity to apply for federal Race to the Top funds designed to support states' efforts to address the nation's four education reform priorities: college and career-ready standards and assessments, effective data use, great teachers and leaders, and support for struggling schools. When Governor Brewer made the decision to apply for Race to the Top funds, she did so with the intention of developing a state education reform plan that would serve as a roadmap to improve Arizona's education system and ensure its students are prepared for the 21st century. With broad stakeholder support, the Governor emphasized that regardless of the outcome of the Race to the Top competitive grant process, Arizona would move this plan forward. Although Arizona was not one of the twelve states who were awarded funds, the quality and soundness of the plan is evidenced by the fact that Arizona was one of 18 finalists in Round II, and only five points away (out of a possible 500) from the winning proposals.

In keeping with the Governor's commitment, shortly after notification of the Race to the Top awards Governor Brewer charged the P-20 Coordinating Council (Council) with examining the Race to the Top Round II proposal to determine what, when and how the major reform initiatives described in the proposal could be implemented. For several months, the Council's Task Force chairs and selected members (P-20 work group) met to transition the Race to the Top proposal into a viable Arizona education reform plan and develop recommendations regarding the implementation of the plan, the governance structure to oversee it, funding implications and the benchmarks to be accomplished. It was not the work of the P-20 work group to digress from the Race to the Top proposal, but rather to reconfirm the vision, goals and initiatives developed for the application Round II and begin to develop a strategic plan to implement them.

Process

The P-20 work group began its work in fall of 2010. Each member reread and revisited the Arizona Race to the Top proposal and the recorded Arizona finalist presentation and panel review available on the USED website. The P-20 work group then used an analysis tool [See Appendix A for Analysis Tool] to take into account several conditions in considering the implications of implementation without Race to the Top funding. Examining the major strategies and activities under each reform area, the Task Force work group considered:

- The feasibility of implementation based on funding opportunities
- Funding potential including the type and name of potential funding sources if none currently exists
- What actions were needed to implement this initiative/strategy e.g., legislation, policy, new governance structures
- When the initiative/strategy needed to be implemented, noting the sequence of efforts that are or may be dependent upon one another
- Who would be primarily responsible for implementation of this initiative/strategy
- The priority/urgency of this initiative/strategy

Rankings were given for feasibility, priority and capacity (high, moderate, low) and rationale was provided to support, clarify and/or explain the group's ranking scores [See Appendix B for Analysis Tool Directions].

The work group then used this data analysis to form recommendations for the larger P-20 Coordinating Council and ultimately, the Governor [See Appendix C for Analysis results]. Once this initial analysis was completed to determine the high priority/high urgency initiatives, the work group then developed a timeline, mapping the high priority items over a four year period; noted those initiatives that were critical for others to occur; and identified critical benchmarks in the four year plan in order to ensure adequate progress.

Underlying Concepts and Assumptions

As a result of discussions throughout the process, the four priority areas were recognized as the four pillars of Arizona's reform plan, with vital support areas (e.g. Regional Centers, STEM, etc.,) being threaded within and across the four pillars. The work group identified the following concepts and assumptions that underlie the recommendations:

1. All four pillars need to be involved in varying degrees for each initiative/task to be successful, recognizing that the four pillars not only support the reform platform, but support each other as well and are interdependent. For example, key elements of the data system need to be in place, as they set the foundation for the entire plan; improving struggling schools will only happen if staffed with highly effective teachers and leaders.

2. The plan requires all P-20 education institutions to support and make needed changes to improve public education.

3. Budget will be an issue. Examine resources across the state budget, as this is not just a K-12 or P-20 issue. Use available funds, along with additional grant opportunities, knowing they will have to be reallocated and repurposed as needed.

4. Each group – K-12, higher education, early childhood –needs to take ownership of their piece of the plan, determining implementation strategies and sharing public accountability reporting with the P-20 Coordinating Council. The P-20 Coordinating Council needs to strongly support the education reform plan that it recommends to the Governor.

5. The plan needs to be reassessed and updated on a regular basis. While the four pillars form the core of the plan, they may not be all-inclusive. This plan will continue to evolve with the implementation phase.

Achieving Arizona's Vision for Education

As it approaches its centennial celebration, Arizona has an opportunity to reflect on its past and look ahead to its future. Arizona deeply respects the entrepreneurial spirit that built the first 100 years of the state's history, and it is determined to preserve that spirit into its second century. Arizona's future will rest on the success of its young people, which in turn rests on current action to transform its education system. The transformation of Arizona's education system will realize the state's vision:

A future where all Arizona students are prepared to succeed in college and careers and lead this state in the next 100 years and beyond.

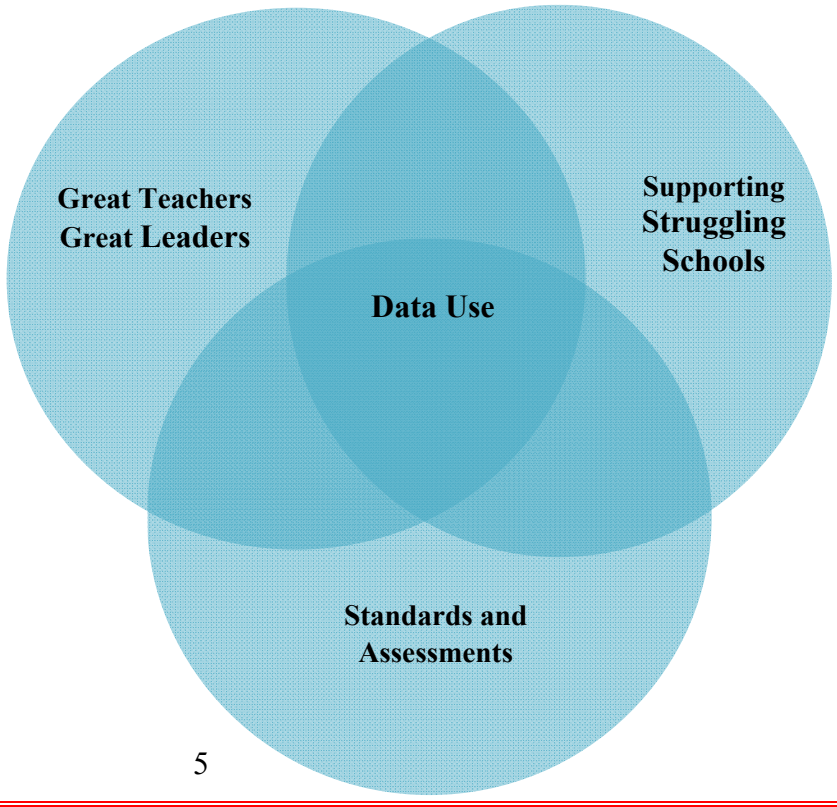
Arizona is building on this innovative, entrepreneurial history of education reform, focusing on the most important priority in improving student learning: ensuring that all students benefit from effective instruction, year after year, in every grade, in every course, in every school, and in every area across the state.

Arizona is drawing on its courageous spirit to realize this strategy, aided by strong leadership and true partnerships among State government, district and school leaders, teachers, postsecondary leaders and faculty, the business community, communities, parents and students.

The guiding force behind Arizona's education transformation agenda is the urgent need to prepare our students to be leaders in a new economy that highly values advanced knowledge and skills, particularly in science, technology, engineering and mathematics. Over the last decades, Arizona has been racing to re-tool itself by building on its economic history – one defined by the "Five Cs" of cotton, cattle, citrus, copper and climate – to develop a new economic base focused on fast-growing aerospace, biotech, computer chip and solar energy industries.

This can be achieved through an integrated educational system designed to drive continuous improvement and built on four foundational pillars: effective data use, strong standards, assessments and accountability, renewed investment to produce great teachers and great leaders and a dedication to the supports needed to improve achievement at historically low performing schools.

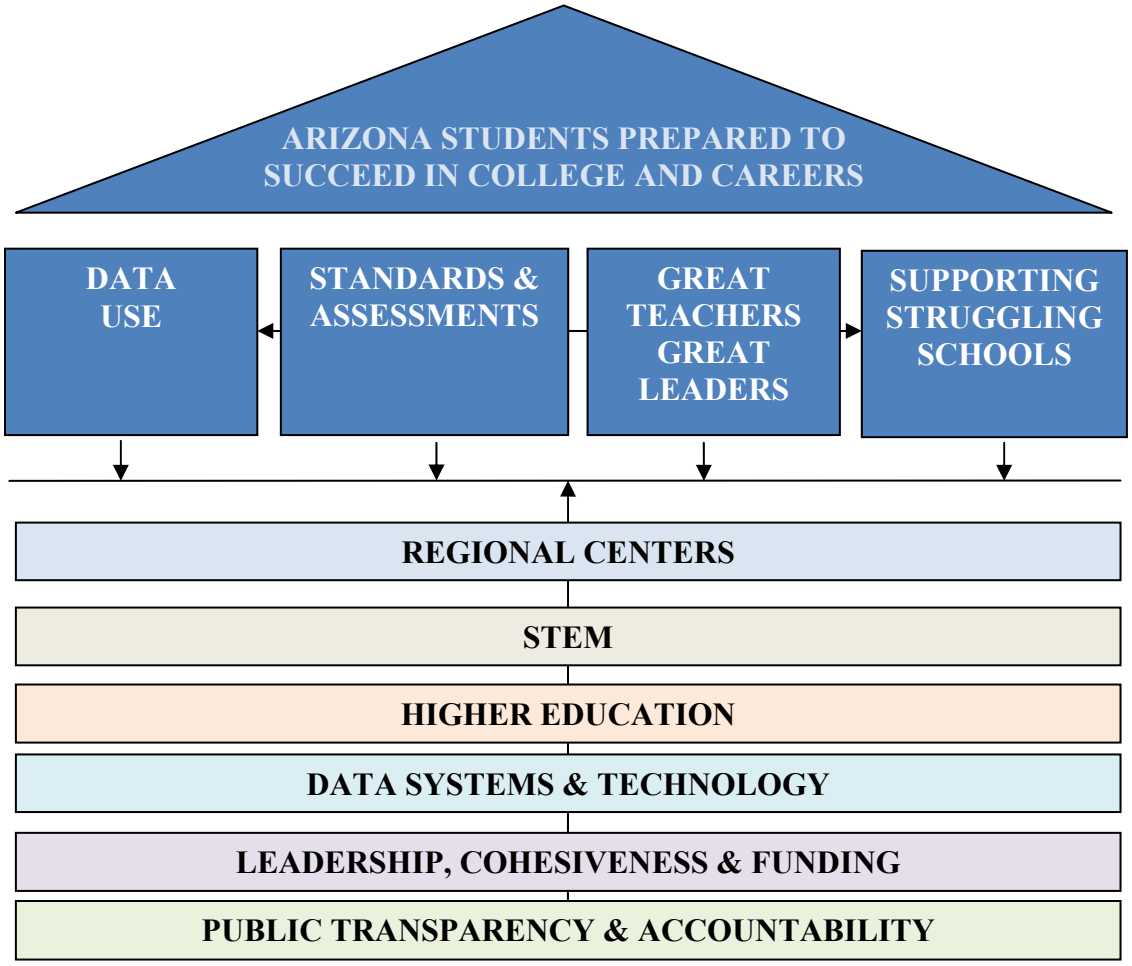
An integrated system is key. The interrelatedness of each of the four pillars is displayed in this graphic.



To address the four pillars, ***a statewide data system is essential***– it provides both the storage and delivery mechanism for key information needed for **data use** by stakeholders. Meanwhile, all schools need ***great leaders and teachers*** *and* ***a solid accountability system*** based on ***rigorous standards and assessments*** to monitor student progre ss and efficien tly identify ***struggling schools in need of assistance.***

Vital supports are threaded within and across the four pillars: **Regional Centers** for training and technical assistance; a focu s on science, technology, engineering and mathem atics (**STEM**); the involvement of **higher education** to produce strong teachers and leaders who are prepared to work in a standard s-based system as well as using new state ass essments to determ ine preparedness of high sc hool graduates for credit bearing coursework; the use of **robust data systems** accessible at all levels as well as u se of **technology** in the classroom; a strong commitment from the state in term s of **leadership, cohesiveness, and funding** with **public transparency and accountability**.

Components of Arizona's Reform Plan



The Four Pillars

At its core, the education reform plan is rooted in the idea that before systematic reform can occur it is essential that there be **high quality data systems** to inform instruction, drive innovation and improve accountability. The **data systems** must provide timely and relevant information to teachers, school leaders and policy makers. The use of data to drive instruction must become a cultural given within our schools and inform all of our reform efforts. The system is also required by SFSF and provides a critical and foundational component to the other three areas of the educational reform plan including:

1. Having access to high quality, timely and secure data is a requirement to support the implementation of the other key areas of the AZ Education reform plan, and
2. SFSF commitment requires full implementation of all 12 elements of the SLDS by November 2011.

While high quality **data systems** are foundational to the plan, the plan itself is built on a deceptively simple charge: focus on the effectiveness of **great teachers and great leaders** to improve instruction. It is a given that **great classroom teachers** who are supported by **strong academic leaders** are essential for student success. The reform plan works to tie rewards and accountability to classroom performance while providing more robust professional development to improve **teachers' and leaders' capacity** to grow student learning. Professional development will be particularly focused on maximizing the use of assessment **data to improve instructional practice.**

Working diligently in recent years to align its mathematics and English language arts **standards** with rigorous national guidelines and NAEP frameworks, Arizona moved aggressively to enact even higher standards through the adoption of the **Common Core State Standards** and by joining the **PARCC assessment** group to develop meaningful evaluations of student progress. By 2014 Arizona students, teachers, schools and districts will be assessed on the new common core standards that measure the skills needed to be college or career ready at graduation. **Assessment** efforts will be shaped by discussion and decisions among multiple states including Arizona. This multi-state approach, coupled with Arizona's history of and reputation for high quality state **standards** suggests that the state will meet the timelines we have developed and that Arizona Department of Education resources will be appropriately deployed. Arizona can also anticipate new government funding for development purposes.

While we move to **higher standards and college and career ready assessments**, Arizona's historically **struggling schools** create the biggest challenges and opportunities. Creating a unified and consistent system to evaluate school performance is essential to ensure accountability. In addition, it is critical for Arizona to build a pipeline of turnaround professionals who can jump start education reform in even the most challenging academic environments. Finally teachers, schools and districts will need high quality and convenient assistance delivered through Regional Centers.

Recommendations

As charged by Governor Brewer, the P-20 Coordinating Council, through its P-20 work group, has developed the following recommendations based on analysis of the urgency, feasibility, and capacity to implement the initiatives and strategies outlined in the education reform plan developed through Arizona's Race to the Top application. The recommendations are organized in two groups: those that are specific to the four pillars and those that are overarching. **It is important to note that although a few recommendations must be considered before others can be implemented, they are not listed sequentially or by order of importance; but rather, the recommendations are interrelated, one building upon another. The recommendations, therefore, should be viewed as a whole to fully address the systemic nature of these reform efforts.** Notations at the end of each recommendation reference the pillar and the section of the Race to the Top proposal in which the initiatives are described: (B=Standards and Assessment, C= Data Use D= Great Teachers and Leaders, E= Struggling Schools); task numbers reference the priority initiatives/tasks outlined in the reform implementation timeline table that follows.

I. Reform Plan Recommendations: the Four Pillars

Recommendation 1: Create a Statewide Longitudinal Data System (SLDS) governance structure that spans P-20 and beyond. The data system needs to be ready in time for, if not ahead of, the needs of the other priority areas. Additionally, while it may appear that the Arizona Department of Education is solely responsible for the SLDS and that many of the recommendations are focused on the K-12 component of the system, the SLDS must be a data management system that seamlessly links P-12 and higher education with other agencies such as labor, commerce, health etc. That strongly suggests that the ultimate responsibility for developing and implementing the system be the responsibility of a governance structure and leadership that does not reside in only one agency. We also recommend that this work needs to be led by more than the P-20 Coordinating Council and needs a dedicated staff member, at least part-time, to manage the development and implementation of the Data System across the various stakeholders and agencies and across the other three pillars in order to meet timelines and assurances of SFSF [Tasks 1, 5, 6, 18, 19 – C (1) (2) (3)].

Recommendation 2: Expand SLDS reach into the workforce, and support more than P-20. The SLDS that we envision is not just a P-12 system, or even a P-20 system, but rather an integrated data system that also reaches into the workforce, providing access to quality data and meaningful information that not only ensures excellent teaching and maximizes learning and student achievement but also drives and supports success in the workplace, economic development and personal prosperity. [C (3)]

Recommendation 3: Move data systems from compliance to use with a focus on teachers and teacher leaders. Indicative of the inflection point that we are at in moving from data for compliance purposes to the use of good data and information to inform our thinking, planning and decision making, we have given a very high priority to the use of data and data systems by teachers and teacher leaders. [Tasks 2, 3, 4, 8, 9, 10, 15, 26, 27, 33 – C (2) (3), D (1) (2) (5)].

Recommendation 4: ***Ensure that the SLDS links student performance data to specific classrooms and teachers, districts and schools, and teacher preparation programs.*** While the general topic of data gathering, analysis and access is discusse d above, it m ust be emphasized that virtually all of th e needs related to Grea t Teachers, Great Lead ers are pred icated on the timely, comprehensive delivery of meaningful, actionable data that links student perform ance to not just d istrict and sch ools and sp ecific classrooms and teachers but also to specific teacher preparation programs to inform decisions and drive improvement. [Tasks 2, 8, 19, 23, 24, 25 – B (3), C (2)(3), D (2)]

Recommendation 5: ***Make the Common Core State Standards and the accompanying assessment a high priority.*** They are foundational to reform efforts **,** clearly linked to other reform efforts, and critical in m eeting student achievement goals [Tasks 11, 12, 13, 14, 21, 25, 28, 31 – B (3)].

Recommendation 6: ***Communicate to LEAs the transition plan from current AIMS items based on state standards to assessments based on the CCSS.*** LEAs need to be clea r that the transition is not a redesign of AIMS and there will be several years where the common core state standards need to be taught while the current AIMS tests are given [Tasks 11, 25, 27, 31 – A (2), B (3), C (3)].

Recommendation 7: ***Expand formative assessment tools and development of interim assessments.*** This m ay be accomplished through ID EAL, the PARCC consortium, current district systems and /or other efforts that will develop as this effort moves forward [Tasks 13, 21, 28, 31 - B (3)].

Recommendation 8: ***Establish the use of educator evaluations to facilitate continuous improvement at all levels of a school.*** More meaningful evaluation tools that are based largely on student achievement will only be meaningful if they are used to drive behaviors and decisions around compensation, p romotion and reten tion of t eachers and adm inistrators. They m ust also drive the allocation of professional develop ment resources dedicated to helping underperforming teachers and administrators improve as well as he lp excelling teachers and adm inistrators reach their full potential [Tasks 8, 9,15, 27, 29, 30, 33 – A (2), C (3), D (2)(3)].

Recommendation 9: ***Enhance incentives for alternative pathways.*** Central to the goal of increasing the number of effective teachers and administrators in Arizona's public schools is our ability to in crease the pipeline of highly capable and highly qualified candidates for those positions. The current environm ent relies heavily on the schools of education at our three state universities and a handful of private post-secondary inst itutions. An immediate goal would be to identify any barriers to expa nding this range of sources. A longer range goal is to create a "feedback loop" that uses the data generated by a fully implem ented evaluation system to provide information to those institutions pointin g to the strengths, weakne sses and gaps in their teacher and administrator preparation programs. The potential also exists for leverag ing existing alternative sources (Teach for America, Arizona Teaching Fellows, et al for exa mple) through more aggressive public-private partnerships to bring m ore high potential candidates into the pool, particularly targeting m ore hard-to-staff subjects and geographic areas [Tasks 14, 15 – D (3)]. 0

Recommendation 10: ***Provide pre-service and new teachers and administrators with meaningful mentorship and induction experiences.*** Student teachers and aspiring principals should have the opportunity to be mentored by successful educators, especially in high needs areas, to ensure that they are prepared for these challenging positions. By the same token, new teachers and administrators should have access to strong induction programs. Several exist and should serve as models for expansion [D (3)(5)].

Recommendation 11: ***Provide incentives for highly effective educators to work in struggling schools.*** One of the highest priorities for improving student outcomes is to ensure an adequate supply of teaching and leadership excellence and expertise to our most challenged schools and students most in need. Targeted strategies around incenting highly effective educators to work in these schools on both a short term (as part of a turnaround team) and long term (as permanent staff) basis have been suggested ranging from financial incentives including stipends and/or student loan forgiveness, specialized programs such as "grow your own" teacher recruitment and development, and targeted public-private partnerships. Several exist and have the potential to be expanded with relatively modest increases in invested resources [Tasks 4, 15 – D (1) (3)].

Recommendation 12: ***Grow a cadre of turnaround experts at the teacher, principal, and district levels through a turnaround leadership training program that coordinates various leadership training opportunities.*** This is one of the most challenging projects for the state but also the most important, and is essential to changing the culture and performance in historically underachieving schools. This can be done through a turnaround leadership training program specifically designed to prepare educational leaders to work in failing schools. While the early efforts of building this cadre of turnaround specialists will be focused on the most severely struggling schools, the long-term goal is to have a wealth of expertise at the state and local levels so performance declines can be mitigated as quickly as they are detected. In addition, many of the turnaround specialists can train other education professionals, further increasing the pipeline. These specialists can also help districts develop this turnaround and educational improvement capacity themselves. There are a number of leadership initiatives being implemented; however, they are fractured and may be duplicative in certain areas. We believe that it is integral to get the various groups working on leadership issues to come together for a common vision, share resources, and focus [Tasks 15, 17, 22 – D (3), E(2)].

Recommendation 13: ***Create a unified accountability system.*** Arizona has a disjointed accountability system that needs consolidation so that all Arizonans have a clear understanding of the status of their school achievement. The current system relies on one set of performance data under Arizona Learns, another set of measures under NCLB, and now a set of standards under the Persistently Low Achieving schools under the federal SIG grants. Combine these with the new school labeling statute and it creates multiple and potentially contradictory measures of performance. In order to effectively manage and improve performance, the measures used to benchmark performance must be stable and understandable. The current system of multiple measures creates confusion and weakens the ability of the state to accurately discriminate performance [Task 16 – E (1)].

Recommendation 14: ***Evaluate the need to modify the academic receivership statutes to ensure that the state has sufficient remediation authority at the school and district level***. While ADE has school improvement teams in place and has ramped-up turnaround principals trainings

through AZ Leads and ADE, more aggressive receivership options may be needed. We anticipate that the most aggressive receivership options would only be used sparingly [E (1)].

II. Overarching Reform Plan Recommendations

Recommendation 15: ***Support Arizona's Education Reform Plan through reallocation and multi-purpose funding.*** We must fund this work from multiple perspectives and sources, ensuring little to no duplication of effort and expenditures. Considerations include:

- Reviewing existing state level funds that can be utilized.
- Reviewing other significant bodies of work, currently funded, that require strong data systems, as "multi-purpose" funding opportunities. For example 1) LEA's plans to allocate funds to develop and enhance their data systems, 2) Multiple ASU Teacher effectiveness projects (PDS, TAP, NEXT), and 3) Maricopa County REIL (Rewarding Excellence in Instruction and Leadership). The extent to which elements of these plans can be used as models or "lead vehicles" for needed elements of the state system should be explored.
- Reconsidering how current funds are being used and reallocate, particularly where current investments are not getting desired results.
- Making connections with other organizations across the education and workforce-economic development enterprise. Ensuring that these connections are at least comprehended in our long range plan may also give us the opportunity to apply for funds from state and federal level agencies like Commerce, Labor and Economic Development.
- Seeking new funding, both public and private, wherever feasible

Recommendation 16: ***Create Regional Centers to address and support LEA capacity issues.*** Successful implementation of these initiatives will ultimately rely on what occurs at the LEA level. As noted in the work team's analysis, capacity issues must be addressed. "Some," as contrasted to "most," LEAs may have the capacity for implementing standards, assessments, educator evaluation systems and instructional improvement. The Regional Centers are seen as important delivery structures for locally accessible professional development and technical assistance on these high priority initiatives that need to be implemented state-wide. Coordinated support from ADE in cooperation with Regional Centers will provide a more efficient and effective approach to systemic reform efforts [Task 33 – A (2), C (3)]. This system should address as its focused priorities:

- Support to LEAs in transitioning to the common core standards and assessments. Support and assistance in curriculum alignment, standards based instruction and use of interim and formative assessments will be critical to both teachers' teaching and students' learning.
- Training and support for Arizona's SLDS and effective data use. Professional development is critical in supporting the implementation of the Arizona Growth Model, using data to inform instruction as well as the new performance review process for teachers and leaders.
- Implementation of educator evaluation systems. SB1040 requires that individual teacher and administrator evaluations be based at least 33% (and up to 50%) on student performance data with observational data and other factors accounting for the remainder. Considerable training and support will be required to effectively implement a new

evaluation system and manage the cultural change that will predictably follow in many public school environments.

- Support and assistance for struggling schools. On site assistance to struggling schools will support school efforts to improve and close achievement gaps.

Recommendation 17: ***Engage higher education at a deep level in the implementation of the Arizona reform plan.*** Colleges of Education, along with other providers of teacher pre-service programs, play a lead role in preparing a new teacher. A strong commitment from higher education will be needed to ensure pre-service programs prepare teachers to teach in a standards-based system. In addition, the PARCC assessment, of which Arizona serves as a Governing state, includes a college-ready assessment intended to be widely accepted by higher education institutions as a good indicator of a student's readiness for college-level courses. Higher education will need to be actively involved in the assessment development to ensure that happens [Task 14 – B (3)].

Recommendation 18: ***Establish, monitor and report performance measures and benchmarks that are public and transparent.*** Metrics and trajectories for student achievement have been set and will need to be monitored in order to meet identified targets at the transition years, Grades 3, 5, 8, and 10. In addition, performance measures and benchmarks need to be established for the initiatives in the plan. Public transparency and accountability will be necessary to ensure the plan is moving forward and progress is being made [A (2)].

Recommendation 19: ***Clearly articulate the role of the P-20 Coordinating Council in implementing Arizona's education reform plan***. If one considers governance across the P-20 continuum and with an understanding of the statutory authority embedded within each of Arizona's education sectors, it is without question that the Governor plays the leading role of "owning" the vision, i.e. articulating how Arizona will be transformed by systemic reform, along with the urgency and criticality of pursuing the same. The Governor is in a position to provide greater public transparency of progress on the systemic reshaping of Arizona's P-20 continuum through the timely reporting on key metrics. The Governor, in her role as the state's chief executive, is in a position to articulate education priorities reflecting a P-20 perspective through her use of the "bully pulpit", executive order, and/or legislative/budget agenda.

The P-20 Coordinating Council should continue to play a leading role in supporting the Governor's vision of education. It is recommended that as the current Council moves from a focus on transitioning Arizona's Race to the Top application to Arizona's education reform plan heavily focused on the critical role of the state's K12 system, the Governor in consultation with the Council should engage in the following:

1. Establish the mission of the P-20 Coordinating Council with consideration of the following:

    - Continue serving as an advisory council to the Governor;
    - Communicating/coordinating efforts within and across education sectors, which may include the establishment of broadly-stated P-20 goals and objectives while recognizing the role of each education sector in developing its own goals and objectives in support of the state's P-20 vision;

- Advocating for the shared reform plan to all stakeholders and constituencies;
- Strategically connecting the purpose and re shaping of education efforts to non-education key stakeholders;
- Reporting to the Governor progress on key P-20 metrics;
- Identifying areas warranting further review/analysis;
- Establishing accountability measures to inform the Council's work, which m ay include convening ad hoc committe es and/or authorizing ad hoc research or reports; and,
- Assuming a leading role in developing strategies to support the long-term viability/sustainability of coordina tion, collaboration across Arizona's P20 continuum.

2. Develop in light of an agreed upon P-20 Coordinating Council mission:

- Proposed membership with the expectations of m embers clearly articulated, for consideration by the Governor;
- Council protocols for m anaging and evalua ting its work, including process for establishing standing and/or ad hoc committees; and,
- Measures to be used by the Council to a ssess its own progress in m eeting its stated mission.

Table I

Summary Table of Recommendations

The following table summarizes the relationship of the recommendations to the four foundational pillars of the reform plan.

Recommendation	Data Use	Standards and Assessment	Great Teachers and Leaders	Support for Struggling Schools
1	x			
2	x			
3	x		x	
4	x	x	x	
5		x		
6	x	x	x	
7		x		
8			x	
9			x	
10			x	
11			x	x
12			x	x
13				x
14				x
15	x	x	x	x
16	x	x	x	x
17	x	x	x	x
18	x	x	x	x
19	x	x	x	x

Table II. Arizona Educational Reform Task/Timeline: Four Year Implementation Plan – High Priority Tasks*

Tasks	Year 2011				Year 2012				Year 2013				Year 2014			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
1. Establish Data Governance (C(2)1.2	☆															
2. Provide authorized users with single sign-on access to student-level data. C(2)1.4	☆															
3. Implement Instructional Improvement Systems: Survey LEAs to identify instructional improvement systems currently in place and determine satisfaction C(3)(i)1.1	☆															
4. Develop process for monitoring, evaluating, and identifying areas of effective teacher and principal shortages; prepare teachers and principals to fill these shortages D(1)(iii)			★													
5. Enhance access privilege components to authorized researchers. C(3)(iii)3.2								☆								
6. Establish a research agenda consistent with AZ reform initiatives and student achievement goals C(3)(iii)3.1								☆								
7. Conduct data capabilities analysis																
8. Establish a clear approach to measure student growth D(2)(i)																
9. Develop a consistent, rigorous, fair and transparent educator evaluation system D(2)(ii)																
10. Improve existing systems based on data capabilities analysis, e.g. data dashboards and tools (state, parent/teacher, leaders) C(2)1.2																
11. Implement transition plan to enhanced standards by implementing the common core, B(3); B(3)																
12. Align curriculum to common core standards and other state standards. B(3)1.1																
13. Participate in consortium of multiple states to develop high-quality balanced assessments system aligned to the common core B(3)2.1																

*Priority Score 1= High Need: This is a high need project and critical to Arizona's education reform plan.

LEGEND

☆ = One Time Event Completed

★ = Regional Centers

Reform Pillars (colored bars): State Data Systems "Blue" Great Teachers and Leaders "Green" Standards and Assessments "Red" Struggling Schools "Yellow"

Table II: Arizona Educational Reform Task/Timeline: Four Year Implementation Plan – High Priority Tasks*

Tasks	Year 2011				Year 2012				Year 2013				Year 2014			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
14. Engage institutions of higher education to support transition to and implementation of common core standards and assessments in teacher preparation and continuing education programs																
15. Staff high need schools with highly effective teachers D(3)(i) D(3)(ii)																
16. Consolidate state's accountability statutes, including establishing state's remediation authority at the school and district level E.1																
17. Support persistently low-achieving schools (SIG) E(2)(ii) 1.1																
18. Enhance data quality, access and utility. C (2) 1.2																
19. Meet America Competes Act elements: additional 5 of 12 elements to enhance quality, access and utility C(1)(i)																
20. Provide training and support to LEAs to use data: Convene leading districts to collect and share lessons learned. C(3)(ii)2.1; connect protégés with mentor LEAs C (3) (ii)2.2																
21. Develop new items and forms for the current AIMS that align with common core B(3)2.3																
22. Build a turnaround pipeline of highly specialized educators E(2)(ii)1.2																
23. Implement Instructional Improvement Systems: Provide system quality standards and guidance to LEAs C(3)(i)1.2																
24. Build infrastructure in rural/high poverty areas. C(2)1.3																
25. Maintain and increase ongoing communication to promote use of assessment results to enhance learning. B(3)2.2																
26. Conduct annual evaluations of teachers and principals that provide timely and constructive feedback and reports of student growth. D(2)(iii)																

*Priority Score 1= High Need: This is a high need project and critical to Arizona's education reform plan.

Table II. Arizona Educational Reform Task/Timeline: Four Year Implementation Plan – High Priority Tasks*

Tasks	Year 2011				Year 2012				Year 2013				Year 2014			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
27. Provide teachers and principals data informed induction, professional development, coaching and common planning and collaboration time D5(i)																
28. Expand and/or develop formative and interim assessment systems B(3)2.5																
29. Measure, evaluate, improve supports by incorporating evaluation results into the above strategies.																
30. Use evaluation results to drive decisions including professional growth, compensation, incentives, advancement and dismissal D(2)(iv)																
31. Transition to enhanced high-quality assessments. B(3)																
32. Ensure implementation of common core standards with fidelity. B(3)1.4																
★ = Regional Centers																
33. Regional Centers: • Release RFP for Regional Centers and make awards. • Hire and train center a coordinator and 4 specialists for each center: standards and assessment, data use, educator evaluation, struggling schools. • Center staff, in coordination with ADE, provides training to LEAs. • Center staff, in coordination with ADE, provides assistance to LEAs to implement key initiatives (common core standards and assessments, data use, educator evaluation systems and support for struggling schools).					★											

*Priority Score 1= High Need: This is a high need project and critical to Arizona's education reform plan.

See Appendix D for implementation details for each of the tasks/initiatives listed.

ATTACHMENT D – Child Care Market Rate Survey 2010

Arizona Department of Economic Security
Division of Employment and Rehabilitation Services
Child Care Administration

CHILD CARE MARKET RATE SURVEY 2010

Conducted by the Maricopa County Office of Research and Reporting

INTRODUCTION
&
METHODOLOGY

ARIZONA DEPARTMENT OF ECONOMIC SECURITY
CHILD CARE MARKET RATE SURVEY

INTRODUCTION:

The Arizona Department of Economic Security (DES) was previously required, as a condition of the Federal Family Support Act of 1988, to determine market rates for child care every two years. The federal regulations for the Family Support Act stated that "...local market rates must be determined: For all political subdivisions or for alternative areas which represent reasonable local child care markets based upon their geographic proximity or common characteristics. Additionally, these rates "must be updated periodically, but no less than biennially".

These regulations further mandated that market rates be determined for different types of care (i.e., center, group home care, family home care, etc.). Furthermore, market rates must also differentiate (where applicable) among care for infants, toddlers, preschool and school age children, whether care is full or part time, and consider reductions in the cost of care for additional children in the same family.

Child care programs that were funded under the Family Support Act included Jobs Opportunity and Basic Skills (JOBS) child care, Aid to Families with Dependent Children (AFDC) related child care, Transitional Child Care (TCC) and Title IV-A At-Risk Child Care. An additional federal child care program, the Child Care and Development Block Grant (CCDBG) was established in 1990 and regulations for this program required many of the same factors to be considered when establishing a payment rate structure for child care benefits provided through the CCDBG.

In 1996 federal welfare reform legislation, the Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA), was passed and greatly changed the nature of funding for child care programs that were federally funded. Programs that were authorized and funded under the Family Support Act were repealed. However, PRWORA provided new Federal child care funds and transferred them to an amended CCDBG. The U.S. Department of Health and Human Services (DHHS) named these new combined funds the Child Care and Development Fund (CCDF) to reflect the integration of the multiple funding sources.

INTRODUCTION: (cont'd)

In July of 1998, DHHS issued final regulations (45 CFR Parts 98 and 99) for the CCDF. These regulations continued the requirement for states to conduct a child care market rate survey every two years. States must also show how their current reimbursement rates relate to market rates. The regulations also require this information be determined by a recent market rate survey and be included in a federally mandated CCDF Plan. Arizona's next CCDF Plan will become effective October 1, 2011. Information from this, Arizona's Eleventh Child Care Market Rate Survey, will be included as a component of that Plan.

Below is a chronology of when Child Care Market Rate Surveys have been conducted in Arizona.

Initial Survey - October - November 1989
Second Survey - December 1991 - January 1992
Third Survey - March - June 1994
Fourth Survey - February - June 1996
Fifth Survey - September - November 1998
Sixth Survey - February - June 2000
Seventh Survey- March - May 2002
Eighth Survey - April - June 2004.
Ninth Survey - March - June 2006
Tenth Survey - March – June 2008
Eleventh Survey March – June 2010
For any additional information, contact the DES Child Care Administration at (602) 542-4248.

METHODOLOGY:

Federal CCDF regulations require that states develop a State Plan, which is to be submitted to the Secretary of the DHHS. The Plan shall contain a biennial local market rate survey. The preamble to the regulations indicates DHHS believes that surveys will show variations in rates among categories of child care and will also reflect sub-state variations in rates, which States must consider.

DES has designated six such sub-state areas, or districts. Each district represents a county or group of counties. The Department utilizes these districts for planning, service delivery and in conducting its field operations. Each district is an area with unique needs based upon geographic proximity or other common characteristics. They are also similar to those used by the Arizona Council of Governments. The following counties define these districts:

District I - Maricopa
District II - Pima
District III - Apache, Coconino, Navajo & Yavapai
District IV - La Paz, Mohave & Yuma
District V - Gila & Pinal
District VI - Cochise, Graham, Greenlee & Santa Cruz

DES contracted with the Maricopa County Office of Research and Reporting to conduct the Child Care Market Rate Survey. The Maricopa County Office of Research and Reporting is an independent credentialed organization with strong survey research skills. They are recognized by the American Association of Public Opinion Researchers and are also a member of the National Field Director's Association, which is a scientific data collection forum with members such as the U.S. Census Bureau, National Institute of Health and many major universities.

Due to the complexity of the survey, to help ensure that the most accurate data was obtained and to attain a high response rate a telephone survey methodology was used. Interviewers read a questionnaire and responses were entered into a data base. This method of surveying allowed for the collection of necessary data as reported by providers and corresponded with the need to gather complex rate information by age categories and by category of care. The Maricopa County Office of Research and Reporting conducted the market rate survey in both English and Spanish.

Consistent with past surveys, all identifiable providers were surveyed rather than selecting a random sample. The basis for this approach is because a complete census is more reliable than a sample as there is no chance of a sampling error. Additionally, in some areas of the state, obtaining a sufficiently large and representative sample is not possible.

METHODOLOGY: (cont'd)

Sources of provider names and telephone numbers which were utilized included: 1) The DES database of certified family homes that provide child care services to families eligible for child care assistance; 2) The Department of Health Services' (DHS) database of licensed child care centers (including "preschools" required to be licensed as child day care centers) and certified child care group homes; 3) Listings obtained from non-profit sponsors who approve child care homes to participate in the Arizona Department of Education's (ADE) federal Child and Adult Care Food Program (CACFP); and 4) Lists of otherwise unregulated homes registered with the state contracted Child Care Resource & Referral (CCR&R) agencies.

Initially the various sources identified 6,741 possible child care providers in the state. Providers that were listed on more than one list, not providing care, not charging for their services, or were unable to be interviewed due to invalid and non-existent telephone numbers were eliminated from this total. This resulted in a list of 4,660 childcare providers, of which 99% were interviewed.

A total of 4,625 child care providers (1,885 licensed centers, 2,099 approved family homes, 374 certified group homes and 267 unregulated homes listed with CCR&R) were interviewed for this survey. The survey was conducted between March and June 2010. As with any survey, there is a margin of error due to reasons such as the respondent's interpretations of the questions asked and their understanding of the purpose of the survey and resultant usage of the data compiled.

Prior to the start of the survey, all sources that supplied provider information were notified that they could direct any questions that came to them, regarding the survey, to DES. At the onset of each telephone interview, providers were advised that specific individual information would be kept confidential and would not be used for any purpose other than identifying local market information. Individual providers were given a telephone number, which they could use to call the surveyor back if necessary. They were also provided with a telephone number of a DES contact if they had any other questions.

The major findings of the 2010 survey are summarized on the following four pages. Specific details of this survey are found in four sets of tables, which follow the major findings. The first set is for centers, the second for approved family homes, the third for certified group homes and the fourth for unregulated homes listed with a state contracted CCR&R agency. In each set, Tables 1 and 2 address capacity and attendance reported by providers surveyed. Tables 3-6 provide market and market rate information. Tables 7 and 8 provide other related market rate considerations. Market rate information is given as: 1) The 50th percentile (the median) i.e., the rate at which at least 50% of the market is at or below and 2) The 75th percentile i.e., the rate at which at least 75% of the market is at or below.

Percentages cited in the report may not total 100% due to rounding.

MAJOR FINDINGS

MAJOR FINDINGS

Licensed Centers

1885 centers were surveyed. This was a 2% increase in the number of center providers identified and interviewed compared to the 2008 survey.

Centers reported approval to care for 216,538 children (a 1% increase from the 2008 survey).

Centers reported providing care for 107,722 children on an average day (a 10% decrease from the 2008 survey).

- The median daily charge for full-time care, for a child under the age of one year, ranged from $26.00 to $42.50 across the six DES districts. The statewide median is $38.75 (a 5% increase from the 2008 survey).

- The median daily charge for full-time care, for a one or two year old child, ranged from$23.00 to $37.50 across the six DES districts. The statewide median is $34.80 (a 7% increase from the 2008 survey).

- The median daily charge for full-time care, for a three, four or five year old child, ranged from $22.00 to $32.00 across the six DES districts. The statewide median is $30.00 (a 7% increase from the 2008 survey).

- The median daily charge for full-time care, for a school age child, ranged from $20.00 to $30.00 across the six DES districts. The statewide median is $27.00 (a 7% increase from the 2008 survey).

- Of the centers surveyed, 68% reported offering a discount for a second child.

- Of the centers surveyed:

  ⇒ 5% reported providing late night care.
  ⇒ 4% reported providing all night care.
  ⇒ 5% reported providing weekend care.
  ⇒ 11% reported providing extended care.

MAJOR FINDINGS

Approved Family Child Care Homes

2,099 homes were surveyed. This was a 14% decrease in the number of approved family child care home providers identified and interviewed compared to the 2008 survey.

Homes surveyed reported approval to care for 10,448 children (a 15% decrease from the 2008 survey).

Homes reported providing care for 8,278 children on an average day (a 23% decrease from the 2008 survey).

- The median home charge for full-time care, for a child under the age of one year, ranged from $20.00 to $25.00 across the six DES districts. The statewide median is $22.00 (a 10% increase from the 2008 survey).

- The median daily charge for full-time care, for a one or two year old child, ranged from $20.00 to $25.00 across the six DES districts. The statewide median is $20.00 (no change from the 2008 survey).

- The median daily charge for full-time care, for a three, four or five year old child, ranged from $20.00 $25.00 across the six DES districts. The statewide median is $20.00 no change from the 2008 survey).

- The median daily charge for full-time care, for a school age child, ranged from $17.00 to $25.00 across the six DES districts. The statewide median is $20.00 (no change from the 2008 survey).

- Of the homes surveyed, 55% reported offering a discount for a second child.

- Of the homes surveyed:

  ⇒ 47% reported providing late night care.
  ⇒ 39% reported providing all night care.
  ⇒ 49% reported providing weekend care.
  ⇒ 33% reported providing extended care.

MAJOR FINDINGS

Certified Group Homes

374 certified group homes were surveyed. This was a 2% decrease in the number of certified group homes identified and interviewed compared to the 2008 survey.

Group homes surveyed reported approval to care for 3,715 children (an 8% decrease from the 2008 survey).

Group homes reported providing care for 2,931 children on an average day (an 18% decrease from the 2008 survey).

- The median daily charge for full-time care, for a child under the age of one year, ranged from $23.00 to $30.00 across the six DES districts. The statewide median is $25.00 no change from the 2008 survey).
- The median daily charge for full-time care, for a one or two year old child, ranged from $21.00 to $26.50 across the six DES districts. The statewide median is $25.00 no change from the 2008 survey).
- The median daily charge for full-time care, for a three, four or five year old child, ranged from $20.00 to $26.00 across the six DES districts. The statewide median is $25.00 (no change from the 2008 survey).
- The median daily charge for full-time care, for a school age child, ranged from $20.00 to $25.00 across the six DES districts. The statewide median is $24.00 a 4% decrease from the 2008 survey).
- Of the group homes surveyed, 55% reported offering a discount for a second child.
- Of the group homes surveyed:

  ⇒ 54% reported providing late night care.
  ⇒ 44% reported providing all night care.
  ⇒ 43% reported providing weekend care.
  ⇒ 41% reported providing extended care.

MAJOR FINDINGS

Unregulated Homes listed with a Child Care Resource & Referral (CCR&R) agency

267 unregulated CCR&R homes were surveyed. This was a 13% decrease in the number of unregulated homes identified and interviewed compared to the 2008 survey.

Unregulated CCR&R homes surveyed reported being able to care for 1,197 children (a 15% decrease from the 2008 survey).

Unregulated CCR&R homes reported providing care for 901 children on an average day (an 18% decrease over the 2008 survey).

- The median daily charge for full-time care, for a child under the age of one year, ranged from$25.00 to $30.00 across the six DES districts. The statewide median is $27.00 (no change from the 2008 survey).
- The median daily charge for full-time care, for a one or two year old child, ranged from $25.00 to $29.00 across the six DES districts. The statewide median is $26.00 (no change from the 2008 survey).
- The median daily charge for full-time care, for a three, four or five year old child, ranged from $25.00 to $28.00 across the six DES districts. The statewide median is $25.00 (no change from the 2008 survey).
- The median daily charge for full-time care, for a school age child, was $25.00 across the six DES districts. The statewide median is $25.00 (no change from the 2008 survey).
- Of the unregulated R&R homes surveyed, 64% reported offering a discount for a second child.
- Of the unregulated R&R homes surveyed:
  - ⇒ 19% reported providing late night care.
  - ⇒ 17% reported providing all night care.
  - ⇒ 18% reported providing weekend care.
  - ⇒ 23% reported providing extended care.

ATTACHMENT E – First Things First 2011 Annual Report



2011 Annual Report

ATTACHMENT E – First Things First 2011 Annual Report

FIRST THINGS FIRST

Ready for School. Set for Life.

Board Members

Chair

Steven W. Lynn

Vice Chair

Dr. Eugene Thompson

Members

Nadine Mathis Basha
Gayle Burns
Hon. Cecil Patterson
Dr. Pamela Powell
Vivian Saunders

Ex-Officio Members

Will Humble, Director ADHS
Clarence H. Carter, Director DES
John Huppenthal, Superintendent ADE

Chief Executive Officer

Rhian Evans Allvin

Submitted in accordance with A.R.S. § 8-1192 A(4): The early childhood development and health board shall prepare an annual report describing the activities of the board, including a description of funds distributed and spent pursuant to sections 8-1161, 8-1173 and 8-1192 and a description of the outcomes for children and families achieved by the board, the regional partnership councils, and the grant recipients. The board shall submit the report to the governor, the president of the senate and the speaker of the house of representatives on or before September 15 of each year, beginning in 2008, and shall provide a copy of this report to the secretary of state and the director of the Arizona state library, archives and public records. The report shall be distributed in accordance with section 41-4153.

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'Walking the Walk' on Early Childhood Development



By Steven W. Lynn, Chair
First Things First Board

Working in early childhood development means dealing in potential: the incredible potential in all of Arizona's children; and the marvelous achievements that can come when you inspire young minds and spark that love of learning. Potential is interesting and exciting to discuss. But now, as Arizona students enter kindergarten facing unprecedented standards of academic rigor, it's time to show results.

Approximately 36,000 Arizona children now have access to a higher standard of child care through Quality First!

When all is said and done, FY2011 will be seen as the year FTF found traction. Arizona voters, in great numbers, reasserted their commitment to our state's youngest children in November 2010, and FTF programs began to answer that vote of confidence with numbers of our own:

- 7,709 Arizona families enjoy stronger, more supportive parent-child relationships because of FTF-funded home visitation programs. Across the state, these programs bring early screening, developmental tools and parental education to the doors of new and expectant families. They also connect parents with community resources to help them better support their child's health and early learning.
- 11,433 fluoride varnishes were applied to protect against the dental decay that afflicts almost half of Arizona's kids, undermining their health and performance in school.
- Approximately 36,000 Arizona children, in 711 center and home-based settings, now have access to a higher standard of child care through Quality First! FTF's quality rating and improvement system helps providers develop lessons focused on early literacy; support teachers in becoming better trained to work with infants, toddlers and preschoolers; and purchase age-appropriate learning materials.

As a longtime advocate for children birth to 5, I cannot tell you how much these — and the other statistics you'll find here — excite me. FTF is well beyond the vision stage now. As our initial grantee class finishes their first funding cycle and our programs hit their stride, you can see the number of children assisted, futures improved and lives changed. We are walking the walk on early childhood development.

The numbers are impressive. But I urge you not to overlook the character of the people and programs you'll read about. Statistics will give you an effective measure of the breadth and volume of FTF programs. But there are more subtle, qualitative victories that are not identified in statistics. Consider:

- The little girl who won't remember her developmental disability because an FTF-sponsored home visitation professional spotted it early and gave her family the tools to overcome it.
- The student who will, learn and succeed free from dental pain, because an FTF oral health program applied a fluoride varnish to his gums and referred his family to a dental provider for regular preventative care.
- The "light" that flickers on when a child discovers the thrill of learning. We nurture that light a number of different ways: from funding scholarship slots, so children from low income families have access to the miracle of learning, to facilitating teacher education so the classroom will be led by someone with the skills to strike the spark.

The numbers and the stories you'll see here are compelling and encouraging. Collectively, they constitute a great start to the commitment voters made to the children of Arizona. But this year's kindergarten class, and those that follow, compel us to continue building on that promise.

BY THE NUMBERS

7,709 Arizona families

enjoyed stronger, more supportive parent-child relationships

11,433 fluoride varnishes

applied to protect against dental decay

36,000 Arizona children

have access to higher standard of child care through Quality First!

Steering by the Stars of Quality First

By Rhian Evans Allvin, CEO
First Things First

Like many working moms and dads across Arizona, I try to commit daily to a balanced life: being the best I can be for my kids; and, providing the leadership I owe my colleagues at FTF. This year is a big milestone in our house as my oldest son starts kindergarten. With this milestone comes mixed emotions as I am sure many parents can relate: excitement for the new experiences he will have, and anxiety about the pressure and rigor I know he will face in our world of increased academic standards and accountability. Have we done enough to get him off on the right track? Does he have the skills he needs to be successful? What if he doesn't make friends quickly?

Quality First partners with child care providers. We didn't want a "gotcha" system that sets high standards, tags struggling providers, then waits for compliance. We wanted to help child care providers meet those high standards.

I saw a similar concern for children's success expressed this past summer, when our state board adopted Arizona's first early childhood quality improvement and rating system. It was an extraordinary step towards connecting a system of early care and education across the state and ensuring that over time, Arizona parents will have a wide variety of high quality early learning choices for their young children. Arizonans crisscrossed the state to tell the board what Quality First has meant to them.



There was Kim Sutton, the Casa Grande child care provider, who credited Quality First for helping open the world up to her developmentally-challenged student. [See Early Education, pp 14.] Michelle Wiesenthal, an Anthem teacher, described the artful swirls her students learned from a Quality First-inspired handwriting class and proudly displayed to their folks at home. There was Janet Garcia, from the Valley of the Sun United Way, who said Quality First inspired her to go forward and help "create the best rating system in the nation." We all felt we were on the brink of something special.

The big winners are Arizona's children. Eighty to 90 percent of brain development occurs in the first five years of life.[i] Access to quality early learning is fundamental to realizing each child's potential. But in a web-based world—where every good and service is rated—families have had to base child care decisions on guess work, gut feelings or "the people seemed nice." Quality First can offer them precise, consistent information on the engagement, environment and expertise of their child's first program.

First Things First Regional Partnership Councils across the state have already made a significant investment in Quality First. There are currently 711 providers enrolled, with another 215 slated to come on line in FY2012. From Sierra Vista to Yuma, from Nogales to the Navajo Nation, families are starting to see the benefits of Quality First. Starting next summer, ratings will be publicly advertised to parents across the state.

Quality First partners with child care and preschool providers. We didn't want a "gotcha" system that sets high standards, tags struggling providers, then waits for compliance. We wanted to help child care providers meet those high standards. When they enroll in Quality First, providers receive a rating—and a package of program supports including coaching, funding for environmental improvements, teacher education and student scholarships. National child development experts, like the BUILD Initiative's Gerrit Westervelt, say this willingness to assist both families and programs makes Quality First stand out. "If you provide the resources for improvement and tie the money to quality, you're on the right path," Westervelt told the FTF Board in June. Every Arizona child care provider wants the kids in their care to be the best that they can be—and that's where Quality First begins the conversation: "This is what you do well," Quality First tells them, "this is where you can improve. Let's help you get there."

Quality First can do much more than inform parents and bolster programs. A consistent standard of quality will improve the level of early learning instruction across the state. Programs will challenge each other to maintain the highest possible ratings. In time, as these performance levels align with Arizona's K-12 standards, our kids can transition fluidly and confidently into grade school, higher education and maximize their potential.

The board's unanimous vote this summer symbolized the energy and commitment that providers have made to partner with First Things First. And it symbolized the commitment Arizona voters have made to families and children across Arizona. In that moment, we could all clearly see a brighter future for Arizona's youngest kids.

*Quality First is just one way we invest in children birth to 5. In the pages that follow, you'll see how First Things First works in three program areas—**Early Learning, Health and Family Support**—to meet the needs and fuel the potential of Arizona kids and their families.*



HEALTH

HEALTH

At immunization time, no news can be the best news of all.

"As a nation, our disease rate is low because of immunizations," Nurse Manager Kathi Ford explained. The lesson isn't lost on her, or the Child Care Health Consultation Program she coordinates for FTF. "We make it a priority to keep children immunized, and to help child care programs stay up-to-date." That means working with center and home-based child care providers to identify children behind in their immunizations, and helping centers direct their parents to free or low-cost vaccinations.

"There is no 'almost,' as far as communicable diseases go," Ford explained, because child care centers are especially vulnerable to the exposure and spread of illness. So Pima County's CCHC program ramped up their efforts to help providers identify students behind in their immunizations and get them up to date. It's just one part of a 13-point care plan that 63 Child Care Health Consultants have worked to implement at 893 child care centers statewide. "We assess health and safety issues in programs, and collaborate with child care providers to improve in any needed areas."

Assistance can take many forms. It often means helping centers establish safety or hygiene policies, standards for recreational activities, proper hydration guidelines, or a school emergency plan. It frequently means training providers on a host of child care issues, including: infant sleep and crib placement; working with special needs children; dealing with food allergies; and, administering medications. "We also get a lot of requests for trainings relating to abuse and neglect," Ford said, "how to identify signs of it and report it to authorities." The approach is respectful and collaborative. "It's about working with the providers; making them part of the process, and not imposing our will. That's the best way to be successful," Ford said.

"It's about working with the providers; making them part of the process, and not imposing our will. That's the best way to be successful."

Which brings us back to the immunizations. As Arizona's immunization deadline loomed, Ford and her Pima County Child Care Health Consultants worked with public health officials. They scheduled free immunization clinics to help Pima's unprotected child care programs... but there were none. "Across Pima County, the programs we worked with were reported as 100% compliant." So CCHC offered its services elsewhere. This success, Ford says, shows that CCHC is on the right track: "We want to empower all child care providers to have the right policies, know the right answers, and take care of themselves," Ford said. "Our job is to work ourselves out of a job."

BY THE NUMBERS

893 child care providers
receiving health care consultations

11,433 fluoride varnishes
applied

12,112 oral health screenings
administered to children statewide

Success Begins with a Healthy Child

Healthy starts are the bedrock of a happy life. Children must be nourished and sustained—in body and in spirit—in order to grow efficiently, learn effectively, and pursue their dreams.

First Things First's health initiatives assist children even before they are born with pre-natal screenings and healthy pregnancy support. Our early infancy programs, like home visitation and well-baby checks, help families encourage growth and anticipate challenges; our consultancy and outreach services ensure that children birth to five will have the medical, dental, and developmental support they need to achieve their full potential.

Snapshot of FTF's Statewide Health Initiatives

First Things First – through its statewide and regional funding – supports dozens of health programs that help Arizona's youngest children arrive at kindergarten healthy and ready to succeed. Those programs are too numerous to describe here. Below are selected highlights demonstrating the impact of those health programs. In addition, a detailed list of the strategies and the grantees contracted to provide those services statewide is available beginning on Page 33.

Child Care Health Consultation

Specially trained health professionals work with child care providers to improve health practices, and teach them how to talk to families about topics like: oral health, nutrition, obesity prevention and immunizations. 618 early child care education centers and 275 home-based care providers served.

Mental Health Consultation

Trains child care providers to identify and effectively respond to the needs of children with mental health issues. 58 consultants working in 207 early child care education centers and 14 home-based care facilities served.

Workforce Development

Using ASU scholarship/service commitments to increase the number, accessibility and expertise of speech language pathologists working with children, birth to five. 14 early intervention students receiving financial support.

Snapshot of FTF's Regional Health Initiatives

Oral Health

12,112 oral health screenings, 11,433 fluoride varnish applications, and 8,029 dental care referrals —to prevent the most common cause of school absence in young children.

Developmental Screening

Increasing preventative health care by providing developmental, oral, vision, and audial screenings, along with education and referrals, to families with children birth to 5. 405 developmental, 595 hearing and 537 vision screenings administered in FY2011.



Food Security

Preventing hunger, and the developmental issues it fosters, by supplying food boxes to an average of 40,880 Arizona families with young children in each quarter of FY2011.

To start school ready to succeed, kids need access to high quality early education. Early learning environments need to include a curriculum focused on early literacy, teachers trained to engage young learners, and teaching materials appropriate for young kids. FTF's early education signature programs offer a comprehensive approach to improving the quality of child care throughout Arizona. They also help parents afford an early education for their kids.



QUALITY EARLY LEARNING

"She was developmentally delayed... now, she talks more than I do."

Mid-afternoon on a Friday, and Kim Sutton has just settled six children down for naptime in her Casa Grande home. It's a quiet time in a busy day—a time most home child care providers might use to catch their breath—but Sutton is using it to advocate for Quality First.

"I could talk all day about it," Sutton said. "I am passionate about it. Quality First has done so much for me and the children I care for."

After two years of research and pilot testing, Quality First, Arizona's first child care rating and improvement system, was officially adopted in June. Since recruitment of providers began in 2009, 711 child care homes and centers serving 36,000 Arizona children have enrolled, with plans to increase to 926 providers by the end of FY2012. Quality First assesses center and home-based early child care programs, rating them on a five-star scale. But what makes it unique—to providers like Sutton and child care advocates nationwide—is that Quality First doesn't just grade child care programs. It gives them the resources to improve.

"I love what I do," said Sutton, who left corporate America 17 years ago to pursue her dream. "I didn't have any resources. I was just trying to love children and care for them and keep them safe." But she wanted to do the best possible job. "I didn't get a lot of outside inspiration and encouragement. I knew what I was doing with the kids was great, but I didn't know why and what effects it would have." She wanted to go back to school, but lacked the resources. Then she enrolled in Quality First.

"I was a little intimidated at first," she said. But the rigorous assessment and evaluation led to consultations that gave Sutton that long-sought spark. "I needed that boost, that guidance and support. Quality First works with you, as a team, to help you do the best for your children."

Sutton credits Quality First with "impacting everything we do, from scheduling to health issues. A redone diaper changing area and hygiene workshop have helped reduce staff and student-related illnesses by 75% in two years.[ii] Day-to-day learning exercises are more hands-on for the children, and more interactive with adults. "Before, our staff members might not have understood the value of in-depth conversations with 2 year-olds. Now they do."

But Quality First's impact can best be captured in the life of an 18 month-old student. "She was developmentally delayed, with maybe five or ten words in her vocabulary that you could make out." Sutton said. "She had a hard time manipulating toys, and even getting herself around the room." Quality First gave Sutton the skills and the resources to draw her out. "Now, she's running and jumping and talks more than I do," Sutton laughed. "We have full-blown conversations. Quality First helped me help her in a way I wouldn't have otherwise known. It speaks volumes to me—and it means the world to her."

"I am passionate about it. Quality First has done so much for me and the children I care for."

BY THE NUMBERS

6,171 infants, toddlers, and preschoolers

received scholarships to access early education services

743 Arizona early childhood teachers

awarded 931 T.E.A.C.H. Scholarships to date

36,000 Arizona children

with access to improved early care through Quality First

Improving the Resources that Empower Children

Quality First, together with our other early learning initiatives, combines the latest scientific assessment tools, student and teacher scholarships, and childcare provider incentives to make Arizona's early learning system effective, inclusive, and state-of-the-art.

Signature Early Learning Programs

First Things First – through its statewide and regional funding – supports dozens of early education programs that help Arizona's youngest children arrive at kindergarten healthy and ready to succeed. Those programs are too numerous to describe here. Below are selected highlights demonstrating the impact of those early education programs. In addition, a detailed list of the strategies and the grantees contracted to provide those services statewide is available beginning on Page 33.

Quality First!

Expands the number of children who have access to high quality child care, including learning materials that are developmentally appropriate, a curriculum focused on early literacy and teachers trained to work with infants, toddlers and preschoolers.

T.E.A.C.H. (Teacher Education and Compensation Helps) Early Childhood Arizona®

Improves the quality of the care children receive by providing financial incentives for teachers to continue their education. 743 teachers, from 334 facilities, receiving scholarships this year.

Professional REWARD$

Keeps the best teachers with our youngest kids by rewarding longevity and continuous improvement of their skills. 1,452 stipends provided.

Regional Early Learning Programs

Child Care Scholarships

Helps low-income families afford a better educational beginning for their children. 3,764 children receiving scholarships in SFY2011.

Family, Friend and Neighbor Programs

Improves the quality of care and education that children receive in unregulated child care homes. 233 providers served in SFY2011.



Pre-Kindergarten Expansion

Expands the number of 3 and 4 year-olds in high quality pre-school programs that prepare them for kindergarten and beyond. 70 public school district pre-k sites receiving support, 41 private/public community pre-k sites receiving support. 2,407 pre-kindergarten children receiving scholarships statewide.

Parents are their child's first teachers. FTF partners with parents to give them the information and support they need to make the best choices for their children. Whether parents just have one question, or need long-term, in-home support, these programs stress the importance of early education and health and teach invaluable parenting skills.



FAMILY SUPPORT

"Why don't babies come with an instruction manual?"

In Arizona, they do. The Arizona Parent Kit can't soothe a diaper rash or calm a colicky baby. But, it can equip parents with the information and tools to handle that wonderful, sleep-deprived, overwhelming time when a new baby comes home.

"I think the kit is an amazing thing," said Marin Pelletier, a Cottonwood mother of two. The Pelletiers received their Parent Kit at the Verde Valley Medical Center in July, when Marin arrived to give birth to their daughter, Kinsley. "There's so much material in there for parents," Marin said. "I wish I had one when my son was born two years ago. For first time parents, especially, there's always a moment when you feel 'I have no clue what I'm doing,' and it's nice to be able to walk out of the hospital with hard facts and materials you can refer to at any time."

Open the signature yellow box, and you'll find solutions you can hear, see, call and touch: a six-part DVD covers everything from basic safety and health to discipline and learning tips; a parent resource guide puts local child care resources at your fingertips; a Birth to 5 Helpline magnet puts access to free expertise from nurses and child development specialists on your refrigerator door.



Funded by a partnership between FTF and The Virginia G. Piper Charitable Trust, the Arizona Parent Kit has been an essential tool for new families statewide. 58,091 families received Parent Kits this past year. "It's still growing, in terms of the number of kits going out," said K Vilay, FTF's Family Support Specialist. First Things First continues to look for ways to build on that momentum.

"We'll keep expanding the kit's range; we want it to reach more parents—and reach them earlier," Vilay said. Certain hospitals have already begun distributing the kit to expecting parents who tour their facilities, and the kit is distributed at some birthing education classes. FTF worked with the Arizona Department of Health Services to make the kit available to parents through the state's licensed midwives. And, FTF is working to make Parent Kits available for check-out at local libraries. "The earlier, the better," Vilay said. "We want to get the kit to parents so they have time to explore it before the baby arrives."

The final jewel of the Parent Kit, usually found at the bottom of the box, is a baby-friendly book, intended to start a newborn's library, and set them on a course for early literacy. "I think that's a nice touch," Marin Pelletier said. "Everybody buys you infant stuff. But they don't stay that way long. This is something to prepare her for the future."

BY THE NUMBERS

58,091 Parent Kits

distributed this year

7,709 families

receiving home visitation services

2,310 calls

received by the Birth to 5 Helpline

Helping Children Means Supporting Families

A child's first contact, first understanding of love and learning and the world around her comes through family. First Things First supports Arizona families by providing timely, useful information to new parents; tools for learning and literacy development; and expert child development counsel as close as the phone or—in some cases—at the door.

When we strengthen the family, we support the child. When we support the child, we build the future.



Selected Family Support Initiatives

First Things First – through its statewide and regional funding – supports dozens of family-focused programs that help Arizona's youngest children arrive at kindergarten healthy and ready to succeed. Those programs are too numerous to describe here. Below are selected highlights demonstrating the impact of those family support programs. In addition, a detailed list of the strategies and the grantees contracted to provide those services statewide is available beginning on Page 33.

Arizona Parent Kits

58,091 kits distributed through hospitals to new parents statewide, the kit provides tools—instructional DVDs, resource guides, helpline information and a baby book—to inform and empower parents during their first days and months as a primary caregiver.

Birth to 5 Helpline

A toll-free helpline, where child development experts listen and offer advice on topics like behavioral issues, sleep, literacy, fussy babies, potty training and nutrition, to parents and caregivers. Responded to 2,310 calls in FY2011.

Home Visitation

Supports the families of young children by providing child care information, developmental tools and in-home screenings and by connecting parents to community resources for additional support. 7,709 families receiving home visitation services in FY2011.

Regional Family Support Initiatives

Raising a Reader

Increases children's access to reading by using outreach programs, lending libraries, family activities and education to involve kids and their parents in literacy. 3,252 people attending 346 literacy training sessions in FY2011.

Community-Based Literacy & Parent Education

Strengthens families with young children by providing voluntary classes in community-based settings on a wide range of topics, including parenting skills, child development, early literacy and nutrition. In fiscal year 2011, 59,438 parents and other caregivers attended 6,380 community-based early childhood sessions statewide.

First Things First programs combine high performance standards, best practices in child development and relevance to the needs of our communities. Next, in our Regional Stories, you'll see how these programs impact the lives of children across the state.



REGIONAL SUCCESS STORIES

When Arizona voters approved First Things First (FTF) in 2006, they created a statewide early childhood system that balances statewide accountability for improving education and health outcomes for kids birth to 5 with local decision-making about the needs of children in Arizona's diverse communities.

The statewide FTF Board is responsible for ensuring that Arizona's early childhood funds are spent on services that help Arizona's young children be healthier and start kindergarten ready to succeed. The board sets the vision for FTF, determines the priorities for FTF within Arizona's broader early childhood system, and – through approval of local funding plans and contracts – ensures that services funded at the statewide and local levels are resulting in improved education and health outcomes for kids 5 and younger.

FTF's 31 Regional Partnership Councils are comprised of volunteers who determine which early childhood services will be funded in their communities. They do this by combining three important components in their decision-making: experience, research and community input.

- **Experience:** Each regional council member represents a specific segment of the community that has a stake in ensuring that our children grow up to be healthy productive adults, including: parents, Tribal representatives, educators, health professionals, business leaders, philanthropists and leaders of faith communities.
- **Research:** Every two years, each regional council does a study of the education and health services that are available to kids in their communities, and what children's needs are unmet.
- **Community Input:** Working with local stakeholders, the regional councils determine which services to fund to improve education and health outcomes for kids in their communities.

FTF respects the sovereignty of all Arizona tribes. By law, tribes may elect to have their tribal lands treated as a separate region by the statewide FTF Board; or, Tribes may elect to participate in the designated geographical region in which their tribal lands are located. Tribes who choose to participate in the regional council whose area includes their tribal lands have a representative of the tribe on the regional council.

There are dozens of strategies funded by FTF Regional Partnership Councils statewide, and it would be impossible to profile all of them in this report. In the following pages, one example from each area of the state is provided. Collectively, these stories represent the breadth of the services funded by regional councils statewide and offer a glimpse of the impact those services are having on young children throughout Arizona.

A detailed list of all the grantee awarded – and the grantees – is available at the end of this document.

Northeast Region

In Arizona's northern corner, healthy starts can be a battle of logistics.

Children in the Kaibab Paiute Tribal area, like children everywhere, need strong teeth and sound oral health in order to reach school on time and fulfill their potential in the classroom. Almost half of Arizona's kindergarten children have some decay, about a third of them have untreated decay, and almost 10 percent are in need of urgent dental care.[iii] The problem is compounded in the Kaibab Paiute area, where a dental problem often means the whole family must visit the Indian Health Services Clinic on the Hopi Reservation in Polacca, a 418-mile trip.

Last summer, the Oral Health Outreach Program, funded by the FTF Coconino Regional Councils, traveled north to the Kaibab/Paiute area as part of a partnership with Northern Arizona University's Teledentistry Program. Twenty three children received dental screenings that day. Five of those children required follow-up care. So the Oral Health Outreach/Teledentistry partnership sent the children's screening results to the IHS clinic ahead of time, enabling five families to solve their children's dental issues in one trip, instead of many.



To date, the Oral Health Outreach/NAU Teledentistry Partnership has provided 364 dental screenings to children and their families in the region. 321 fluoride varnishes —a preventative treatment that guards against tooth decay and gum disease—were applied. Children received a kit containing their very own toothbrushes, toothpaste and floss. And families received oral health education materials to help them establish sound dental habits at home.

Central/East Region

Magdalena and her husband, Jose, were feeling isolated.

The college-educated couple had moved from Mexico with their three year-old son, Juanito, when Jose accepted a veterinary internship at a Willcox dairy. The unfamiliar surroundings posed a number of challenges. How can Spanish speakers find development materials for their children? How can they find adequate child care for Juanito, and properly prepare him for school?

Magdalena enrolled the family in Building Bright Futures. Funded by First Things First's Cochise Regional Partnership Council, Building Bright Futures is a free home visitation program for expectant mothers and families with kids 5 and younger. 80 to 90 percent of brain development occurs in a child's first five years. Proper engagement and interaction during those years can spur the kind of development that will serve children for the rest of their lives. Building Bright Futures is part of an eight agency coalition – the Bright Futures Coalition – that has served 867 families in Cochise and Graham/Greenlee counties this year. These programs help parents take the lead as their child's first teachers. Building Bright Futures' family support specialists visit weekly to track each child's progress, and to provide parents with ideas and activities to foster communication and problem-solving skills and encourage early learning. They also connect families to resources in their communities.



With the help of her home visitor, Magdalena was able to enroll Juanito at a child care center. When she expressed a desire to volunteer—as a way of breaking the isolation and giving back to the community—their assessment worker escorted Magdalena and Juanito to the library, and translated so they could get a library card. In the library's Spanish section, Juanito found a treasure trove of books and DVD's (Sesame Street and Thomas the Train), and Magdalena did, too. When Magdalena asked if their weekly Story Time was also held in Spanish, it began a conversation that ended with Magdalena volunteering to be Story Time's Spanish-speaking reader. She left that day with an armload of learning materials, a closer connection to her community, and a happy little boy. Magdalena has since become a fixture at the library, recruiting volunteers and families to share Spanish language Story Time.

West Region

FTF funding allowed the Bullhead City Elementary School District to expand its current preschool program by adding an additional classroom for 3 and 4 year-old children from low income families.

Those extra slots made a big difference to a local family of five. A single-income family—father, mother, twins and an older sibling who'll be kindergarten age next year—applied for admission. Child care costs had forced them to become a single income family. Every day the mother, the first to find employment, went off to work while the father stayed home as caretaker, reading and tending to the kids.

This spring, the La Paz/Mohave Regional Partnership Council awarded $60,000 to two local preschool providers, allowing them to open 20 more pre-school scholarship slots. These additional preschool slots can serve the needs of one or more children during the course of a single year. They open a door to learning and growth that might otherwise be closed to low-income children.

The new preschool slots in Bullhead City give more children access to a quality, structured early learning environment, but they also offered a young father his chance to seek work and provide additional support for his wife and children.



Staff members called and told the young father that his children had preschool slots—could he come in to fill out the forms? They still talk about the young father who "practically floated" into the office the following Monday, joyously announcing that he'd found a job. He repeatedly thanked everybody in the room: "You don't know what this means to my family."

The children are doing well in school.

Phoenix/Yavapai Region

Two years ago, Erika Bernal and Victor Hugo Hernandez were looking forward to being parents. But when problems with her pregnancy led Erika to lose the baby, the West Phoenix couple struggled with their grief and wondered how they could ever try again.

A friend of the couple, who'd just delivered her baby at the Maricopa Medical Center, spoke highly of the experience there and suggested that Erika and Victor pay a visit. After a study of her medical history, Maricopa Integrated Health System referred Erika to the Comprehensive Healthcare Center, where she was eligible for the Prenatal Outreach Program funded by First Things First.

The Prenatal Outreach Program increases the number of healthy pregnancies by educating pregnant women and their families on nutrition, physical and dental health, the importance of exercise and the essentials of prenatal care. Prenatal Outreach also monitors the specific needs of expectant mothers and links them to appropriate sources of care. 973 expecting families participated in Prenatal Outreach Programs in Cental and South Phoenix this year.

At the Comprehensive Healthcare Center, Erika felt, finally, like something more than a number. The staff was friendly and professional. Her medical problems were understood, and she became part of a supportive group of expectant mothers who shared her experiences and her loss. She learned how proper diet and exercise can affect the development of her baby, and she found a place where she felt more like part of a big family.



Today, Erika and Victor Hugo are the proud parents of Alisha Jazmine – 10 months old, healthy, beautiful and active. Erika remains in the program so she can be ready for her next pregnancy in a couple of years. She enjoys all the lectures and classes and participates in the walking club. They are so grateful that Victor Hugo said that if he ever wins the lottery, half of the prize will go to support the program.

Maricopa Region

"Caleb is a beautiful, bright and loving child," his mother Medina says. "But his behaviors could be overwhelming."

At five years old, Caleb was diagnosed with an eating disorder related to autism. He would only eat foods with certain textures and was prone to bouts of gagging. These restrictions limited Caleb's diet to a few specific food choices—making balanced nutrition impossible—and turned every single meal into a struggle for Caleb, his brother and sister, and Medina, a working single mom.

Medina's family was referred to the Center for Autism and Related Disorders (CARD), funded in part by the FTF Northeast Maricopa Regional Council." [They] were so familiar with Caleb's type of issues, and confident we could make some positive changes," Medina said. "I felt so much better just hearing about other families' struggles and their success with CARD." Medina's family was one of 134 Arizona families receiving services from CARD this year. CARD Counselors Rob and Emily worked with Caleb in person. A third counselor, Kate, consulted via the Internet. They taught Medina positive methods to help Caleb eat. Medina was thrilled when she was able to add two or three fresh fruits to his diet. They scheduled home visitations to observe Caleb's behavior when he was hungry. Together with the CARD counselors, Medina has expanded Caleb's diet and he has willingly tried about 60 new foods.



"We continue to work with Caleb, and he is doing much better," Medina said. "Caleb's brother and sister used to hate being at the table with him because it was always a struggle. We can eat together more easily now. We celebrate each small success. We are able to take him out to dinner and find something on the menu that he'll eat. We are very grateful for all the help we received."

Southeast Region

Elisa never saw herself as the "mother type."

With a baby on the way, Elisa and her husband, Andrew, took stock of their situation and didn't like their chances of success: Elisa wasn't even sure she wanted to be a mother. She had no idea how to raise a child, she said. She didn't know how to interact with someone who wasn't an adult. When the baby, a boy named Eric, came, Andrew Ashton wanted to be an effective father. But he had no idea how to relate to his infant son.

In their case, help literally came to the door.

Healthy Families is one of three home visitation programs funded by the North, Central, and South Pima Regional Councils serving 1,326 families in Pima County (616 by HF). Home visitation providers perform a variety of roles. Certified child development specialists visit expecting mothers, offering information on prenatal care. They also visit new families at home where, in the comfort of a familiar setting, a child care specialist can monitor the baby's physical and mental development, observe care procedures, and suggest activities to keep families strong and babies on track.

Elisa and Andrew worked weekly with a home educator, who took them through a parenting curriculum and supported their progress as they took charge of Eric's care. As they learned how to play and direct Eric's development, the couple grew more confident and Elisa's attitude changed.



FTF funds approximately 60 Home Visitation contracts statewide, serving 7,709 Arizona families in FY2011. Many of these programs fill prenatal and infant care gaps in remote rural areas, where doctors are scarce and developmental issues could otherwise go untended. They also offer referrals and guidance when a physical or developmental issue requires outside resources. And, almost always, they provide back-up and a sense of confidence to parents finding their way.

Elisa and Andrew are still working through their transition to parenthood. But Elisa enjoys playing with Eric – she gets increasingly excited with each developmental milestone he passes – and Andrew feels involved in his son's life. Healthy Families is still providing the family with the resources they need to grow more confident in their parenting and bond with their new child.

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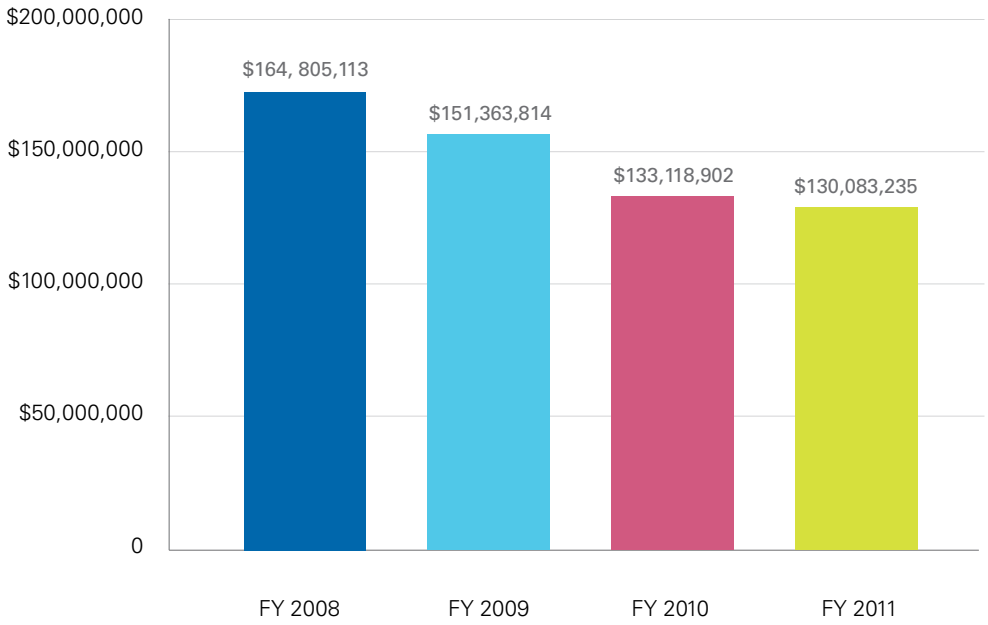
FINANCIAL HIGHLIGHTS

Declining Tobacco Revenues

As fewer Arizonans consume tobacco products, First Things First's major funding source—tobacco tax revenues—will continue to decrease before stabilizing in the next 10 to 15 years. Tobacco tax revenue received by First Things First in FY2011 was 2% less than revenue received in FY2010 and 21% less than revenue in FY2008. (See graph, below.)

Fortunately, First Things First anticipated this decline. Since additional revenue would eventually be needed, First Things First established a fund to accumulate tobacco revenue and interest during the program's early days, when policies, tracking and accounting mechanisms were still being assembled. This fund is designed to act as a reserve, sustaining First Things First initiatives as tobacco revenues decline.

YEARLY TOBACCO TAX REVENUE



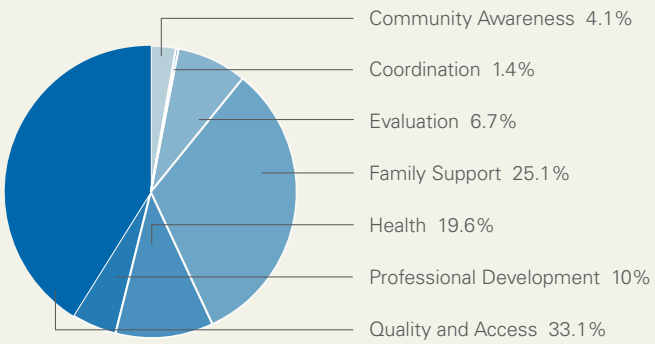
Financial Report

	FY 2011
PROGRAM ACCOUNT BY GOAL AREA	
Community Awareness	$ 6,321,995
Coordination	2,125,619
Evaluation	10,216,111
Family Support	38,449,972
Health	30,134,515
Professional Development	15,363,628
Quality and Access	50,851,631
Total	$ 153,513,472

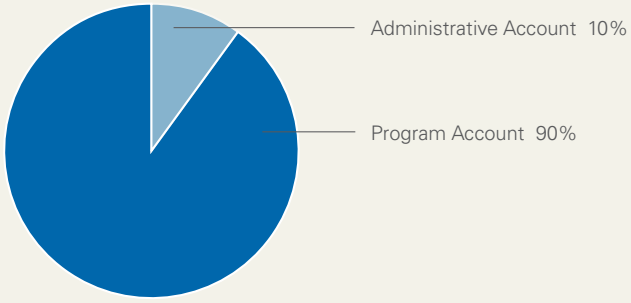
FIRST THINGS FIRST REVENUES	
Administrative Account	$ 13,744,263
Program Account	123,698,357
Total	$ 137,442,620

Note: At the time of printing, the final reconciliation of FY2011 expenditures was not complete. As such, expenditures reported include June plus those expenditures reconciled as part of the state's Period 13, but are not inclusive of final adjustments that tie the appropriation year to the fiscal year under an accrual accounting methodology.

PROGRAM ACCOUNT BY GOAL AREA



FIRST THINGS FIRST REVENUE



FY 2011 Grantee Awards

by Goal Area and Strategy

Through June 30, 2011

GOAL AREA	STRATEGY	GRANTEE	AWARD
COMMUNITY AWARENESS	Community Awareness	Alchesay High School FCCLA	$4,000.00
		City of Chandler Police Department	$20,000.00
		Salt River Pima-Maricopa Indian Community	$12,866.00
	TOTAL		**$36,866.00**
COORDINATION	Community Partnerships	Flowing Wells School District	$130,000.00
		United Way of Yavapai County	$30,000.00
	Court Teams	Mohave County Superior Court	$450,000.00
		Prevent Child Abuse Arizona	$83,438.00
	Service Coordination	Arizona Department of Health Services	$25,830.00
		United Way of Tucson and Southern Arizona	$100,000.00
	TOTAL		**$819,268.00**
EVALUATION	Child Care Study	Arizona Board of Regents for and on behalf of University of Arizona	$661,387.03
	Evaluation	Arizona Board of Regents for and on behalf of University of Arizona	$6,900,107.37
	Home Visiting Study	Kaibab Paiute Tribe	$6,870.00
	Needs and Assets	Arizona Board of Regents for and on behalf of University of Arizona	$23,955.00
	Parent Kits - Study	Arizona Board of Regents for and on behalf of University of Arizona	$360,174.00
	TOTAL		**$7,952,493.40**

GOAL AREA	STRATEGY	GRANTEE	AWARD
FAMILY SUPPORT	Center-based Literacy	Make Way for Books	$190,590.00
	Community-based Literacy	Apache Junction Public Library	$300,000.00
		Arizona Board of Regents for and on Behalf of Arizona State Unversity for Eight, Arizona PBS	$352,000.00
		City of Phoenix Library	$328,800.00
		Colorado River Indian Tribes	$20,245.00
		Gila County Library District	$45,000.00
		Homeward Bound	$104,264.00
		Navajo County Library District	$50,000.00
		Osborn School District	$170,770.00
		Safford City-Graham County Library	$110,000.00
		Southwest Human Development	$257,122.00
		Southwest Institute for Families and Children	$496,447.00
		Valley of the Sun United Way	$276,765.00
	Crisis Intervention	Center for Autism and Related Disorders, Inc.	$296,836.00
		Crisis Nursery, Inc.	$319,826.00
	Family Resource Centers	Adelante Healthcare	$187,500.00
		Arizona Board of Regents for and on behalf of University of Arizona	$304,608.00
		Chandler Christian Community Center	$175,865.00
		Chandler Unified School District	$414,433.00
		City of Avondale	$253,001.00
		Gila Bend Unified School District	$150,000.00
		Maricopa Integrated Health System	$216,187.00
		Murphy Elementary School District #21	$318,886.25
		Sun City Area Interfaith Services, Inc. dba Benevilla	$286,600.00

GOAL AREA	STRATEGY	GRANTEE	AWARD
FAMILY SUPPORT	Family Resource Centers	Tempe Community Council	$582,539.00
		The University of Arizona Santa Cruz Cooperative Extension	$516,413.81
		Town of Buckeye	$143,810.00
		Town of Gila Bend	$200,000.00
		Washington Elementary School District	$65,342.32
		Worthy Institute	$275,460.00
	Family Support – Children with Special Needs	Easter Seals Blake Foundation - Tucson	$115,870.00
		U.S. Department of Health and Human Service, Indian Health Services, Whiteriver Service Unit	$45,273.13
	Food Security	Amphitheater Unified School District	$3,050.00
		Chandler Christian Community Center	$27,500.00
		Coalition for Compassion and Justice	$45,000.00
		Community Action Human Resource Agency	$300,000.00
		Community Food Bank Inc.	$38,102.00
		Fort Defiance Indian Hospital Board, Inc.	$50,000.00
		Gila River Indian Community, Community Services, Nutrition and Assistance Program	$10,000.00
		Graham County Interfaith Care Alliance, Inc.	$10,000.00
		Hualapai Tribe Health Department	$2,499.00
		Johns Hopkins University/School of Public Health	$65,725.70
		Salt River Pima-Maricopa Indian Community	$2,500.00
		St. Marys Food Bank Alliance	$465,831.00
		Tempe Community Action Agency	$27,500.00
		United Food Bank	$205,000.00
		Yuma Community Food Bank	$2,500.00
	Helpline	Southwest Human Development	$90,000.00

GOAL AREA	STRATEGY	GRANTEE	AWARD
FAMILY SUPPORT	Home Visitation	Arizona Board of Regents for and on behalf of Northern Arizona University	$523,197.00
		Arizona Department of Economic Security	$143,793.00
		Arizona Partnership for Children, L.L.P.	$1,652,412.00
		Arizonas Children Association	$214,350.00
		Banner Health	$1,068,292.20
		Casa de los Ninos, Inc.	$1,553,429.00
		Chicanos Por La Causa, dba Parenting Arizona	$859,672.89
		Child and Family Resources	$2,040,345.00
		Child and Family Resources - Yuma	$183,783.00
		Child and Family Resources, Inc.	$614,439.00
		Child and Family Resources, Inc. - Kingman	$334,709.75
		Child Crisis Center	$1,637,824.95
		Coconino County Public Health Services District	$239,215.60
		Cocopah Indian Tribe	$69,182.00
		Fort Mojave Indian Tribe	$42,268.00
		Ft. McDowell Yavapai Nation	$157,500.00
		Gila River Health Care Corporation	$328,016.00
		Havasupai Tribe	$62,728.00
		Hualapai Tribe Health Department	$116,542.00
		Maricopa County Department of Public Health	$1,165,358.30
		Mariposa Community Health Center	$336,600.00
		Pascua Yaqui Tribe	$111,000.00
		Pinal Gila Community Child Services Inc.	$729,332.23
		Social Service Interagency of Lake Havasu City, Inc.	$306,940.50
		Southwest Human Development	$4,190,023.30
		Sunnyside School District	$180,166.00
		Tanner Community Development Corp.	$500,000.00
		The Learning Center for Families	$281,803.00
		United Way of Tucson and Southern Arizona	$1,722,052.50
		Verde Valley Medical Center	$337,212.00
		Yavapai County Community Health Services	$101,849.00
		Yavapai Regional Medical Center	$375,867.00
		Yuma County Health Services District	$207,309.00

GOAL AREA	STRATEGY	GRANTEE	AWARD
FAMILY SUPPORT	Native Language Enrichment	Gila River Indian Community Head Start	$62,539.00
	Parent Education Community-Based Training	Arizonas Children Association	$387,539.00
		Arizona's Children Association	$64,227.00
		Chicanos Por La Causa, dba Parenting Arizona	$334,169.48
		Child and Family Resources	$279,912.00
		Gila River Health Care Corporation	$100,650.00
		Johns Hopkins University/School of Public Health	$101,168.97
		Northland Pioneer College	$81,833.00
		Phoenix Children's Hospital	$547,732.67
		Prevent Child Abuse Arizona	$5,000.00
		Salt River Pima-Maricopa Indian Community	$21,600.00
		Southwest Institute for Families and Children	$199,548.00
		Teen Outreach Pregnancy Services	$577,000.00
		United Way of Tucson and Southern Arizona	$81,000.00
		Youth Count	$162,096.00
	Parent Kits - statewide	SPF Consulting, LLC	$109,992.00
	Reach Out and Read	American Academy of Pediatrics -AZ Foundation	$486,164.88
	TOTAL		**$34,905,045.43**
HEALTH	Care Coordination/Medical Home	American Academy of Pediatrics-AZ Chapter	$136,990.00
		International Rescue Committee	$240,787.00
		Maricopa Integrated Health System	$65,520.00
		North Country HealthCare	$120,000.00
		Phoenix Children's Hospital	$808,834.00
	Child Care Health Consultation	Apache County Public Health Services District	$75,000.00
		Coconino County Public Health Services District	$80,000.00
		Gila County	$21,784.00
		Maricopa County Department of Public Health	$2,771,667.00

GOAL AREA	STRATEGY	GRANTEE	AWARD
HEALTH		Mohave County Department of Public Health	$160,000.00
		Pima County Health Department	$1,073,537.00
		The University of Arizona Santa Cruz Cooperative Extension	$120,000.00
		University of Arizona Cochise Cooperative Extension	$100,000.00
		University of Arizona Cooperative Extension, Pinal County	$360,000.00
		Yavapai County Community Health Services	$270,331.00
		Yuma County Health Services District	$307,876.00
	Comprehensive Preventative Health Programs	Maricopa County Department of Public Health	$232,000.00
	Developmental & Health Screening	Arizona Department of Education	$159,034.10
		EAR Foundation of Arizona	$190,137.00
		Gila County	$56,650.00
		Maricopa County Department of Public Health	$112,668.00
		Milemarkers Therapy, Inc.	$79,073.50
		River Cities Community Clinic	$246,158.00
		University of Arizona Cooperative Extension, Pinal County	$200,000.00
	Health Insurance Enrollment	Arizona Health Care Cost Containment System	$43,150.00
		Child-Parent Centers, Inc.	$200,000.00
		Children's Action Alliance	$853,373.00
		Empowerment Systems, Inc.	$102,953.00
		International Rescue Committee	$179,842.00
		Pascua Yaqui Tribe	$26,265.00
		Pima County Health Department	$188,295.00
	Health Professionals Education and Outreach	Maricopa Integrated Health System	$142,906.00
		Phoenix Children's Hospital	$170,404.00
		St. Joseph's Hospital	$164,111.00
	High Risk Newborn Follow Up	Easter Seals Blake Foundation - Tucson	$399,980.00

GOAL AREA	STRATEGY	GRANTEE	AWARD
HEALTH	Injury Prevention	Maricopa County Department of Public Health	$1,016,723.00
		Maricopa Integrated Health System	$233,997.00
		Valley of the Sun United Way	$105,271.00
	Mental Health Consultation	Southwest Human Development	$4,930,226.64
	Mental Health Education & Credentials	Easter Seals Blake Foundation	$59,636.12
	Nutrition/Obesity/Physical Activity	Arizona Board of Regents for and on behalf of University of Arizona	$93,961.00
		Colorado River Indian Tribes	$27,102.00
		Save the Children	$78,011.26
		University of Arizona Cochise Cooperative Extension	$168,551.00
	Oral Health	Catholic Healthcare West Foundation - East Valley	$608,700.00
		Coconino County Public Health Services District	$150,000.00
		Maricopa County Department of Public Health	$700,000.00
		Mariposa Community Health Center	$74,800.00
		Navajo County Public Health Services District	$104,668.00
		Pima County Health Department	$224,998.00
		University of Arizona Cochise Cooperative Extension	$190,000.00
	Physician Education & Outreach	American Academy of Pediatrics-AZ Chapter	$849,000.00
	Prenatal Outreach	International Rescue Committee	$245,036.00
		Maricopa County Department of Public Health	$661,417.00
		Maricopa Integrated Health System	$235,922.00
		Yuma County Health Services District	$438,800.00
	Recruitment – Stipends/Loan Forgiveness	Arizona Department of Health Services	$1,384,057.00
	Workforce Capacity – Therapist Scholarships	Arizona Board of Regents for and on behalf of Arizona State University	$350,000.00
	TOTAL		**$23,390,202.62**

GOAL AREA	STRATEGY	GRANTEE	AWARD
PROFESSIONAL DEVELOPMENT	Community-Based ECE Training	Association for Supportive Child Care	$461,430.00
		MCCCD-Paradise Valley Community College	$179,795.00
		Northland Pioneer College	$14,982.00
		Rio Salado College	$739,534.00
		United Way of Tucson and Southern Arizona	$701,400.00
		Western AZ Council of Governments	$133,320.00
	Consultation: Language and Communication	Arizona Board of Regents for and on behalf of University of Arizona	$134,995.00
	Director Mentoring/Training	Northland Pioneer College	$28,928.00
		Rio Salado College	$311,083.94
		Southwest Human Development	$18,000.00
	FTF Professional REWARD$	Valley of the Sun United Way	$2,827,203.00
	Learning Labs	Navajo County Education Service Agency	$14,964.62
	Recruitment into Field	Central Arizona College	$73,530.16
		Cochise College	$46,200.00
	Scholarships non-TEACH	Central Arizona College	$917,060.00
		Northland Pioneer College	$120,344.00
	Scholarships TEACH	Association for Supportive Child Care	$7,328,293.00
	TOTAL		**$14,051,062.72**
QUALITY AND ACCESS	Expansion: Increase slots and/or capital expense	Applied Economics	$55,509.05
		Association for Supportive Child Care	$302,275.00
		Child and Family Resources	$549,029.00
		Pascua Yaqui Tribe	$62,500.00

GOAL AREA	STRATEGY	GRANTEE	AWARD
QUALITY AND ACCESS		Pima County Community Development and Neihborhood Conservation	$77,153.00
		Salt River Pima-Maricopa Indian Community	$56,436.00
		United Way of Tucson and Southern Arizona	$1,230,000.00
		Vail Unified School District	$200,000.00
	Family, Friends & Neighbors	Association for Supportive Child Care	$1,922,687.00
		United Way of Pinal County	$355,000.00
	Inclusion of Children with Special Needs	Southwest Human Development	$849,937.00
	Pre-Kindergarten Scholarships	Arizona Department of Education	$6,516,400.00
		Bullhead City Elementary School District #15	$60,000.00
		E.Q. Scholars Inc.	$144,000.00
		Littlefield Unified School District	$108,000.00
		Salt River Pima-Maricopa Indian Community	$190,768.00
		The Mohave Valley Elementary School District	$108,000.00
		Tohono O'odham Nation	$397,241.00
		Topock Elementary School District	$120,000.00
	Quality First	Southwest Human Development	$4,275,060.26
		United Way of Tucson and Southern Arizona	$5,374,583.00
		Valley of the Sun United Way	$9,657,128.00
	Quality First Child Care Scholarships	City of Tucson	$2,450,000.00
		United Way of Northern Arizona	$161,400.00
		Valley of the Sun United Way	$13,953,807.00
	Summer Transition to Kindergarten	Blackwater Community School	$38,000.00
		Casa Blanca Community School	$23,342.00
	TOTAL		**$49,238,255.31**
	GRAND TOTAL		**$130,393,193.48**



Endnotes

i National Research Council of Medicine. From Neurons to Neighborhoods: The Science of Early Childhood Development. Jack P. Shonkoff and Deborah A. Phillips, Editors.

ii Staff reports.

iii Arizona Department of Health Services: Office of Oral Health: 2005. The Oral Health of Arizona's Children: Current Status, Trends and Disparities. Retrieved July 21, 2011, from http://www.azdhs.gov/cfhs/ooh/pdf/OOH_AZSchoolChildrenReport-pagebypage.pdf

iv Sommerfelt, Fred F., R.D.H., M.Ed., "Teledentistry-Assisted, Affiliated Practice for Dential Hygienists: An Innovation Oral Health Workplace Model," Journal of Dental Education, vol. 75, no. 6, June 2011: pp. 733-742.

FIRST THINGS FIRST

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ATTACHMENT F – Arizona's Early Learning Standards





Early Learning Standards

Arizona Department of Education
Tom Horne, Superintendent of Public Instruction

Arizona Department of Education

EARLY LEARNING STANDARDS

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Superintendent of Public Instruction

Margaret Garcia Dugan
Deputy Superintendent of Public Instruction

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Associate Superintendent of Education Services and Resources

FACILITATING EARLY CHILDHOOD EDUCATION SECTION STAFF MEMBERS

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Sue Yale
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Patricia Immele
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Vivian Nava
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ACKNOWLEDGEMENTS

Original Edition Contributors

The development process of the Arizona Early Childhood Education Standards began in February of 2001, through an Even Start Family Literacy Statewide Initiative Grant, which was housed in the Department of Education's Adult Education Section. Under the leadership of Karen Liersch, Deputy Associate Superintendent, the first team of dedicated early childhood practitioners developed and wrote the original Arizona Early Childhood Standards. The Arizona State Board of Education approved the original standards document in May 2003.

The Arizona Department of Education wishes to acknowledge the contributions and foundations created by the following early childhood experts: Holly Abbott, Pauline Baker, Elaine Bridschge, Marilyn Box, Kelvin Broad, Eva Curley, Eleanor Droegemeier, Sandy Foreman, Olivia Jimenez, Dari Johnson, Wanda Billings-Reber, Bonnie Lund, Leonor Lundholm, Karen McIlroy, Catherine Mulligan, Garthanne de Ocampo, Nancy Perry, Kay Stritzel Rencken, Rhonda Richardson, Natalie Scott, Ramona Staires, Lois Schneider, Kimberly Tan, June Torrance, Gloria Williams, Sue Yale and Lizzie Zamora.

Refined Edition Contributors

In January of 2004, new focuses, new mandates, and new research brought new attention to the Early Childhood arena. The newly created Early Childhood Education Section of the Arizona Department of Education under the leadership of Karen Woodhouse, Deputy Associate Superintendent, began the refinement process of the Early Childhood Standards. The "Refinement Team" consisted of the many faces and facets of early childhood stakeholders from throughout the state.

The Department wishes to acknowledge and extend its appreciation to "Refinement Team Members" for their commitment, expertise and wisdom in refining the Early Learning Standards:

Elayne Achilles
Carolyn Alcadida
Jenni Brasington
Janna Finnegan
Bobbi Firebush
Becky Hancock
Susan Pond
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Dale Waters
Lacey Wieser
Lin Wright

In addition, the Department wishes to acknowledge the hundreds of early childhood practitioners, parents and stakeholders who attended focus sessions conducted around the state and who sent comments and suggestions throughout the refinement process. Through their assistance, the newly refined Early Learning Standards have evolved into a quality framework that can be utilized by parents, caregivers, teachers, instructors and administrators.

We acknowledge the assistance provided by Susan Pimentel and the Aha Consultants, as well as many Department personnel and other outside expert reviewers.

STATEMENT OF PURPOSE

The Arizona Early Learning Standards have been developed to provide a framework for the planning of quality learning experiences for all children 3 to 5 years of age. The standards cover a broad range of skill development and provide a useful instructional foundation for children from diverse backgrounds and with diverse abilities. The standards are intended for use by all those who work with young children in any early care and education setting in urban, rural and tribal communities.

Every Child

Is a unique, complex learner;

Is a social being who learns through the development of relationships with peers and adults;

Is entitled to learning environments that support optimal development of the whole child;

Is entitled to opportunities to learn through active exploration;

Learns through child-initiated, child-directed, teacher-supported play.



learn

Introduction

Although the Early Learning Standards document is separated into specific domains of learning, the intent is not to suggest that children's skills develop separately or apart from each other. Nor is it the intent that isolated skill instruction be used as an appropriate way to support learning during the preschool years. The standards document is based on the premises that learning occurs on a continuum and that developmental domains are highly interrelated. Children succeed to their highest potential in nurturing environments that support their learning across domains.

GUIDING PRINCIPLES

- Each child progresses at a unique rate, has an individual learning style and possesses diverse abilities.
- Young children learn through active exploration of their environment where there is a balance between self-discovery and adult initiated/selected activities.
- Children's learning is based on prior knowledge and experiences that are constructed through play, social interactions with other children, and consistent experiences guided by nurturing adults.
- Optimal learning occurs in environments where the adult is respectful of the child, the family, the language, the culture, and the community.
- Children's progress is best understood through observable behavioral change using ongoing observation, anecdotal recordkeeping, and collection of children's work.
- Children develop a sense of empowerment by having many opportunities to make choices within their daily routines.
- Children learn best when their health and nutritional needs are met.
- Families are the primary caregivers and educators of young children.
- Young children are capable and competent regardless of their backgrounds, their experiences and their varying abilities.

INCLUSIVE PRACTICES

Early Childhood Special Education

Standards are an essential first step for designing effective preschool curricula since they represent an agreed upon agenda for teaching and learning. They assist all early education professionals in setting high expectations for children rather than lowering expectations for children with disabilities or other challenges. Therefore, the Arizona Early Learning Standards should be used for students with disabilities as well as with typically developing children. Because these standards establish the content for learning, the focus for classrooms no longer needs to be on an age, grade, or specific functional level but on actual performance on a standard. Like any quality standard, the Arizona Early Learning Standards are designed to be used to plan creative experiences that support children in reaching their highest potential, capture their interest in learning, and build on what they already know.

English Language Learners

All children have acquired knowledge as a result of the language used in their home since birth. The richer the home language and background experiences, the easier it is for children to learn a second language. Children develop language much the same way they acquire other skills, along a continuum, at different rates, and with individual learning styles. Some children may experience a silent period while they learn English; other children may practice their knowledge by mixing or combining languages; still others may quickly acquire English-language proficiency. Each child's progress in learning English needs to be respected and viewed as acceptable, logical, and part of the ongoing process of learning any new skill. The skills needed for young English language learners to become proficient in English are fully embedded in the Arizona Early Learning Standards. Using the standards to plan enriching experiences will enhance children's proficiency in English and enable them to become successful learners.

The Arizona Early Learning Standards are:

- A framework that provides an essential first step for designing and/or choosing an effective, high-quality preschool curricula
- Common, agreed upon goals and outcomes for teaching and learning
- Building blocks that illustrate the interconnectedness of emotional, social, language, cognitive and physical development and learning that address the whole child
- A reflection of current brain development, early childhood research and best practices
- A continuum of learning outcomes for preschool children
- A link between early learning expectations and school readiness
- A framework that links content and curriculum, professional development and assessment tools to ensure age-appropriate activities, goals and performance outcomes for three to five year old children
- Appropriate for all children regardless of background, language and diverse needs
- Flexible; can be modified up or down to meet the specific needs of all children
- A step toward eliminating fragmentation in early care and education programs throughout Arizona
- Separated into domains; yet the indicators in each domain are interrelated and interdependent. They all need to be woven together into daily routines, activities and play
- A tool to assist parents, caregivers and teachers in creating meaningful and appropriate learning experiences for preschool children

The Arizona Early Learning Standards are not:

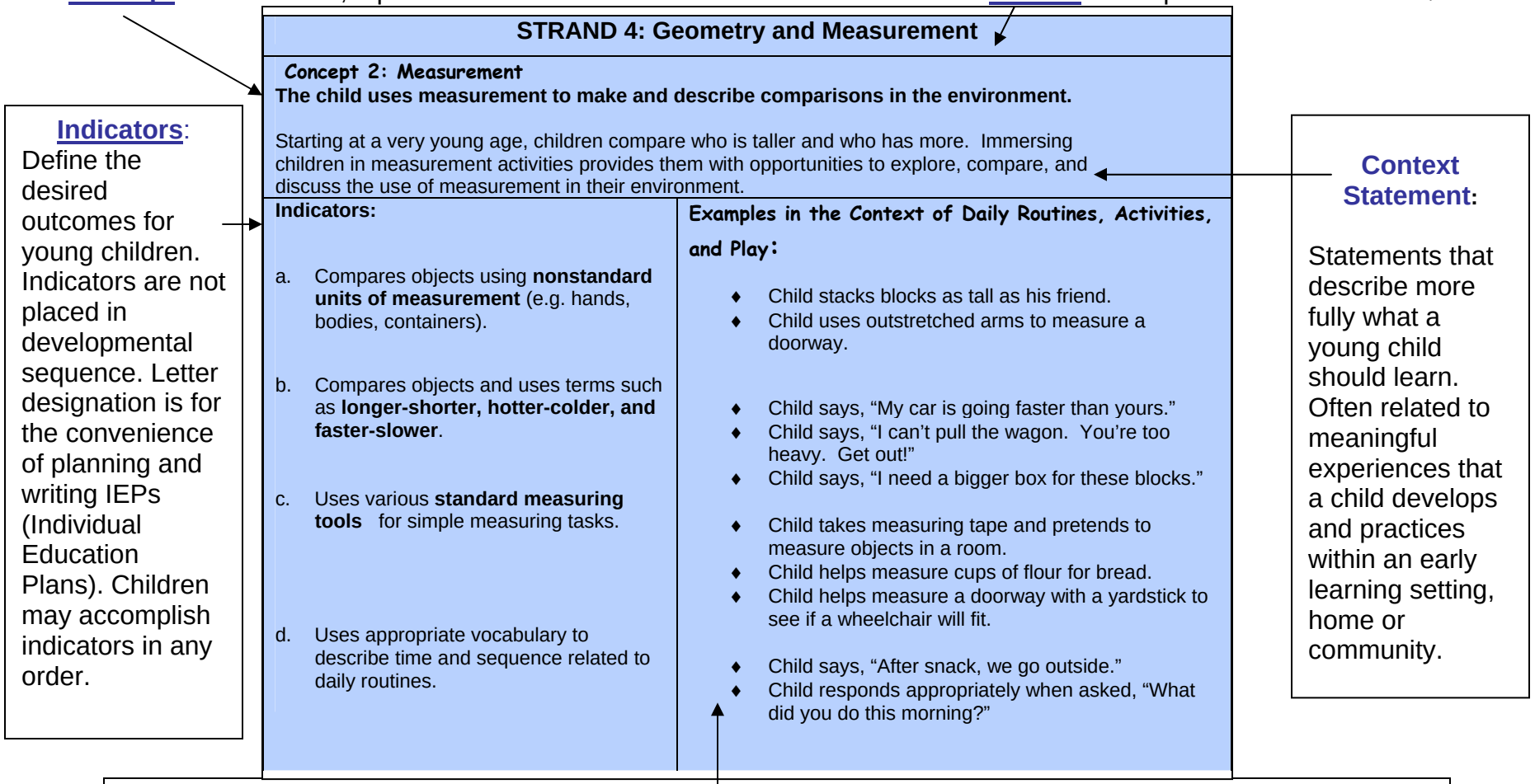
- Intended for use as a curriculum
- Intended for use as a checklist
- Intended for use as an assessment tool
- Meant to be used in isolation
- Meant to stifle the creativity of caregivers or teachers
- Intended to imply that only formal and structured activities are to be planned for young children

A Visual Explanation of the Arizona Early Learning Standards Components

Standard: An agreed upon framework of skills that young children need to experience in order to develop a foundation for higher levels of learning. (**Mathematics**)

Concept: One element, topic or sub-skill of the strand.

Strand: A component of the standard.



Indicators: Define the desired outcomes for young children. Indicators are not placed in developmental sequence. Letter designation is for the convenience of planning and writing IEPs (Individual Education Plans). Children may accomplish indicators in any order.

Context Statement:

Statements that describe more fully what a young child should learn. Often related to meaningful experiences that a child develops and practices within an early learning setting, home or community.

Examples in the Context of Daily Routines, Activities and Play:

These are samples of activities that children might perform in the context of play and daily routines that demonstrate learning of a particular skill or knowledge and understanding of a particular concept.



Social Emotional Standard

SOCIAL EMOTIONAL STANDARD

For Young Children From Three to Five Years Old

Overview

Children learn and thrive when they feel emotionally secure and physically safe. Early in life children demonstrate feelings of competence and take pride in their accomplishments. Children need to develop the capacity to experience, express, and gain self-control over their emotions and social interactions in order to mature socially and emotionally. This development is enhanced through nurturing relationships and positive early learning experiences.

A consistent and predictable environment strengthens a child's confidence in approaching new challenges. Confident children approach new tasks and situations enthusiastically. They recognize and express emotions appropriately as well as share information about themselves and others.

Social and emotional development is the building block of children's **cognitive development** and life long learning. This domain becomes the foundation for helping children understand themselves, form constructive social relationships and relate to the larger world.

The Social/Emotional Standard is organized into the following strands and related concepts:

Strand 1: Knowledge of Self
- **Self Awareness**
- **Recognition and Expression of Feelings**

Strand 2: Social Interactions with Others
- **Separation**
- **Cooperation**

Strand 3: Responsibility for Self and Others
- **Self Control**
- **Respect**

Strand 4: Approaches to Learning
- **Curiosity**
- **Initiative**
- **Persistence**
- **Creativity**
- **Problem-Solving**
- **Confidence**

Social Emotional Standard Definitions

Cognitive Development is the development of knowledge and skills, which help children think about and understand the world around them.

Empathy is the ability to recognize, respond and share in another's emotions, thoughts or feelings.

Initiative is the action of taking the first step.

Refusal Skills are evident when a child states "no" upon determining that an action would be wrong, harmful or dangerous.

Self-awareness is the ability to look at one's self and to understand one's self.

STRAND 1: KNOWLEDGE OF SELF

Concept 1: Self-Awareness

The child demonstrates an awareness of his or her self.

Children develop a sense of personal identity as they begin to recognize the characteristics that make them unique as individuals and to build self-esteem.

Indicators:	**Examples in the Context of Daily Routines, Activities, and Play:**
a. Demonstrates self-confidence	• Child acknowledges his own accomplishments and says, "I can hit the ball." • Child tells her friends, "I don't like that."
b. Makes personal preferences known to others.	• When asked to name a favorite color, child signs, "red." • Child says, "I like chocolate ice cream."
c. Demonstrates knowledge of self-identity.	• While looking in the mirror, child says, "I have new glasses." • Child says, "My birthday is in May."
d. Shows an awareness of similarities and differences between self and others.	• Child says, "I am bigger than you." • Child points to his shirt and then to his friend's, indicating that they are wearing the same color of shirt.

STRAND 1: KNOWLEDGE OF SELF

Concept 2: Recognition and Expression of Feelings
The child recognizes and expresses feelings of self and others.

Children develop the ability to effectively and appropriately express themselves and learn that their attitudes and feelings are an important aspect of emotional well-being. Children develop an awareness of the feelings of others through daily interactions with friends and family.

Indicators:	**Examples in the Context of Daily Routines, Activities, and Play:**
a. Associates emotions with words and facial expressions.	• When shown a puppet with a smile, child uses Sign Language to sign "happy". • While listening to a story child covers his eyes and says, "This is scary!"
b. Identifies and describes own feelings.	• A child says, "I am happy today, it's my birthday!" • When playing outside, child says, "It makes me mad when you take my bike!"
c. Demonstrates **refusal skills** by saying "No" to/in harmful situations.	• Child walks away when a stranger asks" What's your name?" • Child says "No, I won't jump off the slide."
d. Identifies and describes feelings of others.	• Child approaches an adult and says, "Jamal is sad. He is crying." • After drawing a picture of her mom, child says, "My mom will be so happy to see my picture."
e. Expresses **empathy** for others	• Child sees his friend crying, and then gives her a hug. • After seeing his friend fall down, child asks, "Are you OK?"

STRAND 2: SOCIAL INTERACTIONS WITH OTHERS

Concept 1: Separation

The child demonstrates the ability to separate from familiar adults.

Positive social relationships between adults and children develop in an environment where children feel safe and secure.

Indicators:	Examples in the Context of Daily Routines, Activities, and Play:
a. Interacts with others when family member is nearby.	• While child's mother talks to another parent, their children play together on the slide. • Child continues to play after acknowledging a family member's arrival.
b. Separates from family members without undue stress.	• Child runs off to play, when his Nana drops him off at his friend's house. • Child doesn't cry when dropped off at school or child care provider's home.
c. Seeks comfort and security from familiar adults.	• When child hurts her finger while playing with a toy truck, she runs to her caregiver for comfort. • Child occasionally seeks hugs from her teacher.

STRAND 2: SOCIAL INTERACTIONS WITH OTHERS

Concept 2: Cooperation

The child demonstrates the ability to give and take during social interactions.

Children's cooperation with peers and adults implies an understanding of mutual rights and the ability to balance their needs with those of others.

Indicators:	Examples in the Context of Daily Routines, Activities, and Play:
a. Responds when adults or other children initiate interactions.	• Child pretends to eat a hamburger and answers "Yes" when asked "Do you want French fries?" • Child says, "I want to play outside when asked, "What do you want to do now?"
b. Initiates and sustains positive interactions with adults and friends.	• While putting together a puzzle, child asks if he can help. The children finish putting the puzzle together. • Child says, "Let's build a road for our cars." Children work together to build a road.
c. Demonstrates positive ways to resolve conflict.	• Child trades toys with a friend. • Child agrees to share blocks with her friend who wants to play with them.

STRAND 3: RESPONSIBILITY FOR SELF AND OTHERS

Concept 1: Self-Control

The child follows and understands rules and routines in various environments.

Young children develop self-control as they acquire the ability to regulate impulses and follow rules and routines. This enables children to function successfully and independently in both personal and social contexts.

Indicators:	Examples in the Context of Daily Routines, Activities, and Play:
a. Manages transitions, daily routines and unexpected events.	• When it is time for a story, child puts away the blocks and goes to where the children are gathered. • Child asks, "Who is that?" when seeing an unexpected visitor, and then continues with activity.
b. Understands and follows rules in the learning environment.	• Child reminds friends that running is for outside. • Child puts his puzzle away when "Clean Up Time" is announced.
c. Accepts the consequences of actions positive or negative.	• Child gets a sponge to wipe up his milk, after spilling it on the table. • Child gets an ice pack for her friend after accidentally hitting him on the hand with a block.
d. Adjusts behavior for alternate activities and in different settings of the learning environment.	• Child uses a quiet voice when visiting the library. • Child shares learning materials during group activities.

STRAND 3: RESPONSIBILITY FOR SELF AND OTHERS

Concept 2: Respect

The child acknowledges the rights and property of self and others.

When children interact with others, they become aware of the limits and boundaries of acceptable behavior and begin to learn about the possible consequences of their actions. They learn to manage their behavior and develop appropriate social interactions with other children. Additionally, children thrive in environments when they have a sense of ownership.

Indicators:	**Examples in the Context of Daily Routines, Activities, and Play:**
a. Asks permission before using items that belong to others.	• Child sees a doll in another child's backpack and asks to play with it. • Child asks, "May I ride the trike next?"
b. Defends own rights and the rights of others.	• Child tells his friend not to knock down his block structure. • Child says, "Elizabeth, Joe had the bike first."
c. Uses courteous words and actions.	• Child says, "Thank you" after receiving a snack. • Child waits for her turn during a conversation.
d. Participates in cleaning up the learning environment.	• Child helps put the crayons away. • Child picks up books from the floor and places them on the shelf.
e. Shows respect for learning materials and toys.	• Child reminds friends to take care of the toys. • Child picks up crayons from the floor and returns them to the correct container.

STRAND 4: APPROACHES TO LEARNING

Concept 1: Curiosity
The child is inquisitive about new experiences.

Children are active learners, naturally curious, and eager to learn. Curiosity relates to children's tendencies to explore all aspects of the environment, from objects and people, to ideas and customs. It is through finding the answers to their own questions that children construct knowledge.

Indicators:	Examples in Context of Daily Routine, Activities, and Play:
a. Selects an activity when choices are provided.	• When given the choice to either play with the toys or paint, the child chooses to paint. • Child runs to the slide during outside activities.
b. Shows interest in learning new things and trying new experiences.	• Child says, "Let me have a turn" when a microscope is brought into the room for the first time. • Child asks, "How did you make the play dough?"
c. Expresses interest in people.	• Child inquires why his friend is not at school. • Child asks, "Do you have any sisters?"
d. Asks questions to get information.	• When going on a walk, the child asks, "Where are we going?" • After listening to a story about a dog, child asks, "What kind of dog do you have?"

STRAND 4: APPROACHES TO LEARNING

Concept 2: Initiative

The child demonstrates independence.

Initiative refers to a child's ability to exhibit a spirit of independence and sense of control over his or her choices. It also reflects the child's ability to initiate social relationships, and demonstrates a growing sense of self-sufficiency and confidence while interacting with others.

Indicators:	**Examples in the Context of Daily Routines, Activities, and Play:**
a. Initiates interaction with others.	• While playing outside, child asks a friend to play with her on the slide. • Child joins three other children to play in the sand.
b. Makes decisions independently.	• Instead of playing with friends, the child chooses to read a story by himself.
c. Develops independence during activities, routines and play.	• Upon entering the learning environment, the child hangs up his coat and backpack. • Child washes his hands when he is finished painting without being told to do so.

STRAND 4: APPROACHES TO LEARNING

Concept 3: Persistence

The child demonstrates the ability to maintain and sustain a challenging task.

Starting at a very young age, children develop an understanding of how to maintain and sustain a task. Children's capacities to engage in what they are doing and to meet challenges appropriate to their level of development, demonstrate persistence. The ability to persist in a task is an important element in learning.

Indicators:	Examples in the Context of Daily Routines, Activities, and Play:
a. Continuously attends to a task.	• Child works on building a Lego structure throughout the course of the day. • Child repeatedly attempts to tape two paper towel tubes together.
b. Pursues challenges.	• Child asks for a puzzle with many pieces. • Child attempts to swing across the monkey bars.
c. Copes with frustration or disappointment.	• Child spills a cup of juice on the floor, cleans it up and asks for some more juice. • Child says, "We have to go inside, it is raining. We can come back out when it stops."

STRAND 4: APPROACHES TO LEARNING

Concept 4: Creativity

The child demonstrates the ability to express his/her own unique way of seeing the world.

Creativity can be expressed in many ways. We commonly think of this word in association with the expressive arts. However, creativity involves being able to cope with new situations and problems as well as to see things from a different perspective. A creative child extends and elaborates on ideas and has a sense of humor.

Indicators:	**Examples in the Context of Daily Routines, Activities, and Play:**
a. Uses imagination to generate new ideas.	• Child creates a story about a picture she has drawn. • While playing house with a friend, child says, "Let's take the babies to the park."
b. Appreciates humor.	• Child reacts with a laugh or smile when something silly occurs in the story. Child says, "That is a funny story."

STRAND 4: APPROACHES TO LEARNING

Concept 5: Problem-solving

The child demonstrates the ability to seek solutions to problems.

Problem solving involves the child's ability to look for or find solutions for everyday problems. This ability is crucial for constructing knowledge as the child builds on his or her prior experiences and integrates new information.

Indicators:	**Examples in the Context of Daily Routines, Activities, and Play:**
a. Recognizes problems.	• When setting the table, child recognizes that there are not enough cups and asks for additional cups.
b. Tries to solve problems.	• When child discovers paint on his pants, he wets a paper towel and wipes the paint off.
c. Seeks adult assistance when support is required.	• When putting on her jacket, the child asks, "Will you zip my jacket?" • Child tells adult, "He took my toy."
d. Works to solve a problem independently.	• When ropes on the swing become tangled, child works to untangle them.

STRAND 4: APPROACHES TO LEARNING

Concept 6: Confidence

The child demonstrates self-assurance in a variety of circumstances.

Confident children feel positive about themselves and their ability to do things or to adapt to changing situations. A confident child is willing to take a reasonable risk, to express or defend ideas, to try new experiences, or to engage in challenging tasks.

Indicators:	Examples in the Context of Daily Routines, Activities, and Play:
a. Expresses opinions or ideas.	• Child indicates red is her favorite color and then chooses it. • While building a castle, the child says to his friend, "I know how to get the top to stay on."
b. Views self as competent and skilled.	• The child says, "I can pour the juice myself." • Child tells his friend, "I don't want you to help. I can do it!"
c. Is willing to take risks and consider a variety of alternatives.	• When offered "broccoli and ranch dressing", the child says, "I want to try it."

STRAND 1: KNOWLEDGE OF SELF

AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Self-Awareness	**Social & Emotional Development**	**Comprehensive Health**
Demonstrates self-confidence.	Develops growing capacity for independence in a range of activities, routines, and tasks. Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.	
Makes personal preferences known to others.	Begins to develop and express awareness of self in terms of specific abilities, characteristics and preferences.	
Demonstrates knowledge of self-identity.	Develops ability to identify personal characteristics including gender, and family composition.	
Shows an awareness of similarities and differences between self and others.	Progresses in understanding similarities and respecting differences among people, such as genders, race, special needs, culture, language, and family structures.	Interact positively with students in class regardless of personal differences.
Recognition and Expression of Feelings	**Social & Emotional Development**	**Comprehensive Health**
Associates emotions with words and facial expressions.		Identify verbal and nonverbal communication

STRAND 1: KNOWLEDGE OF SELF - CONTINUED		
AZ EARLY LEARNING STANDARD	**HEAD START CHILD OUTCOME**	**AZ KINDERGARTEN STANDARD**
Recognition and Expression of Feelings	**Social & Emotional Development**	**Comprehensive Health**
Identifies and describes own feelings. Identifies and describes feelings of others.	Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property.	Identify basic emotions. Identify a need, want, and feeling.
Demonstrates refusal skills by saying, "No" to/in harmful situations.		Identify refusal skills that enhance health.
Expresses empathy for others.	Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.	Identify how to communicate care, consideration, and respect of self and others.

STRAND 2: SOCIAL INTERACTIONS WITH OTHERS		
Separation	**Social & Emotional Development**	**Comprehensive Health**
Interacts with others when family member is nearby. Separates from family members without undue stress. Seeks comfort and security from familiar adults.	Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.	

STRAND 2: SOCIAL INTERACTIONS WITH OTHERS - CONTINUED		
AZ EARLY LEARNING STANDARD	**HEAD START CHILD OUTCOME**	**AZ KINDERGARTEN STANDARD**
Cooperation	**Social & Emotional Development**	**Comprehensive Health**
Responds when adults or other children initiate interactions. Initiates and sustains positive interactions with adults and friends.	Develops increasing abilities to give and take in interactions; to take turns in games or using materials, and to interact without being overly submissive or directive. Shows progress in developing friendships with peers.	Identify characteristics of attentive listening skills that build and maintain healthy relationships. Share space and equipment with others.
Demonstrates positive ways to resolve conflict.	Show increasing abilities to use compromise and discussion in working, playing and resolving conflicts with peers.	Differentiate between negative and positive behaviors used in conflict situations. Demonstrate nonviolent strategies to resolve conflict.

STRAND 3: RESPONSIBILITY FOR SELF AND OTHERS		
Self-Control	**Social & Emotional Development**	**Comprehensive Health**
Understands and follows rules in the learning environment. Adjusts behavior for alternate activities and in different settings of the learning environment.		Apply, with teacher reinforcement, classroom rules and procedures and safe practices.
Accepts the consequences of actions positive or negative.	Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions.	

STRAND 3: RESPONSIBILITY FOR SELF AND OTHERS – CONTINUED		
AZ EARLY LEARNING STANDARD	**HEAD START CHILD OUTCOME**	**AZ KINDERGARTEN STANDARD**
Respect	**Social & Emotional Development**	**Comprehensive Health**
Asks permission before using items that belong to others.	Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions.	
Defends own rights and the rights of others.	Shows progress in expressing feelings, needs and opinions in difficult situations and conflicts without harming themselves, others, or property.	
Uses courteous words and actions.	Shows progress in developing friendships with peers.	
Participates in cleaning up the learning environment. Shows respect for learning materials and toys.	Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely and respectfully.	

STRAND 4: APPROACHES TO LEARNING		
Curiosity	**Initiative and Curiosity**	**Comprehensive Health**
Selects an activity when choices are provided.	Develops increased ability to make independent choices.	
Shows interest in learning new things and trying new experiences.	Chooses to participate in an increasing variety of tasks and activities.	
Expresses interest in people. Asks questions to get information.	Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.	

STRAND 4: APPROACHES TO LEARNING - CONTINUED		
AZ EARLY LEARNING STANDARD	**HEAD START CHILD OUTCOME**	**AZ KINDERGARTEN STANDARD**
Initiative	**Initiative and Curiosity**	**Comprehensive Health**
Initiates interaction with others.	Chooses to participate in an increasing variety of tasks and activities.	
Makes decisions independently. Develops independence during activities, routines, and play.	Develops increased ability to make independent choices.	
Persistence	**Engagement and Persistence**	**Comprehensive Health**
Continuously attends to a task. Pursues challenges.	Grows in abilities to persist in and complete a variety of tasks, activities, projects and experiences. Demonstrates increasing ability to set goals and develop and follow through on plans.	
Copes with frustration or disappointment.		Identify stressful situations, feelings, and physical responses.
Creativity	**Reasoning and Problem-Solving**	**Comprehensive Health**
Uses imagination to generate new ideas.	Develops increasing ability to find more than one solution to a question, task, or problem.	
Problem-Solving	**Reasoning and Problem-Solving**	**Comprehensive Health**
Recognizes and tries to solve problems. Works to solve a problem independently.	Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.	

STRAND 4: APPROACHES TO LEARNING - CONTINUED		
AZ EARLY LEARNING STANDARD	**HEAD START CHILD OUTCOME**	**AZ KINDERGARTEN STANDARD**
Confidence	**Self-Concept; Initiative and Curiosity**	**Comprehensive Health**
Views self as competent and skilled.	Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.	
Is willing to take risks and consider a variety of alternatives.	Approaches tasks and activities with increased flexibility, imagination and inventiveness.	



knowledgeable

talented

confident

extraordinary

Language & Literacy Standard

LANGUAGE AND LITERACY STANDARD

For Young Children From Three to Five Years Old

Overview

Daily exposure to verbal and written language provides young children with the opportunities to begin acquiring a basic understanding of the concepts of **literacy** and its functions. Through play, children learn to create meaning from language and communicate with others using verbal and non-verbal language, pictures, symbols and print. Environments rich with print, language, storytelling, books, technology, and writing materials allow children to experience the joy and power associated with reading and writing, while mastering basic concepts about print. The preschool environment is respectful and supportive of children's cultural heritages and home languages while encouraging English language acquisition. The abilities to listen, speak, read, and write emerge interdependently in environments designed to meet each child's unique skills, abilities, interests, and needs.

The Language and Literacy Standard is organized into the following strands and related concepts:

Strand 1: Oral Language Development

- **Listening and Understanding**
- **Speaking and Communicating**

Strand 2: Pre-reading Process

- **Print Awareness**
- **Book Handling Skills**
- **Sounds & Rhythms of Spoken Language**
- **Letter Knowledge**
- **Vocabulary Development**
- **Comprehending Stories**

Strand 3: Pre-writing Process

- **Written Expression**

Language and Literacy Standard Definitions

Alliteration contains the same consonant sounds at the beginning of words in a sentence, a group of words, or a line of poetry. For example, the "*P*" in *P*eter *P*iper *p*icked a *p*eck of *p*ickled *p*eppers."

Assistive Technology Devices are tools that help someone communicate, such as picture cards or boards, touch screens, personal amplification systems, or television closed-captioning.

Comparative Words describe people, places, and objects relative to others with regard to such characteristics as quantity, size, weight, or speed. For example, a child says, "My car went *faster* than Joey's car."

Discriminate is a verb that means to recognize or identify a difference.

Inflection is a change in the tone or pitch of the voice.

Inventive Writing is the application of the knowledge of letters and their sounds to create words that are not necessarily spelled correctly.

Literacy is the ability to read and write at a competent level.

Manipulate is a verb that means to maneuver or work with something. For example, the child *manipulates* sounds in words.

Phonemes are the smallest units of spoken language that combine to form words. For example, the word hat is made up of three phonemes (h-a-t).

Phonemic Awareness is the ability to distinguish speech sounds in words.

Phonics is the association of letters with the speech sounds they represent, rather than visual recognition of the whole word as a unit.

Phonological Awareness is the ability to notice and work explicitly with the sounds of language. Phonological awareness activities can involve work with alliteration, rhymes, and separating individual syllables into sounds.

Rare Words are words that are not commonly heard in conversations with young children. The phrase, "rare words," was coined by researcher, Catherine Snow, Harvard University.

Scribbles and Letter-Like Forms are common writing strokes (e.g., horizontal and vertical lines, points, circles, spirals, zig-zag lines, wavy lines) used to approximate letters.

Syllable is a word or part of a word pronounced with a single uninterrupted sound of the voice.

Temporal Words pertain to the time of an event or the relationship between the time of two or more events, e.g., yesterday-today-tomorrow; days-weeks; morning-afternoon-evening; day-night; first-last; always-never-sometimes; sooner-later; before-after.

Tone is the way something is said that is an indicator of what the speaker is feeling or thinking.

STRAND 1: ORAL LANGUAGE DEVELOPMENT

Concept 1: Listening and Understanding

The child listens with understanding to directions, stories, and conversations.

During the preschool years, children learn language more quickly than at any other time in their lives. Associating language with pleasant and stimulating experiences nurtures this development. Young children's sense of words and sentences, sensitivity to **tone**, and understanding of ideas communicated, influences their abilities to listen and to comprehend. Listening involves paying attention to adults and peers as they share their ideas, feelings, and needs. Listening is a blend of building relationships and processing information.

Indicators:	**Examples in the Context of Daily Routines, Activities, and Play:**
a. Comprehends finger-plays, rhymes, chants, poems, conversations, and stories.	• Child responds by gestures, actions, and language. • Child points to blocks when asked, "Where would you like to play?" • Child claps when prompted with, "If you're happy and you know it, clap your hands."
b. Follows directions that involve • One step	• Child places toy truck on shelf when adult says, "Please put the truck on the shelf."
• Two steps	• Child wipes his nose and puts the tissue in the trash when an adult says, "Please wipe your nose and put the tissue in the trash."
• A series of unrelated sequences of action.	• Child responds to directions, "Put the block on the table, put your paper in the cubby, and line up to go outside."

STRAND 1: ORAL LANGUAGE DEVELOPMENT

Concept 2: Speaking and Communicating

The child uses verbal and nonverbal communication to share ideas for a variety of purposes (e.g. ask questions, express needs, and obtain information).

Children develop language by engaging in conversations with others and listening and responding to rhymes, chants, songs, stories, and poems. Children who are encouraged to share their personal experiences, ideas, feelings, and opinions develop confidence using increasingly complex language.

Indicators:	**Examples in the Context of Daily Routines, Activities, and Play:**
a. Communicates needs, wants, and thoughts, through non-verbal gestures, actions, or expressions.	• Child leads adult to the bookshelf and points to a book.
b. Recites finger plays, rhymes, songs, or short poems.	• Child sings the words of the song, "The Wheels on the Bus."
c. Makes relevant responses to questions and comments from others.	• Child says, "I want to paint," when asked, "What would you like to do next?"
d. Is understood when sharing experiences, ideas, and feelings with others through the use of language and gestures.	• When talking about puppies, child tells or uses sign language to indicate that her dog had puppies. Another child asks, "How many puppies are there?"
e. Initiates conversations.	• Child approaches peers and asks, "What are you building?"
f. Uses appropriate **tone** and **inflection** to express ideas, feelings, and needs.	• Child comforts a crying child and softly speaks, "It's going to be OK." • After zipping his jacket, child exclaims, "I did it!"
g. Sustains or expands conversations.	• When someone is talking about a trip to a park, another child adds, "I went to the park too. We had a picnic."
h. Recognizes when the listener does not understand and uses techniques to clarify the message.	• When child realizes he has been misunderstood, he uses a gesture and/or a different word to clarify the intended message.

STRAND 2: PRE-READING PROCESS

Concept 1: Print Awareness
The child knows that print carries messages.

Through daily experiences with printed materials, young children delight in beginning to understand the connection between spoken and written words. They learn to follow the print as it is read aloud and start to discover that reading and writing are ways to communicate information and to provide pleasure. Children develop understanding that different forms of print, such as signs, letters, telephone books, storybooks, and magazines, have different functions.

Indicators:	Examples in the Context of Daily Routines, Activities, and Play:
a. Distinguishes between print and pictures.	• Child points to words under a picture and says, "What does this say?"
b. Identifies signs, symbols, and labels in the environment.	• Child points to a McDonalds sign and says, "That says McDonalds!"
c. Recognizes that letters are grouped to form words.	• Child points to the label on a milk carton and says, "That says milk."
d. Knows that each spoken word can be written and read.	• Child completes a painting and asks an adult to write "to Mom" on it. • Child pretends to read a letter while playing post office.
e. Recognizes own written name.	• Child finds own name card in a basket filled with name cards.
f. Recognizes written names of friends and families.	• Child picks up a name card and says, "This says Jose."
g. Seeks information in printed materials.	• After a nature walk, child looks in a book about rocks and says, "This is like the rock I found." • Child looks at grocery ads while creating a shopping list.

STRAND 2: PRE-READING PROCESS

Concept 2: Book Handling Skills

The child demonstrates how to handle books appropriately and with care.

It is important to provide young children with many opportunities to interact with, and care for, books in all environments. Young children need to have access to a variety of fiction and nonfiction books throughout the day, including those that reflect diverse cultures. Through these experiences, children learn to hold books right side up and to turn the pages one at a time in order to view the illustrations and to gain a sense of the story or content.

Indicators:	**Examples in the Context of Daily Routines, Activities, and Play:**
a. Holds a book right side up with the front cover facing the reader, carefully turning the pages one page at a time.	• When handed a book upside down, child turns the book right side up before beginning to look at it.
b. Identifies where in the book to begin reading.	• Child finds the front of the book, the first page of the text, and the first word on the page. • Child points to the first page and says, "Start here."
c. Understands a book has a title.	• Child makes a book and says, "My book is called *My Mom*."

STRAND 2: PRE-READING PROCESS

Concept 3: Sounds and Rhythms of Spoken Language (Phonological Awareness)
The child hears and understands the different sounds of spoken language.

Young children learn to **discriminate** between the similarities and differences in environmental sounds such as the difference between a dog's bark and a cat's meow or the difference between the ringing of a telephone and the ringing of a doorbell. Such awareness is the foundation of young children's abilities to hear and discriminate different sounds in words (**phonological awareness**). Research indicates how quickly and how easily children learn to read often depends on how much phonological awareness they have. Children's abilities to play with or **manipulate** the smallest units of speech (**phonemes**) are demonstrated in a variety of ways, including using rhymes, **alliteration**, and experimenting with beginning and ending sounds. Phonological awareness and **phonemic awareness** are the foundations that enable some preschool children to match letters and sounds (**phonics**). A preschooler's phonetic skills will further develop at the kindergarten level.

Indicators:	**Examples in the Context of Daily Routines, Activities, and Play:**
a. Recognizes words that rhyme in familiar games, songs, and stories.	• Child points to pictures of words that rhyme.
b. Invents rhymes and repetitive phrases.	• Child whose name is Joy, while playing, spontaneously says, "Joy, noy, boy, loy, toy."
c. Identifies **syllables** in words by snapping, clapping, or other rhythmic movement.	• Child claps each syllable of a name during a name game or name song. (Ben-ja-min = clap, clap, clap)
d. Recognizes when different words begin or end with the same sound (**phonemic awareness**).	• Child named Maria says, "My name starts like Monique's name."

STRAND 2: PRE-READING PROCESS

Concept 4: Letter Knowledge
The child demonstrates knowledge of the alphabet.

Young children begin to recognize some printed alphabet letters, especially those letters found in their own names. To support young learners' knowledge of letters, adults need to provide children with easy and repeated interactions with written letters and words that are presented in fun and interesting ways.

Indicators:	**Examples in the Context of Daily Routines, Activities, and Play:**
a. Discriminates letters from other shapes and symbols.	• Child discriminates between numerals and letters in puzzles, games, or computer software activities.
b. Identifies similarities and differences in letters.	• Child points to the upper case 'E' and the upper case 'F' and says, "This one [F] lost a leg."
c. Identifies letters in familiar words, including those in own name.	• When Raul sees Rosa's name, he points to it and says, "That's my name."
d. Recognizes and names at least ten (10) letters of the alphabet.	• Child correctly names letters while playing with alphabet stamps, magnets, cards, or puzzles.
e. Makes some letter-sound matches (**phonics**).	• While writing her name, Taylor makes the "t" sound as she prints the letter.

STRAND 2: PRE-READING PROCESS

Concept 5: Vocabulary Development

The child understands and uses increasingly complex vocabulary.

The early childhood years are a period of vocabulary exploration. Research indicates that there is a strong connection between vocabulary development and academic success. Children gain language and vocabulary skills by having multiple and frequent opportunities to listen, talk, read, share ideas, relate experiences, and engage in interesting conversations. They need to play with familiar language and experiment with language in different settings. Rhymes, songs, and read-alouds that use uncommon words allow children to talk about and develop an understanding of words they would not otherwise hear in everyday conversations.

Indicators:	**Examples in the Context of Daily Routines, Activities, and Play:**
a. Identifies familiar objects, people, and events.	• Child points to a cup when asked "Show me the cup." • Child says, "Fire truck," while holding a fire truck.
b. Describes familiar objects, people, events, and their attributes with general and specific words and phrases.	• Child communicates through words, sign language, or other **assistive technology devices**, "This red flower is a rose."
c. Uses new and expanding vocabulary and grammar, including: • positional and directional words (e.g. in, on, out, under, off, beside, behind). • **temporal words** (e.g. before-after) • **comparative words** (e.g. faster-slower, heavier-lighter).	• Child uses sign language to indicate, "On table," when asked, "Where is the bowl?" • Child communicates, "After lunch, I'm going to Grandma's." • Child says, "My car went faster than Joey's."
d. Uses multiple word sentences with grammatical complexity to describe ideas, feelings, activities, and experiences.	• Child says, "You build the bridge so I can push my car under it."
e. Uses **rare words** (uncommon words) in communication.	• Child says, "Aunt Lydia's hat is *magnificent*!"

STRAND 2: PRE-READING PROCESS

Concept 6: Comprehending Stories

The child shows an interest in books and comprehends stories read aloud.

Children gain understanding about language and reading through their interactions with verbal language, print, and daily routines. In addition, children learn about reading concepts by experiencing a learning environment rich in signs, symbols, words, numbers, and art that reflect diverse cultures. When children are read to regularly and encouraged to interact with printed materials on their own, they develop motivation and skills to read and write by themselves.

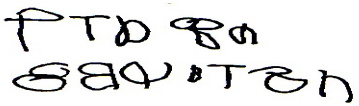
Indicators:	**Examples in the Context of Daily Routines, Activities, and Play:**
a. Takes an active role in reading activities.	• Child imitates reading printed materials. • Child listens with interest to stories on tape. • Child chooses a book and asks someone to read it.
b. Asks and answers a variety of questions about stories told or read aloud.	• After hearing a story about whales, child asks a question about where whales live.
c. Relates stories to life experiences and feelings.	• After hearing a story about pets, child shares by words, gestures, or drawing, "I have a cat!"
d. Makes predictions from what is seen in illustrations or heard from stories.	• After hearing the story, *Brown Bear, Brown Bear,* or any other predictable story, child attempts to guess what happens next.
e. Makes connections between events in a story.	• After hearing the story, *The Cat in the Hat,* child says, "That mom would be really mad if she knew what the cat did in the house."
f. Retells a story in sequence with prompting or props.	• Child acts out a familiar story using dramatic play materials.

STRAND 3: PRE-WRITING PROCESS

Concept 1: Written Expression

The child uses writing materials to communicate ideas.

Children begin to recognize the relationship between spoken and written messages by engaging in writing, drawing, and related activities that have meaning and purpose for them. Children receive powerful messages about literacy's pleasures and rewards by observing others reading and writing. Children develop as writers when they are encouraged to write in an environment that has readily accessible writing materials.

Indicators:	**Examples in the Context of Daily Routines, Activities, and Play:**
a. Uses a variety of writing tools, materials, and surfaces to create drawings or symbols.	• Child draws or writes using pencils, markers, crayons, paint, and/or shaving cream on paper, cardboard, chalkboard, and/or dry erase board. • Child draws random lines on a page. • Child points to a picture he or she drew, and says, "This is my dog."
b. Dictates thoughts, ideas, and stories to adults.	• Child asks adult to write, "This is my dog, we went for a walk" on a drawing.
c. Produces **scribbles and letter-like forms** to represent words, convey ideas, or tell a story.	• While playing restaurant, child asks, "What would you like to eat?" and scribbles the order on a pad.  • Child writes letter-like forms on a page and says, "This is a note for my mommy."
d. Organizes writing from left to right, indicating an awareness that letters cluster as words and words cluster into phrases or sentences by use of spacing or marks.	• Child plays at writing a message by placing spaces between the "words" on the page. • Child writes own name from left to right on the sidewalk when playing with chalk on the outdoor patio.
e. Uses **inventive writing** to form words to convey ideas or to tell a story.	• Child writes KP OT and says, "This says, 'Keep out."

STRAND 1 – ORAL LANGUAGE DEVELOPMENT

AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Listening and Understanding	**Listening and Understanding**	
Comprehends finger-plays, rhymes, chants, songs, stories, poems, and conversations.	Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.	*** Oral language development is an important set of skills encompassing both the understanding of what is said and the use of speech to engage in conversation and express ideas, wants, and needs. These skills begin developing at birth and continue progressing throughout a child's pre-K years and beyond. The abilities to listen with understanding and communicate clearly are important precursors, or forerunners, that provide the foundation necessary for developing pre-reading and pre-writing concepts.*
Follows directions that involve one step, two steps and a series of unrelated sequences of action.	Shows progress in understanding and following simple and multiple-step directions.	
Speaking and Communicating	**Speaking and Communicating**	
Communicates needs, wants, and thoughts through non-verbal gestures, actions, or expressions.	Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions; and for other varied purposes.	
Makes relevant responses to questions and comments from others. Initiates conversations. Sustains or expands conversations. Recognizes when the listener does not understand and uses techniques to clarify the message.	Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.	

STRAND 2 PRE-READING PROCESS

AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Print Awareness	**Print Awareness & Concepts**	**Print Concepts / Expository Text**
Distinguishes between print and pictures.		
Identifies signs, symbols, and labels in the environment	Shows increasing awareness of print in classroom, home, and community settings.	Identify signs, symbols, labels, and captions in the environment.
Recognizes that letters are grouped to form words.	Recognizes a word as a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces.	Distinguishes between printed letters and words.
Knows that each spoken word can be written and read.	Demonstrates increasing awareness…that speech can be written down, and that print conveys a message.	Recognize that print represents spoken language and conveys meaning (e.g. his/her own name, Exit and Danger signs)
Recognizes own written name Recognizes written names of friends and families.		Recognize that spoken words are represented in written language by specific sequences of letters.
Seeks information in printed materials.	Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus.	Identify the purpose for reading expository text.

STRAND 2: PRE-READING PROCESS - CONTINUED		
AZ EARLY LEARNING STANDARD	**HEAD START OUTCOME**	**AZ KINDERGARTEN STANDARD**
Book Handling Skills	**Book Knowledge & Appreciation / Print Awareness & Concepts**	**Print Concepts**
Holds a book right side up with the front cover facing the reader, carefully turning pages from front to back, one page at a time. Understands that the book has a title, author, and illustrator.	Progresses in learning how to handle and care for books; knowing to view one page at a time in sequence from front to back; and understanding that a book has a title, author, and illustrator.	Hold a book right side up and turn pages in the correct direction. Identify different parts of a book (e.g. front cover, back cover, title page) and the information they provide.
Identifies where in the book to begin reading.	Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right…	Start at the top left of the printed page, track words from left to right, using return sweep, and move from the top to the bottom of the page.
Sounds & Rhythms of Spoken Language (Phonological Awareness)	**Phonological Awareness**	**Phonemic Awareness**
Recognizes words that rhyme in familiar games, songs, and stories.	Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems.	Distinguish spoken rhyming words from non-rhyming words (e.g. run, sun versus run, man).
Invents rhymes and repetitive phrases.		Orally produce rhyming words in response to spoken words (e.g. What rhymes with that?)
Identifies syllables in words by snapping, clapping, or other rhythmic movement.	Shows growing ability to hear and discriminate separate syllables in words.	Blend two or three spoken syllables to say words.

STRAND 2 – PRE-READING PROCESS - CONTINUED		
AZ EARLY LEARNING STANDARD	**HEAD START OUTCOME**	**AZ KINDERGARTEN STANDARD**
Sounds & Rhythms of Spoken Language (Phonological Awareness)	**Phonological Awareness**	**Phonemic Awareness**
Recognizes when different words begin or end with the same sound.	Shows growing awareness of beginning and ending sounds of words.	Orally produce groups of words that begin with the same initial sound.
Letter Knowledge	**Alphabet Knowledge**	**Phonics**
Discriminates letters from other shapes and symbols.	Knows that letters of the alphabet are a special category of visual graphics than can be individually named.	***Though a specific standard here does not align, discrimination skills are the forerunners to a child's ability to begin identification and naming of specific letters of the alphabet**.*
Identifies similarities and differences in letters.	Shows progress in associating the names of letters with their shapes and sounds.	
Identifies beginning letters in familiar words, including those in own name.	Increases in ability to notice the beginning letters in familiar words.	
Recognizes and names at least ten (10) letters of the alphabet.	Identifies at least 10 letters of the alphabet, especially those in their own name.	Identify letters of the alphabet (upper and lower case).
Letter Knowledge	**Alphabet Knowledge**	**Phonics**
Makes some letter-sound matches. (phonics)	Associates sounds with written words, such as awareness that different words begin with the same sound.	Say letter sounds represented by the single-lettered consonants and vowels.

STRAND 2: PRE-READING PROCESS - CONTINUED		
AZ EARLY LEARNING STANDARD	**HEAD START OUTCOME**	**AZ KINDERGARTEN STANDARD**
Vocabulary Development	**Listening & Understanding / Speaking & Communicating**	**Vocabulary**
Identifies familiar objects, people and events.	Understands an increasingly complex and varied vocabulary.	
Describes familiar objects, people, events, and their attributes with general and specific words and phrases.		Describe familiar objects and events in both general and specific language.
Uses new and expanding vocabulary and grammar in speech, including: positional and directional words, temporal words, and comparative words. Uses rare words.	Uses an increasingly complex and varied spoken vocabulary.	Determine what words mean from how they are used in a sentence, heard, or read.
Uses multiple word sentences with grammatical complexity to describe ideas, feelings, activities, and experiences.	Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.	
Comprehending Stories	**Book Knowledge & Appreciation**	**Comprehension Strategies / Elements of Literature**
Takes an active role in reading activities.	Shows a growing interest in reading-related activities, such as asking to have a favorite book read; choosing to look at books; drawing pictures based on stories; asking to take books home; going to the library; and engaging in pretend-reading with other children.	Participate (e.g. react, speculate, join in, read along) when predictably patterned selections of fiction and poetry are read aloud.

STRAND 2: PRE-READING PROCESS - CONTINUED		
AZ EARLY LEARNING STANDARD	**HEAD START OUTCOME**	**AZ KINDERGARTEN STANDARD**
Comprehending Stories	**Book Knowledge & Appreciation**	**Comprehension Strategies / Elements of Literature**
Asks and answers a variety of questions about stories told or read aloud. Relates stories to life experiences and feelings.	Shows a growing interest and involvement in listening to and discussing a variety of fiction and non-fiction books and poetry.	Restate facts from listening to expository text.
Makes predictions from what is seen in illustrations or heard from stories. Makes connections between events in a story. Retells a story in sequence with prompting or props.	Demonstrates progress in abilities to retell and dictate stories from books and experiences; to act out stories in dramatic play; and to predict what will happen next in a story.	Retell or re-enact a story, placing the events in correct sequence. Derive meaning from books that are highly predictable, use repetitive syntax, and have linguistic redundancy.

STRAND 3 – PRE-WRITING PROCESS

AZ EARLY LEARNING STANDARD	HEAD START OUTCOME	AZ KINDERGARTEN STANDARD
Written Expression	**Early Writing**	**Writing Process / Writing Elements / Writing Applications**
Uses a variety of writing tools, materials and surfaces to create drawings or symbols	Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers.	Draw a picture about ideas generated through class discussion.
Dictates thoughts, ideas, and stories to adults.	Begins to represent stories and experiences through pictures, dictation, and in play	Create a group draft, scripted by the teacher.
Produces scribbles and letter-like forms to represent words, convey ideas, or tell a story.	Develops understanding that writing is a way of communicating for a variety of purposes.	Communicate by drawing, telling, or writing for a purpose. Use pictures that convey meaning.
Organizes writing from left to right indicating an awareness that letters cluster as words and words cluster into phrases or sentences by use of spacing or marks.		Consistently write left to right and top to bottom. Space appropriately between words with some degree of accuracy. Attempt simple sentences (some may be fragments).
Uses inventive and phonetic writing to form words to convey ideas or to tell a story.	Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.	Use pictures with imitative text, letters, or recognizable words to convey meaning. Use knowledge of letter sound relationship to spell simple words with some consonants and few vowels (e.g. I lik to d nts. – I like to draw knights).


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Mathematics Standard

MATHEMATICS STANDARD

For Young Children From Three to Five Years Old

Overview

Mathematics is a way of describing the world -- a way of thinking, knowing, and problem-solving that is accessible to all children regardless of their prior knowledge and experiences. Children use their senses to construct knowledge of mathematical concepts through interactions with real objects and events and through their daily observations. They approach these tasks with curiosity and a sense of experimentation. Children deserve environments that encourage thinking and curiosity, are rich in mathematical language, and nurture their natural drive to explore and experiment. Spontaneous and planned math experiences that are developmentally appropriate and are made meaningful through play facilitate a child's learning.

The Math Standard is organized into the following strands and related concepts:

Strand 1: Number Sense & Operations
- **Number Sense**
- **Numerical Operations**

Strand 2: Data Analysis
- **Collection and Organization**
- **Data Analysis**

Strand 3: Patterns
- **Patterns**

Strand 4: Geometry and Measurement
- **Spatial Relationships & Geometry**
- **Measurement**

Strand 5: Structure and Logic
- **Logic and Reasoning**

Mathematics Standard Definitions

Attributes (of shapes) are characteristics or qualities of objects, such as color, position, roundness, shape, size, number of corners. For example, a child notices that the plate is round.

Comparative words are words that describe people, places, and objects in relation to others with regard to such attributes as quantity, size, weight, and speed. For example, a child says, "I have *all* of the blocks. Joey has *none.*" Or, "My car went *faster* than Joey's car."

Concrete Representation is a graph/table on which physical objects or pictures are arranged.

Data is information, often in the form of facts or figures, obtained from experiments or surveys, used as a basis for making calculations or drawing conclusions.

Extend (a pattern) means to continue for a distance, in this case, the pattern; to increase the length of the pattern.

Facilitation is the process of making something easy or easier.

Geometric Shapes are forms such as triangles, rectangles, squares, circles, etc.

Graphs display information in an organized manner.

Match is a verb that means to pair items or objects that are identical.

Non-standard measurement is a unit of measure whose values may vary such as a person's foot length, paper clips, paces, or blocks. It is unlike a standard unit of measure, such as inch or pound, whose values do not vary.

Numeral is the written symbol that represents a number. For example "7" is the numeral for the number seven.

One-to-one Correspondence is used to describe a mathematical set of objects such that one object can be paired with another object with another from another set, leaving no remainder (e.g., four forks with four knives).

Operations are mathematical processes such as addition, subtraction, multiplication, and division.

Patterns are regular or repetitive forms, orders, or arrangements of objects, sounds, or movements.

Physical Attribute is the size, color, shape, texture, or physical composition of materials and objects.

Positional Terms are words that describe people, places, and objects in relation to other things or in the way an object is placed or arranged such as in, out, under, over, off, beside, behind, before, after, etc. For example, a child says, "I put the bowl *on* the table."

Spatial Reasoning is a sense of shapes and how they relate to each other in terms of their position or direction.

Sort is a verb that means to assign or classify objects that share certain attributes to a category. For example, assign all red blocks to one category; assign all blue blocks to another.

Standard Measuring Tools are tools such as rulers, yardsticks, scales, thermometers, to measure length, height, weight, temperature, etc.

Symbols are acts or printed signs that represent quantities in mathematics (e.g., using three fingers to represent "3").

Three-Dimensional (geometric shapes) are solid geometric shapes such as cubes, cylinders, spheres, and cones.

Two-Dimensional (geometric shapes) are shapes with flat surfaces such as circles, triangles, squares, or rectangles.

STRAND 1: NUMBER SENSE AND OPERATIONS

Concept 1: Number Sense

The child uses numbers and counting as a means to determine quantity and solve problems.

Learning the meaning of a number begins with hands-on experiences using a variety of objects found in the home, the classroom, and nature. To build an understanding of numbers and to discover number relationships, children need daily experiences involving comparison and counting in ways that are personally meaningful, challenging, and fun.

Indicators:	**Examples in the Context of Daily Routines, Activities, and Play:**
a. Uses number words in the context of daily routines, activities, and play.	• Child participates in counting the number of children in the room. • Child uses number words while pressing buttons on a play phone or while playing store or restaurant. • Child points to numerals on his shirt and says, "I have a two and a five on my shirt." (The numerals may or may not be a two and a five.)
b. Uses and creates symbols to represent numbers.	• Child holds up four fingers when asked, "How old are you?" • Child pretends to write numerals while playing.
c. Counts groups of objects using one-to-one correspondence.	• Child touches or points to objects such as cookies while using phrases, such as "One for you and one for me." • Child counts out 4 straws for the 4 children at the table.
d. Compares two sets of objects using terms such as more, fewer, or the same.	• Child says, "I have more blocks than you do!"
e. Counts a collection of up to 10 items using the last counting word to tell, "How many?"	• Child counts out six eggs. When adult asks, How many? Child responds, "six."
f. Identifies numerals 1-10.	• While playing a board game, child says, "Five jumps!" when spinner lands on the numeral "5."
g. Matches numerals to the quantities they represent.	• Child works on puzzle matching the numeral on one half to the number of objects on the matching half of the puzzle

STRAND 1: NUMBER SENSE AND OPERATIONS

Concept 2. Numerical Operations

The child uses numbers and counting as a means to compare quantity and understand number relationships.

Learning the meaning of a number begins with hands-on experiences using a variety of objects found in the home, the classroom, and nature. To build an understanding of numbers and to discover number relationships, children need daily experiences involving comparison and counting in ways that are personally meaningful, challenging, and fun.

Indicators:	**Examples in the Context of Daily Routines, Activities, and Play:**
a. Describes changes in two or more sets of objects when they are combined.	• Child adds her blocks to her friend's blocks and says, "Now we have more."
b. Describes changes in a set of objects when they are separated into parts.	• Child says, "I have four grapes." Child eats one grape and says, "Now I have three grapes." • Child shares a box of animal crackers among friends and states, "Now we all have some."

STRAND 2: DATA ANALYSIS*

Concept 1: Data Collection and Organization
The child collects, organizes, and displays relevant data.

Children are natural observers and questioners. To build upon this strength, adults should facilitate children's opportunities to ask questions, collect and display information, and talk about what is meaningful to them.

Indicators:	**Examples in the Context of Daily Routines, Activities, and Play:**
a. Gathers **data** about self or the environment.	• Child uses a photo of him/herself to indicate a favorite fruit on a class graph.
b. Organizes and displays information by shared attribute or relationship.	• Child places objects on the appropriate trays in a "sink or float" activity. • Child places purple color samples (as from a paint store) in order from lightest to darkest.

**This strand often requires adult facilitation.*

STRAND 2: DATA ANALYSIS*

Concept 2: Data Analysis*

The child uses data to see relationships and make sense of the environment.

Young children learn to use reasoning skills as they gather, collect, display and analyze data and information. Providing children with opportunities to collect and then analyze or interpret information in their natural settings connects mathematics with children's everyday experiences. As children experiment with data collection and observation, they gain insight and understanding of how to ask questions and use the information they have available to discover answers for themselves. With adult support, young children increase their use of comparative vocabulary and learn how to describe similarities and differences discovered or evidenced in the data collected.

Indicators:	**Examples in the Context of Daily Routines, Activities, and Play:**
a. Uses descriptive language to compare data in picture **graphs** or other **concrete representations**.	• Child looks at picture graph of selected fruit and says, "A lot of kids like bananas." • Child identifies which category has more, fewer, or the same number of objects.
** This strand often requires adult facilitation.*	

STRAND 3: PATTERNS

Concept 1. Patterns
The child recognizes, copies, and creates patterns.

Recognition and investigation of **patterns** are important components of a child's development. Learning to use patterns to solve problems develops naturally through play. A child's ability to work with patterns is the precursor to mathematical thinking, especially algebraic processes. Children need frequent opportunities to engage in pattern related activities such as sorting and matching objects using puzzles and playing with repetitive sounds and movement.

Indicators:	**Examples in the Context of Daily Routines, Activities, and Play:**
a. Copies simple patterns.	• Child creates a necklace from shaped beads matching the pattern in the necklace to a pattern on a card or picture.
b. Extends simple patterns	• When shown a series of dominoes with one up, one down, one up, one down, child places the next two dominoes, one up and one down. • Child extends a rhythmic pattern: clap, pat, clap, pat. . .
c. Creates simple patterns.	• Child makes a bead necklace using a red-blue-white, red-blue-white pattern, and says, "I need a red bead now," after placing a white bead on the necklace string.

STRAND 4: GEOMETRY AND MEASUREMENT

Concept 1. Spatial Relationships and Geometry

The child demonstrates an understanding of spatial relationships and recognizes attributes of common shapes.

Geometry for young children involves observing, playing with, and purposefully investigating shapes that are found in their environment. Children spontaneously make spatial comparisons. This familiarity is a foundation for more complex learning experiences involving shape, position, and orientation in space.

Indicators:	**Examples in the Context of Daily Routines, Activities, and Play:**
a. Demonstrates understanding of **positional terms** (e.g., between inside, under, behind).	• Child is asked to stand next to Javier and moves next to him. • Child follows the direction, "Put your milk *on* the table."
b. Identifies or names basic shapes (e.g. circles, cylinders, squares, cubes, triangles) found in the environment.	• Child points to a door when requested to point to something that is a rectangle. • Child says, "Square" when asked, "What shape is this?" • Child says, "My buttons are circles."
c. Represents shapes found in the environment.	• Child uses arms to form a circle to represent the sun. • Child uses finger to draw basic shapes in shaving cream or sand.
d. Compares and describes attributes of two- and three-dimensional objects using own vocabulary.	• Child points to a square and counts the sides and then points to a triangle and counts the sides. • Child says, "The ball doesn't have any corners."
e. Describes the position or location of objects in relation to self or to other objects.	• Child plays with a car on a road constructed out of blocks and says, "The car is on the road." • Child notices a puppy between two children in a magazine picture and says, "The puppy is in the middle."

STRAND 4: GEOMETRY AND MEASUREMENT

Concept 2: Measurement

The child uses measurement to make and describe comparisons in the environment.

Starting at a very young age, children compare who is taller and who has more. Immersing children in measurement activities provides them with opportunities to explore, compare, and discuss the use of measurement in their environment.

Indicators:	**Examples in the Context of Daily Routines, Activities, and Play:**
a. Compares objects using **nonstandard units of measurement** (e.g. hands, bodies, containers).	• Child stacks blocks as tall as his friend. • Child uses outstretched arms to measure a doorway.
b. Compares objects and uses terms such as **longer-shorter, hotter-colder, and faster-slower**.	• Child says, "My car is going faster than yours." • Child says, "I can't pull the wagon. You're too heavy. Get out!" • Child says, "I need a bigger box for these blocks."
c. Uses various **standard measuring tools** for simple measuring tasks.	• Child takes measuring tape and pretends to measure objects in a room. • Child helps measure cups of flour for bread. • Child helps measure a doorway with a yardstick to see if a wheelchair will fit.
d. Uses appropriate vocabulary to describe time and sequence related to daily routines.	• Child says, "After snack, we go outside." • Child responds appropriately when asked, "What did you do this morning?" • Child relates a sequence of events from a trip to the store.

STRAND 5: STRUCTURE AND LOGIC

Concept 1: Logic and Reasoning

The child recognizes and describes relationships among/between objects relative to their observable attributes.

Recognizing relationships between objects allows young children to make generalizations and predictions beyond information directly available to them. The ability to think logically and to reason (problem-solve) extends far beyond mathematical boundaries.

Indicators:	**Examples in the Context of Daily Routines, Activities, and Play:**
a. **Matches** and **sorts** objects by one **attribute** (e.g., size, color, shape, use).	• Child matches a star shape to a star shape. • Child says, "I got out all the cars!"
b. Matches and sorts objects by two or more attributes (e.g., by size and by color).	• Child sorts all the large, red cars from a group of cars of various sizes and colors. • Child matches one shoe to its mate from a pile of shoes.
c. Describes relationships between groups of objects.	• Child says, "I put all of these together [helicopter, bee, plane, birds] because they all fly." • Child sorts buttons and says, "All these have two holes. These have four holes."

STRAND 1 – NUMBER SENSE AND OPERATIONS

AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Number Sense	**Number and Operations**	**Number Sense / Estimation**
Uses number words in the context of daily routines, activities, and play.	Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity.	
Uses and creates symbols to represent numbers.		Make a model to represent a given whole number 0 through 20.
Counts groups of objects (less than five) using one-to-one correspondence.	Develops increasing ability to count in sequence to 10 and beyond. Begins to make use of one-to-one correspondence in counting objects and matching groups of objects	Count aloud, forward to 20 or backward from 10, in consecutive order (0 through 20).
Compares two sets of objects of five or less items, using terms such as more, fewer, or the same.	Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to.	Compare two whole numbers through 20.
Counts a collection of up to 10 items and uses the last counting word to tell, "how many?"	Develops increasing abilities to …name "how many" concrete objects.	Solve problems using a variety of mental computations and reasonable estimations.
Identifies numerals 1-10. Matches numerals to the quantities they represent.		Identify orally a whole number represented by a model with a word name and symbol 0 through 20. (Say 3 and write numeral 3 when presented with three objects). Identify whole numbers through 20 in or out of order.

STRAND 1: NUMBER SENSE AND OPERATIONS - CONTINUED		
AZ EARLY LEARNING STANDARD	**HEAD START CHILD OUTCOME**	**AZ KINDERGARTEN STANDARD**
Numerical Operations	**Number and Operations**	**Numerical Operations**
Describes changes in two or more sets of objects when they are combined. Describes changes in a set of objects when they are separated into parts.	Develops increased abilities to combine, separate…concrete objects.	Model additions through sums of 10 using manipulatives. Model subtraction with minuends of 10 using manipulatives.

STRAND 2 – DATA ANALYSIS		
Data Collection and Organization	**Scientific Skills and Methods**	**Data Analysis (Statistics)**
Gathers data about self or the environment.	Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships.	Formulate questions to collect data in contextual situations.
Organizes and displays information by shared attribute or relationship.		Interpret a pictograph.
Data Analysis	**Scientific Skills and Methods**	**Data Analysis**
Uses descriptive language to compare data in picture graphs and other concrete representations.		Answer questions about a pictograph. Solve problems based on simple graphs, charts, and tables.

STRAND 3: PATTERNS

AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Patterns	**Patterns & Measurement**	**Patterns, Algebra and Functions**
Copies simple patterns.	Enhances abilities to recognize, duplicate, and extend simple patterns using a variety of materials.	
Extends simple patterns.		Extend simple repetitive patterns using manipulatives.
Creates simple patterns.		Create grade-level appropriate patterns.

STRAND 4: GEOMETRY AND MEASUREMENT

Spatial Relationships and Geometry	Geometry and Spatial Sense	Geometry and Measurement
Demonstrates understanding of positional terms (e.g. between, inside, under, behind). Describes the position or location of objects in relation to self or to other objects.	Builds an increasing understanding of directionality, order, and positions of objects, and words such as up, down, over, under, top, bottom, inside, outside, in front, and behind.	Identify concepts and terms of position and size in contextual situations: inside/outside, above/below/between, smaller/larger, and longer/shorter.
Identifies or names basic shapes (e.g. circles, cylinders, squares, cubes, triangles) found in the environment.	Begins to recognize, describe, compare, and name common shapes, their parts and attributes.	Identify shapes in different environments (e. g. buildings, classroom)
Represents shapes found in the environment.	Progresses in ability to put together and take apart shapes.	
Compares and describes attributes of two- and three-dimensional objects using own vocabulary.	Begins to be able to determine whether or not two shapes are the same size and shape.	Identify 2-dimensional shapes by attribute (size, shape, number of sides).

STRAND 4: GEOMETRY AND MEASUREMENT - CONTINUED		
AZ EARLY LEARNING STANDARD	**HEAD START CHILD OUTCOME**	**AZ KINDERGARTEN STANDARD**
Measurement	**Patterns and Measurement / Scientific Skills and Methods**	**Geometry and Measurement**
Compares objects using nonstandard units of measurement (e.g. hands, bodies, containers). Uses various standard measuring tools for simple measuring tasks.	Shows progress in using standard and nonstandard measures for length and area of objects.	Communicate orally how different attributes of an object can be measured.
Compares objects and uses terms such as longer/shorter, hotter/colder, and faster/slower.	Develops increased ability to observe and discuss common properties, differences and comparisons among objects and materials.	Verbally compare objects according to observable and measurable attributes.

STRAND 5: STRUCTURE AND LOGIC		
Logic and Reasoning	**Geometry / Patterns & Measurement**	**Structure and Logic**
Matches and sorts objects by one attribute (e.g. size, color, shape, use). Matches and sorts objects by two or more attributes (e.g. by size and by color).	Shows increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size.	Sort objects according to observable attribute.
Describes relationships between groups of objects.	Begins to make comparisons between several objects based on a single attribute.	Provide rationale for classifying objects according to observable attributes (color, size, shape, weight, etc).



Science Standard

SCIENCE STANDARD

For Young Children from Three to Five Years Old

Overview:
Children have a natural sense of wonder and curiosity. Scientific inquiry, for young children, is asking questions and seeking answers based on their natural curiosity. Children learn by being actively engaged with hands on experiences, real objects and natural occurrences.

As children seek answers, they will observe, predict, and form conclusions. Children's observations, predictions, explanations, and conclusions, correct or incorrect, should be respected and valued. Children's experiences with scientific inquiry form the basis for further exploration and investigation. Learning science through inquiry requires both the child's curiosity and adult guidance.

The Science Standard is organized into the following strands and related concepts:

Strand 1: Inquiry

- **Observations, Questions, and Hypotheses**
- **Investigation**
- **Analysis and Conclusions**
- **Communication**

Science Standard Definitions

Analysis means breaking up a whole into parts to find out or study the parts.

Attributes are the characteristics of a person or thing.

Hypotheses (plural of hypothesis) are unproven theories or tentatively accepted explanations of a happening or event.

Inquiry is the study of, investigation of, or research into a topic to gain knowledge and insight.

STRAND 1: INQUIRY

Concept 1: Observations, Questions, and Hypotheses

The child asks questions and makes predictions based on observations of events in the environment.

Children use their senses to observe by looking, feeling, tasting, smelling and listening. Curiosity about the natural world leads children to ask questions. They ask Why? Where? What if? How? Children explore answers to their questions and form conclusions.

Indicators:	**Examples in the Context of Daily Routines, Activities, and Play:**
a. Demonstrates curiosity about objects, living things, and other natural events in the environment.	• Child looks closely at a beautiful butterfly on the flower. • Child asks about the sparkle in the rocks she picked up on the playground.
b. Uses one or more senses to observe and explore objects, living things, and natural events in the environment.	• Child feels and smells the orange blossoms on the tree in his care giver's back yard. • Child says, "Thunder makes a loud noise! "
c. Examines **attributes** of objects, living things, and natural events in the environment.	• Child notices bean seeds planted in clear bags have sprouted into plants with roots and a stem. • Child moves in the sunlight and realizes that his own shadow moves when he moves.
d. Describes changes in objects, living things, and the natural events in the environment.	• After being measured on a growth chart, child describes how he is bigger now than he was at the beginning of the year. • Child describes observable changes in weather. "Today it is cloudy; yesterday it rained."
e. Observes and describes the relationships between objects, living things and natural events.	• Child places a picture of a baby chick with a hen. • Child says, "The sun will dry up the puddle."
continued	***continued***

f. Responds to questions about relationships of objects, living things, and events in the natural environment.	• Child answers, "It will melt", in response to the question, "What will happen if we put the ice in the sun?" • When asked, "What does the rabbit eat? "Child says, "He eats lettuce."
g. Asks questions about relationships of objects, living things, and natural events in the environment.	• Child asks, "What is the nest made of? How did a bird do this without hands?" • Child asks, "Does the magnet work under water?"
h. Predicts the outcome of investigation based on observation.	• Child predicts adding water to red Jell-O mix will turn the water red. • Child says, "If I step on the balloon, it will pop."

STRAND 1: INQUIRY

Concept 2: Investigation (Scientific Testing)

The child tests predictions through exploration and experimentation.

Children use their senses and a variety of tools and materials to gather information while investigating. Active experimentation requires questioning, experimenting, refining, and persistence. Information gathered in the process extends a child's knowledge of the world.

Indicators:	Examples in the Context of Daily Routines, Activities, and Play:
a. Uses a variety of appropriate tools and materials to complete a planned task or investigation.	• Child uses a magnifying glass to examine the insects. • Child uses tongs to move and examine pieces of a cactus. • Child selects a scale to figure out how many small blocks will weigh as much as a big block.
b. Test predictions through active experimentations.	• Child puts paper clips and coins into the container and then pours water into the container to make it sink. • Child mixes blue, orange and red paint to make purple.
c. Changes experiment plan if results are different than expected and continues testing.	• Child continues to mix different colors of paint to try to make purple. • Child looks for another metal object when the magnet will not stick to the coins.
d. Persists with an investigation despite distractions and interruptions.	• Child returns day after day to see if the quail eggs have hatched. • Child plants seeds and continues to care for them and observe changes.

STRAND 1: INQUIRY

Concept 3: Analysis and Conclusions

The child forms conclusions about his/her observations and experimentations.

Children form conclusions about their observations and experimentations through collecting and thinking about the information gathered.

Indicators:	Examples in the Context of Daily Routines, Activities, and Play:
a. Compares and contrasts the attributes of objects and living things.	• While looking at the rocks, child says, "These rocks are hard. This one is shiny; this one isn't." • As a result of taking care of animals and plants, child recognizes that both animals and plants need water to live.
b. Uses a variety of materials to record and organize data.	• Child uses journals or drawings to record information. • Child creates a collection of items.
c. Identifies cause and effect relationships.	• While using a pulley to hoist a bucket, child says, "It fell because I let go of the string." • Child wants mud and adds water to soil.
d. Forms logical conclusions about investigations.	• After placing different objects on a ramp, child concludes that round objects roll down the ramp and flat objects slide down the ramp. • Child says, "Your plant died because you didn't water it."

STRAND 1: INQUIRY

Concept 4: Communication

The child describes, discusses or presents predictions, explanations and generalizations.

Based on past experiences, children use language or alternate communication system to show recognition of scientific principles.

Indicators:	Examples in the Context of Daily Routines, Activities, and Play:
a. Shares known facts about objects, living things, and other natural events in the environment, through words or pictures.	• During the reading of a book about a caterpillar, child says, "I saw a caterpillar in my yard." • Child shows his friend his pet bird and says, "It sings."
b. Describes attributes of objects, living things and natural events. (e.g. weight, texture, flavor, scent, flexibility, and sound).	• Child says, "The sun shines in the daytime, it makes things hot." • Child reaches into sensory bag and describes the object inside as bumpy and cold after touching it.
c. Displays and interprets data.	• During a sink/float activity, child places all floating materials on one tray and all sinking items on another tray. • After collecting leaves on a walk, the child comments that he found 3 different kinds of leaves.
d. Presents scientific ideas in a variety of ways.	• Child makes own version of the bird nest with twigs, feathers, and other materials. • After planting seeds and watching them grow, child draws a picture of the plant.

STRAND 1: INQUIRY

AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Observations, Questions, and Hypotheses	**Scientific Skills & Methods; Scientific Knowledge**	**Observations, Questions and Hypotheses**
Demonstrates curiosity about objects, living things, and other natural events in the environment. Asks questions about relationships of objects, living things, and natural events in the environment.		Asks questions based on experiences with objects, organisms, and events in the environment.
Uses one or more senses to observe and explore objects, living things, and natural events in the environment. Examines attributes of objects, living things and natural events in the environment. Observes and describes the relationships between objects, living things and natural events.	Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials and observe processes and relationships. Expands knowledge of and abilities to observe, describe and discuss the natural world, materials, living things and natural processes.	Observe common objects using multiple senses.
Describes changes in objects, living things, and the natural events in their environment. Responds to questions about relationships of objects, living things, and events in the natural environment. Predicts the outcome of investigation based on observation.	Begins to describe and discuss predictions, explanations and generalizations based on past experiences.	Predict results of an investigation based on life, physical, and Earth and space sciences.

STRAND 1: INQUIRY - CONTINUED		
AZ EARLY LEARNING STANDARD	**HEAD START CHILD OUTCOME**	**AZ KINDERGARTEN STANDARD**
Investigation (Scientific Testing)	**Scientific Skills & Methods**	**Scientific Testing (Investigating and Modeling)**
Uses a variety of appropriate tools and materials to complete a planned task or investigation.		Perform simple measurements using non-standard units of measure to collect data.
Tests predictions through active experimentations. Changes experiment plan if results are different than expected and continues testing. Persists with an investigation despite distractions and interruptions.	Begins to participate in simple investigations to test observations, discuss and draw conclusions and form generalizations.	Participate in guided investigations in live, physical, and Earth and space sciences.
Analysis and Conclusions	**Scientific Skills & Methods; Scientific Knowledge**	**Analysis and Conclusions**
Compares and contrasts the attributes of objects and living things.	Compare objects according to their measurable characteristics.	Develops growing abilities to collect, describe and record information through a variety of means, including discussion, drawings, maps and charts.
Uses a variety of materials to record and organize data.		Organize (e.g. compare, classify, and sequence) objects, organisms, and events according to various characteristics.
Identifies cause and effect relationships. Forms logical conclusions about investigations.	Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.	

STRAND 1: INQUIRY - CONTINUED		
AZ EARLY LEARNING STANDARD	**HEAD START CHILD OUTCOME**	**AZ KINDERGARTEN STANDARD**
Communication	**Scientific Knowledge**	**Communication**
Shares known facts about objects, living things, and other natural events in the environment, through words or pictures. Describes attributes of objects, living things and natural events. Displays and interprets data. Presents scientific ideas in a variety of ways.	Develops growing awareness of ideas and language related to attributes of time and temperature.	Communicate observations with pictographs, pictures, models, and/or words. Communicate with other groups to describe the results of an investigation.



Travel

Journey

Wander

Social Studies Standard

SOCIAL STUDIES STANDARD
For Young Children From Three To Five Years Old

Overview

The inclusion of Social Studies in early childhood environments is important in order to nurture children's understanding of themselves and others. Social Studies in the preschool years are critical if children are expected to become active, responsible citizens. Social Studies helps children acquire skills in problem solving, decision-making, critical thinking and assist them in integrating these skills into other environments such as home, school and community. US History, World History, Geography, Economics, Civics and Government are experienced by children in the early years.

The Social Studies Standard is organized into the following strands and related concepts:

Strand 1: American History
- **Research Skills**

Strand 2: World History
- **Contemporary World**

Strand 3: Civics and Government
- **Rights, Responsibilities and Roles of Citizenship**

Strand 4: Geography
- **The World in Spatial Terms**
- **Family Identity/Human Systems**

Strand 5: Economics
- **Foundations of Economics**

Social Studies Standard Definitions

Contemporary refers to taking place currently.

Economics pertains to the production, distribution and use of material goods and money.

Human Systems are sets or arrangements of people related or connected in some manner that forms a larger unit.

Spatial relates to existing in space.

STRAND 1: AMERICAN HISTORY

Concept 1: Research Skills

The child demonstrates an understanding that information can be obtained from a variety of sources to answer questions about one's life.

Children are curious about their world. They thrive on learning experiences that are meaningful and that connect to what they have previously learned. Technology, such as television and computers, has become the way for many children to gather information about their community and world. Children need to be provided with many opportunities and resources to obtain information about questions they have and what they want to know.

Indicators:	**Examples in the Context of Daily Routines, Activities, and Play:**
a. Child seeks information from a variety of sources (i.e. people, books, videos, globes, maps, calendars, etc.).	• Child gets a book about people and their homes to find an example of what his/her house looks like. • Child asks for a book on penguins after seeing a video about Antarctica.
b. Child relates past events with current events or activities.	• During a party, a child says, "We had a piñata at my party too."
c. Child uses time related words such as yesterday/today/tomorrow.	• Child says, "Yesterday, I went to the store." • Child tells his friend, "I will play with you tomorrow."
d. Child demonstrates awareness of technology and how it is used to get information.	• Child asks to use a tape/CD player and headset to listen to a story. • Child describes an event she saw discussed on a television news story.

STRAND 2: WORLD HISTORY

Concept 1: Diversity (Contemporary World)

The child recognizes that he lives in a place with many people, and that there are people and events in other parts of the world.

Children become aware of and begin to recognize the similarities and differences between people through their experiences of cultural and traditional events. Children gain awareness of people and their backgrounds through participation in their community and learning environment experiences. Conversation with friends and exposure to the cultures of others helps children begin to understand that events occur outside their own families and their own environment.

Indicators:	**Examples in the Context of Daily Routines, Activities, and Play:**
a. Child recognizes that places where people live are made up of individuals from different cultures and who speak different languages.	• Child says, "Your uncle speaks Navajo." • Child says, "My uncle is from Mexico."
b. Child discusses and asks questions about similarities and differences in other people.	• Child asks what kind of food is eaten in another country. • Child says to a peer, "You have brown eyes just like me."
c. Child discusses events happening in her/his neighborhood or other parts of the world.	• Child talks about how the Chinese New Year is celebrated.
d. Child describes some characteristics (e.g. clothing, food, jobs) of the people in his/her community.	• Child tells a friend about the parade seen during a Martin Luther King Day celebration. • Child describes the clothes worn by dancers at the Cinco de Mayo celebration.

STRAND 3: CIVICS/GOVERNMENT

Concept 1: Rights, Responsibilities and Roles of Citizenship

The child demonstrates a sense of belonging to the community and contributes to its care.

Children recognize the importance of self and associate themselves as part of their home and learning environments. Children are given opportunities to experience democratic ideas and to make their own decisions in order to demonstrate their roles as individuals. As children learn to demonstrate respect for ideas and rules, they gain the skills necessary for being good citizens within the larger community.

Indicators:	**Examples in the Context of Daily Routines, Activities, and Play:**
a. Child demonstrates responsible behaviors.	• Child assists with setting the table. • Child cleans up the play area when appropriate.
b. Child shows an understanding of how to care for the environment.	• Child picks up trash outside. • Child helps to plant flowers.
c. Child recognizes the importance of his/her role as part of a group.	• Child participates in activities with the group. • Child announces to the group, "I'm the line leader!"
d. Child demonstrates choice by voting.	• Child tells her friends, "Let's vote for which song we want to sing." • Child tells her friends to vote for having apples for snack time.

STRAND 4: GEOGRAPHY

Concept 1: The World in Spatial Terms

The child demonstrates an awareness of location and spatial relationships.

As young children explore their community and visit a variety of places, they begin to develop a sense of direction and location. While going for rides on the bus or in a car, or while walking in their neighborhoods, children become aware of signs, symbols and other landmarks.

Indicators:	Examples in the Context of Daily Routines, Activities, and Play:
a. Child uses words to describe directionality and/or location.	• Child says, "We passed McDonalds on our way to the park." • Child says, "I live near the Grand Canyon."
b. Child names the city/state in which he/she lives.	• Child tells a friend, "I live in Yuma, Arizona." • Child says, "I live on the Reservation."
c. Child describes some physical features (e.g. bodies of water, mountains, weather) of the environment in which he/she lives.	• Child says, "There are a lot of mountains where I live." • Child says, "There are a cactus and a palm tree in my yard."

STRAND 4: GEOGRAPHY

Concept 2: Family Identity (Human Systems)
The child recognizes self as a member of a family.

As young children begin to experience their own families' cultural traditions, customs and celebrations, they begin to develop an awareness of their unique family heritage and composition. They make observations about the make up of their families and begin to notice how their family is similar to or different from that of others. Through these experiences, children begin to clearly view themselves as members of a family unit.

Indicators:	Examples in the Context of Daily Routines, Activities, and Play:
a. Child views self as a member of the family unit.	• Child says, "I'm going on vacation with my family." • Child says, "I have a baby brother and a big sister."
b. Child can identify family members (mother, father, sister, brother, grandparents, cousins, etc).	• Child draws a picture of his/her family. • Child points to or names family members in a photograph.
c. Child describes/discusses own family's cultural or family traditions.	• During a story about a traditional celebration, child states, "We do that at my house." • Child tells another child about a recent family activity (holiday, birthday, dinner, wedding).
d. Child identifies similarities and differences in her family composition and the families of others.	• Child participates in a chart-making activity showing the number of siblings in each family. • Child says, "Your grandmother lives with you and my aunt lives with me."
e. Child shows knowledge of family members' roles and responsibilities in the home.	• Child says, "My big brother cleans up the kitchen after we eat." • Child says, "I take the trash out after my brother cleans up the kitchen."

STRAND 5: ECONOMICS

Concept 1: Foundations of Economics

The child demonstrates knowledge of the interactions between people, resources, and regions.

Through exploration and role-playing, young children demonstrate their understanding of the various roles of the people in their lives. They observe family members as they go to work, purchase goods, prepare meals and care for children and begin to develop their own sense of how each person relies on the other.

Indicators:	**Examples in the Context of Daily Routines, Activities, and Play:**
a. Child demonstrates awareness that money is used to purchase goods and services.	• Child asks his mother to buy crayons. • Child plays store using play money.
b. Child shows an understanding that adults work to earn money to buy things such as groceries.	• Child announces to a friend, while playing, "You go to work while I cook dinner."
c. Child recognizes that people rely on others for goods and services such as farm goods, mail delivery, safety or health care.	• Child dresses up like a fire fighter while playing. • Child says, "My mother said this pineapple was grown in Hawaii and came to the grocery store by airplane and truck."

STRAND 1: AMERICAN HISTORY

AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Research Skills	**Approaches to Learning**	**Research Skills for History**
Child seeks information from a variety of sources.	Grows in eagerness to learn about and discuss a growing range of topics, ideas and tasks.	Use primary source materials (e.g. photos, artifacts) to study people and events from the past.
Child relates past events with current events of activities.		Retell personal events to show an understanding of how history is the story of events, people, and places in the past. Listen to recounts of historical events and people and discuss how they relate to present day.
Child uses time related words such as yesterday/today/tomorrow.		Sequence recounts of historical events and people using the concepts of before and after.
		Contemporary United States
Child demonstrates awareness of technology and how it is used to get information.		Discuss current events from various resources (e.g., newspapers, magazines, television, Internet, books, maps).

STRAND 2: WORLD HISTORY

Diversity (Contemporary World)	**Knowledge of Families and Communities**	**Early Civilizations**
Child recognizes that places where people live are made up of individuals from different cultures and who speak different languages.		Recognizes that groups of people in early civilizations moved from place to place (e.g. Asians, people of the Americas, Africans, Europeans).

STRAND 2: WORLD HISTORY - CONTINUED		
AZ EARLY LEARNING STANDARD	**HEAD START CHILD OUTCOME**	**AZ KINDERGARTEN STANDARD**
Diversity (Contemporary World)	**Knowledge of Families and Communities**	**(American History) Contemporary United States**
Child discusses and asks questions about similarities and differences in other people. Child describes some characteristics (e.g. clothing, food, jobs) of the people in his/her community.	Progresses in understanding similarities and respecting differences among people, such as genders, race, special needs, culture, language, and family structures.	Recognizes that students in classrooms/schools have diverse backgrounds and customs.
		Contemporary World
Child discusses events happening in her/his neighborhood or other parts of the world.		Discuss current events from various resources (e.g., newspapers, magazines, television, Internet, books, maps).

STRAND 3: CIVICS/GOVERNMENT

Some of the Early Learning Standards Indicators and the Head Start performance indicators for this strand are aligned under the Social Emotional Standard section.

AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Rights, Responsibilities and Roles of Citizenship		**Rights, Responsibilities and Roles of Citizenship**
Child demonstrates responsible behaviors.		Identify examples of responsible citizenship in the school setting and in stories about the past and present. Recognize the rights and responsibilities of citizenship: a. elements of fair play, good sportsmanship, and idea of treating others the way you want to be treated. b. importance of participation and cooperation in a classroom and community c. why there are rules and consequences for violating them
Child demonstrates choice by voting		Responsibility of voting (every vote counts)
		Foundations of Government
Child recognizes the importance of his/her role as part of a group.		Discuss the importance of students contributing to a community (e.g. helping others, working together, cleaning up the playground)

CIVICS/GOVERNMENT - CONTINUED		
AZ EARLY LEARNING STANDARD	**HEAD START CHILD OUTCOME**	**AZ KINDERGARTEN STANDARD**
Rights, Responsibilities and Roles of Citizenship		**(STRAND 4 GEOGRAPHY – Environment and Society)**
Child shows an understanding of how to care for the environment.		Identify ways of protecting natural resources (reuse, recycle, reduce).

STRAND 4: GEOGRAPHY

AZ EARLY LEARNING STANDARD	**HEAD START CHILD OUTCOME**	**AZ KINDERGARTEN STANDARD**
The World in Spatial Terms	**Knowledge of Families and Communities**	**The World in Spatial Terms**
Uses words to describe directionality and/or location.	Begins to express and understand concepts and language of geography in the contexts of their classroom, home and community.	Determine the relative location of objects using the terms near/far, behind/in front, over/under, here/there, left/right/ up/down.
		Physical Systems
Describes some physical features of the environment in which he/she lives.		Identify plants and animals in the local environment. Identify the basic properties of earth materials (rocks, soil, water; natural or man-made; reusable and recyclable)
Family Identity (Human Systems)		**Human Systems**
Child describes/discusses own family's cultural or family traditions.		Discuss the elements (e.g., food clothing, housing, sports, holidays) of diverse cultures, including those in your own community.
Shows knowledge of family members' roles and responsibilities in the home.	Develops growing awareness of jobs and what is required to perform them.	

STRAND 5: ECONOMICS

Foundations of Economics		Foundations of Economic
Child demonstrates awareness that money is used to purchase goods and services.		Recognize people use money to purchase goods and services.
Child shows an understanding that adults work to earn money to buy things such as groceries.		Discuss different types of jobs that people do. Match simple descriptions of work with the names of those jobs. Give examples of work activities that people do at home.
		(STRAND 3: CIVICS/GOVERNMENT – Rights, Responsibilities, and Roles of Citizenship
Child recognizes that people rely on others for goods and services such as farm goods, mail delivery, safety or health care.		Identify people who help keep communities and citizens safe. (e.g. police, firefighters, nurses, doctors).



Physical Development, Health, & Safety Standard

PHYSICAL DEVELOPMENT, HEALTH AND SAFETY STANDARD
For Young Children from Three to Five Years Old

Overview

It is important to recognize that children's physical development and their health and safety have as important a place in the curriculum as cognitive development. Children develop higher-order thinking skills necessary for future social and academic success as they explore, combine and refine their physical movements. Thoughtfully planned movement experiences with vigorous outdoor and indoor activities should be part of the daily schedule. Children in our care deserve environments that are safe and encourage healthy living. Therefore, it is important to model healthy living practices and teach children the importance of good hygiene, a healthy diet and the need for exercise and rest.

The Physical Development, Health and Safety Standard is organized into the following strands and related concepts:

Strand 1: Physical and Motor Development
- **Gross Motor Development**
- **Fine Motor Development**

Strand 2: Health
- **Personal Health and Hygiene**

Strand 3: Safety
- **Safety/Injury Prevention**

Physical Development, Health and Safety Standard Definitions

Body Awareness is the sensory understanding of one's body and body parts and their uses.

Dexterity is having skill in using one's hands, body or mind.

Eye-Hand Coordination involves visual and tactile senses working together in order to develop and perfect physical skills.

Fine Motor refers to the physical development of the smaller muscles of the body, which includes the hands, feet and eyes.

Fine Motor Skills are demonstrated when children attempt or perform activities that use and coordinate the small muscles in the hand and wrists.

Gross Motor pertains to the physical development of the large muscles in the legs, arms and torso.

Manipulatives are small items used by children to gain control of their small muscles and to develop eye hand coordination; they are concrete materials used to develop concepts and skills.

Spatial Awareness is the ability to make logical connections about one's surroundings and the objects in them.

STRAND 1: PHYSICAL AND MOTOR DEVELOPMENT

Concept 1: Gross Motor Development

The child moves with balance and control.

Children are in constant motion. This movement develops young children's large muscles as they run, jump, and play in both structured and unstructured settings. Children increase their ability to control their bodies and learn that regular physical activity can enhance (their) overall physical, social and mental health.

Indicators:	**Examples in the Context of Daily Routines, Activities, and Play:**
a. Moves with control (i.e. walks, runs, skips, jumps, gallops, hops).	• Child runs during a game of tag, slowing and accelerating as needed to maneuver around equipment and people. • Child walks backward.
b. Moves with balance.	• While taking a walk, child balances along the curb without falling off. • Child bends, stretches and twists while playing or exercising.

STRAND 1: PHYSICAL AND MOTOR DEVELOPMENT

Concept 2: Gross Motor Development
Child demonstrates coordination of body movements.

As children grow, their minds and bodies work together to develop control, strength, flexibility, balance and coordination.

Indicators:	**Examples in the Context of Daily Routines, Activities, and Play:**
a. Coordinates movements to perform tasks.	• Child throws a ball to a friend. • Child navigates a riding toy through an obstacle course.
b. Exhibits **body awareness**.	• Child draws a picture of himself with head, torso, arms and legs. • Child names the doll's body parts as he put its clothes on.
c. Exhibits body **spatial awareness**.	• Child moves forward, backward, sideways, up and down. • Child moves chair to allow enough room for her legs.

STRAND 1: PHYSICAL AND MOTOR DEVELOPMENT

Concept 3: Fine Motor Development

The child uses fingers and hands to manipulate tools and materials.

Developing **fine motor skills** is an important foundation for other developmental areas such as cognitive development, artistic expression, daily living skills and handwriting. Children begin to demonstrate an increased amount of strength, **dexterity**, and stamina to perform fine motor tasks using a variety of manipulatives and tools. When children are engaged in appropriate activities and experiences, they develop the ability to gain fine motor control, which leads to independence.

Indicators:	**Examples in the Context of Daily Routines, Activities, and Play:**
a. Uses hands and fingers to manipulate a variety of tools and materials, (i.e. crayons, markers, chalk, sponges, paint brushes, scissors, pencils, silverware).	• Child tears paper into pieces to make a collage. • Child draws and paints a mural on paper taped to the wall.
b. Uses eye-hand coordination to perform simple tasks.	• Child strings large beads. • Child hits peg with a wooden hammer.
c. Manipulates smaller objects, tools and instruments that require wrist and squeezing motions.	• Child pulls Pop-It beads apart and then pushes them back together. • Child twists the cap off of a jar. • Child uses a paper punch to make holes. • Child uses scissors to cut paper.
d. Uses fine motor skills in daily living.	• Child buttons, unbuttons, snaps, buckles, laces or ties shoe. • Child uses eating utensils at mealtimes. • Child puts on and takes off jacket, sweater or sweatshirt.

STRAND 2: HEALTH

Concept 1: Hygiene and Health Practices
Child demonstrates knowledge of personal health practices and routines.

Personal hygiene and health are essential to one's well being. Children begin at a young age to learn living skills that will assist them in making age-appropriate healthy choices. They learn that good nutrition; exercise and rest are necessary for their young bodies.

Indicators:	**Examples in the Context of Daily Routines, Activities, and Play:**
a. Demonstrates hygiene practices.	• Child gets a tissue to wipe nose when needed and throws the tissue away. • Child washes and dries hands after using the toilet. • Child covers mouth/nose when coughing/sneezing, then washes his hands.
b. Demonstrates healthy practices: • Nutrition	• Child participates in a tasting experience and tries a variety of food groups and unfamiliar foods. • Child makes a collage, using magazine pictures of healthy foods. • Child requests fruit for his snack.
• Physical Activity	• Child tells a friend, "Let's play tag." • Child chooses to join friends in tossing a ball through the basketball hoop.
• Rest and Relaxation	• Child rests by lying on rug. • Child puts doll in doll bed and says, "It's your bedtime."

STRAND 3: SAFETY

Concept 1: Safety, Injury Prevention
Child demonstrates knowledge of personal safety practices and routines.

Children demonstrate awareness and understanding of personal and environmental safety rules and how to keep themselves safe. These principles should be relevant to Arizona and to the community/region in which the child lives.

Indicators:	**Examples in the Context of Daily Routines, Activities, and Play:**
a. Demonstrates Environmental Safety Practices	
• Water and sun safety	• Child puts on a hat and sunglasses before going outside in the sun.
• Animal and plant safety, specific to child's environment	• Child warns her friend not to touch the spider because it might bite. • Child tells friend not to touch the cactus because it will hurt.
• Fire and gun safety	• Child says, "Fire will burn you!" • Child tells his friend, "A real gun can hurt you!"
• Playground safety	• Child keeps a safe distance from moving swings. • Child goes down the slide feet first.
• Tool safety	• Child reminds a friend to hold the scissors point end down when walking. • Child says, "My daddy wears goggles when he uses the saw."

continued

Indicators:	**Examples in the Context of Daily Routines, Activities, and Play:**
b. Demonstrates Street Safety Practices	
• Crossing street	• While on a neighborhood walk child waits for adult to say it's safe to cross the street. • Child looks to the left and right before crossing a street or road.
• Car safety	• While playing house, child tells a friend, "Put the baby in the car seat." • Child reminds others to put on their seat belts.
c. Demonstrates Personal Safety Practices	
• "Good/Bad" touching	• Child asks an adult for help when made to feel uncomfortable or unsafe by another person.
• Stranger Dangers	• Child refuses to respond when an unfamiliar adult talks to him/her. • Child tells a friend, "Don't go near that stranger's car."
• Knows personal information	• Child tells a caregiver/teacher her mother's name. • Child tells a caregiver/teacher her address.
• Poison	• Child stays away from cleansers unless supervised by an adult. • Child tells a friend, "My dad says medicine is not candy!"
d. Demonstrates Emergency Safety Practices	
• Emergency Routines	• While playing, a child tells a friend to call 911 because the "doll is hurt." • Playing fire fighter, a child tells her friend to "Stop, Drop and Roll!"

STRAND 1: PHYSICAL AND MOTOR DEVELOPMENT

AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Gross Motor – Balance and Control	**Gross Motor Skills**	**Physical Activity**
Moves with control.	Shows increasing levels of proficiency, control and balance in walking, climbing, running, jumping, hopping, skipping, marching and galloping.	Demonstrate mature form in walking and running.
Moves with balance.	Shows increasing levels of proficiency, control and balance in walking, climbing, running, jumping, hopping, skipping, marching and galloping.	Demonstrate progress toward the mature form of selected manipulative, locomotor and non-locomotor skills.
Gross Motor – Coordination	**Gross Motor Skills**	**Physical Activity**
Coordinates movements to perform tasks.	Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.	Demonstrate progress toward the mature form of selected manipulative, locomotor and non-locomotor skills.
Exhibits body awareness. Exhibits body spatial awareness.		Describe appropriate concepts to performance (e.g. change direction while running).
Fine Motor Development	**Fine Motor Skills**	**Physical Activity**
Uses hands and fingers to manipulate a variety of tools and materials. Uses fine motor skills in daily living.	Progresses in abilities to use writing, drawing and art tools including pencils, markers, chalk, paintbrushes, and various types of technology.	

STRAND 1: PHYSICAL AND MOTOR DEVELOPMENT - CONTINUED		
AZ EARLY LEARNING STANDARD	**HEAD START CHILD OUTCOME**	**AZ KINDERGARTEN STANDARD**
Fine Motor Development	**Fine Motor Skills**	**Physical Activity**
Uses eye-hand coordination to perform simple tasks.	Grows in hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads and using scissors.	
Manipulates smaller objects, tools and instruments that require wrist and squeezing motions.	Develops growing strength, dexterity and control needed to use tools such as scissors, paper punch, stapler, and hammer.	

STRAND 2: HEALTH		
Hygiene and Health Practices	**Health Status and Practices**	**Comprehensive Health Education**
Demonstrates hygiene practices.	Shows growing independence in hygiene, nutrition and personal care when eating, dressing, washing hands, brushing teeth and toileting.	Identify basic symptoms of, and prevention strategies for, common illnesses and diseases. Identify personal well-being health behaviors.
Demonstrates healthy practices: Nutrition, Physical Activity, Rest & Relaxation.	Participates actively in games, outdoor play and other forms of exercise that enhance physical fitness.	Identify basic personal health needs and the roles exercise, nutrition, hygiene and relationships play in maintaining them. Identify that physical activity is necessary to build good physical fitness.

STRAND 3: SAFETY

AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Safety, Injury Prevention	**Health Status and Practices**	**Comprehensive Health**
Demonstrates environmental safety practices: water and sun, animal and plant, fire and gun, playground, tool. Demonstrates street safety practices: crossing street, car safety.	Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances and activities.	Identify elements of the environment that affect personal health.
Demonstrates personal safety practices: good/bad touching, stranger danger, personal information, poison.		Demonstrate the ability to locate home and school health helpers.
Demonstrates emergency safety practices: emergency routines.		Identify resources and health helpers from home and school that provide health and emergency information.



xtraordinary

original

vibrant

unique

xtra special

Fine Arts Standard

FINE ARTS STANDARD

For Young Children from Three to Five Years Old

Overview:
The arts nurture the imagination and creative spirit of all children. Sensory awareness (sight, sound, touch, smell, taste) is the foundation for all imaginative activity and creative expression. For young children, the importance of the arts is in the process of creating rather than the end result. As children are involved in the arts process they develop independence, self-esteem, and self-expression. The arts connect all areas of learning and are fundamental to children's development and education. The arts enable all children to discover more about who they are and gain insight into their own culture and the cultures around them.

The Fine Arts Standard is organized into the following strands and related concepts:

Strand 1: Visual Art
- **Creating Art**
- **Art in Context**
- **Art as Inquiry**

Strand 2: Music and Creative Movement
- **Creating Music and Creative Movement**
- **Music and Creative Movement in Context**
- **Music and Creative Movement as Inquiry**

Strand 3: Dramatic Play
- **Creating Dramatic Play**
- **Dramatic Play in Context**
- **Dramatic Play as Inquiry**

Fine Arts Standard Definitions

Improvisations are songs, games, stories or chants that a child makes up.

Instruments can be any traditional or non-traditional devices used or made to create musical sounds.

Media can be any means or materials used to express or communicate an idea or thought.

Processes are methods and procedures used to accomplish a task or make a creation.

Repertoire is the number of stories, plays or song that a child knows.

Scenario (dramatic play) is the theme, topic or script of a real or imagined story or play.

Tools are implements, instruments or utensils, that are used to cut, dig, pound, rub, paint, write or create works of expression.

Vocalizations are oral sounds, words or songs produced by one's voice.

STRAND 1 – VISUAL ART

Concept 1: Creating Art

The child uses a wide variety of materials, media, tools, techniques and processes to explore and create.

Children communicate ideas, experiences and feelings by leaving their mark with crayons, markers, paints, modeling and construction of masterpieces. Children discover that they and others are artists.

Indicators:	Examples in the Context of Daily Routines, Activities, and Play:
a. Uses a variety of materials/media to create original works of art (i.e. paper, rocks, sand, clay, plaster, fabric, fiber, salt, dough, crayons, markers, paint, chalk, charcoal, pencils, glue, and cardboard).	• Child uses paint on rocks to create original art work. • Child makes a collage using fabric, torn paper and yarn.
b. Uses a variety of tools to create original works of art (i.e. cotton swabs, small/large brushes, drinking straws, sponges, sticks, fly swatters, stamps, fingers, scissors, plastic needles, rollers, and stapler).	• Child uses a straw to blow paint across the paper. • Child paints using Q-tips, brushes and sponges.
c. Uses a variety of techniques and processes to create original works of art (i.e. drawing, painting, sculpting, printing, weaving, braiding, cutting, construction, collage, bending, folding, sewing, tearing, stapling, and taping).	• Child uses wood scraps with glue to make "constructions." • Child uses Play Dough/clay to make a sculpture.
d. Uses lines, forms, shapes, colors and texture to create personal art work.	• Child uses chalk to draw straight and curved lines on the sidewalk.
e. Creates art work with details which represent the child's ideas, experiences and feelings.	• Child uses objects dipped in paint to print shapes on paper. • Child draws a portrait including facial details. • Child draws a picture of where he went for vacation.
f. Creates art in two and three dimensions.	• Child uses glue and Popsicle sticks to construct a work of art. • Child uses twigs to construct a house.

STRAND 1: VISUAL ART

Concept 2: Art in Context

The child uses art as he/she begins to make sense of the environment and community.

Art in context for young children is relevant to the experiences with people and cultures within their own community and learning environment. Children view and explore different styles of art from many places and cultures. Art connects children to their neighborhood, and expands their view of the world.

Indicators:	**Examples in the Context of Daily Routines, Activities, and Play:**
a. Participates in creative art activities that are part of the child's community and culture.	• Child draws a picture of his family's Kwanzaa celebration. • Child creates a sand painting.
b. Participates in visual art activities that are part of other cultures.	• Child draws animals or symbols seen in pictographs using twigs, yucca, or bamboo as paintbrush. • Child weaves an "Ojo de Dios" or "God's Eye" using sticks and yarn.

STRAND 1: VISUAL ART

Concept 3: Art as Inquiry

The child reflects upon, describes and analyzes the characteristics and qualities of his work and the work of others.

Children begin to develop a vocabulary to share opinions about artistic creations and experiences. Artistic inquiry encourages children to go beyond "I like it" and to ask questions, investigate and develop appreciation for many art forms.

Indicators:	**Examples in the Context of Daily Routines, Activities, and Play:**
a. Describes personal art work.	• Child makes a mask, shares how the mask was made and talks about the details on the mask. • Child tells a story about the picture he drew.
b. Expresses creative and personal choices when engaging in art activities.	• Child takes time to select a piece of paper for the desired texture and color. • Creates a house using drinking straws, fabric paint, precut shapes, colored paper, and foil.
c. Responds to the art work of self and others through making comments or asking questions.	• When observing another child's sculpture, the child asks "How did you make the clay do that?" • Child says," I like the bird in your picture."
d. Describes the details observed in art work.	• Child looks at a picture and says, "That picture has a lot of blue in it." • Child tells his friend," The dog you drew looks just like my dog."

STRAND 2: MUSIC AND CREATIVE MOVEMENT

Concept 1: Creating Music and Movement

The child uses a wide variety of instruments, techniques and music to explore and create.

Singing, dancing, making and moving to sounds/rhythms are fundamental musical activities of young children. They use a variety of musical elements, **instruments**, and techniques to explore and to express a personal understanding of their world. Children learn the concept that they and others are musicians and dancers.

Indicators:	**Examples in the Context of Daily Routines, Activities, and Play:**
a. Experiments with a variety of instruments, vocalizations, sounds or creative movements.	• Using maracas, rattles, rain sticks, **claves** or tambourine, child keeps time with music. • Child uses a tin pie pan and spoon to make a drum.
b. Creates music/movement that represents child 's ideas, experience and/or feelings.	• Child says, "Look! I'm walking like an elephant."
c. Sings/moves to familiar rhymes, songs, and/or chants.	• Child marches, slowing down or speeding up with the music.
d. Uses familiar songs, rhymes or chants to create her own musical/movement improvisations.	• Child makes up her own verse and movements to a favorite song/tune.

STRAND 2: MUSIC AND CREATIVE MOVEMENT

Concept 2: Music and Creative Movement in Context
The child uses creative movement and music as he/she begins to make sense of the environment and community.

The exploration of music and movement enhances all areas of a child's learning. Music and creative movement connect children to their own community and expand their personal view of the world.

Indicators:	**Examples in the Context of Daily Routines, Activities, and Play:**
a. Listens/responds to different types of music, (e.g. rock, classical, jazz, reggae, Native American chants, gospel, bluegrass, lullabies, marches and country music).	• Child rocks a baby doll when she hears a lullaby. • Child says, "I like the music with the drums in it."
b. Uses creative movement and dance to interpret the mood of various types of music and stories.	• Child creates her/his own dance while listening to music. • Child twirls a scarf back and forth in the air and moves to the music.
c. Joins in music and movement activities that are part of the child's community and culture.	• Child joins in a dance using hoops.
d. Creates music and movement activities that express the experiences of their own culture and the culture of others.	• Child hears Hawaiian music and sways from side to side. • Child uses ribbons to experiment with rhythms while listening to Native American music.

STRAND 2: MUSIC AND CREATIVE MOVEMENT

Concept 3: Music and Creative Movement as Inquiry

The child responds to music and creative movement through various means.

Universal themes are expressed in musical works. Children think about, describe and analyze the characteristics of many styles of music and creative movement/dance. Children begin to develop a vocabulary to share opinions about musical/movement creations and experiences. Examining music and movement encourages children to go beyond "I like it" and to ask questions, investigate and develop appreciation for music and creative movement.

Indicators:	**Examples in the Context of Daily Routines, Activities, and Play:**
a. Talks about music or movement.	• Child talks about which music is his favorite.
b. Describes music or movement of self and others.	• Child says, "You are moving your arms up and down."
c. Expresses creative and personal choices when engaging in music or movement activities.	• Child teaches a friend a favorite dance move. • Child says, "I don't like this song."
d. Responds to music or movement of self and others by noticing details commenting and questioning.	• Child asks what instrument makes that low sound. • Child says, "I like the way the ballerina turns on her toes."

STRAND 3: DRAMATIC PLAY

Concept 1: Creating Dramatic Play

The child uses dramatic play and props to explore and create.

Children use the richness of their daily activities to create pretend play, assuming different roles and characters. Personal life experiences, social events, cultural celebrations and stories, generate ideas for exploration. These experiences contribute to children's ability to communicate more effectively and engage in cooperative activity with friends.

Indicators:	Examples in the Context of Daily Routines, Activities, and Play:
a. Participates in dramatic play activities.	• Child plays hospital. • Child sets up a store and invites friends to go shopping.
b. Assumes roles from daily activities using a variety of props.	• From a box of old clothes, child selects a hat, jacket and piece of rope and portrays a fire fighter putting out a fire. • Child pretends to be a teacher and reads a book to the stuffed bear.
c. Dramatizes familiar stories.	• Child plays the wolf in "The Three Little Pigs." • Child says, "My grandfather told me a story about the wind. I'll be the wind."
d. Takes on more than one dramatic play role at a time.	• Child plays a daddy and a baby by changing his voice. • Child says, "I'll be the doctor and the nurse. You be the patient."
e. Pretends an object exists without using a prop.	• Child orders a veggie pizza and reaches into his pocket for imaginary money to pay for the meal. • Child pretends to put on a hat and coat to go outside.

STRAND 3: DRAMATIC PLAY

Concept 2: Dramatic Play in Context

The child uses dramatic play as he/she begins to make sense of his/her environment and community.

Children develop a repertoire of roles, actions, and behaviors that reflect diversity in their homes and communities. Each dramatic play scenario provides insights into children's interests, experiences and abilities that allow children to express what they know and feel.

Indicators:	Examples in the Context of Daily Routines, Activities, and Play:
a. Demonstrates an understanding of behaviors important to specific roles.	• Child plays the part of a doctor and pretends to gives friend a shot. • Child pretends to be a teacher and reads a story to a doll.
b. Demonstrates an understanding of the sequence of events.	• Child pretends to cook dinner, serves it, and washes the dishes. • Child puts on the doll's diaper then pants, shirt, socks and shoes.
c. Negotiates roles, relationships, and actions during dramatic play activities.	• Children create a play for their parents. Child accepts role as a paramedic. • Children act out specific situations important to them.
d. Develops a repertoire of roles, actions, and behaviors that reflect diversity in the community.	• Child pretends to be a store clerk and rings up purchased items and puts them in a bag.
e. Participates in dramatic play situations that reflect the routines, rituals, and celebrations of community and culture.	• Child dramatizes participating in a Pow Wow. • Child asks friends to join him in making tamales using play dough.

STRAND 3: DRAMATIC PLAY

Concept 3: Dramatic Play as Inquiry
The child responds to dramatic play experiences.

Universal themes are expressed through children's dramatic play. Children use a process of inquiry as they observe, organize and interpret their experiences through creative dramatics and pretend play. Children reflect and share opinions about dramatic creations and experiences. Participating in dramatic play encourages children to be themselves, a character from a story, a familiar person or anyone who they dream to be.

Indicators:	**Examples in the Context of Daily Routines, Activities, and Play:**
a. Talks about dramatic play experiences.	• Child tells his friend what character he played yesterday.
b. Adds details and new elements to dramatic play situations over time.	• Child gets more props for her friends.
c. Respects the ideas and suggestions of others during dramatic play.	• Child listens as friends plan what they are going to do. • Child says, "You can be the wolf today. I can be the pig."
d. Responds to the performance of others.	• Child laughs at a funny incident. • Child applauds other children's performance.

STRAND 1: VISUAL ART

AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Creating Art	**Creative Arts – Art**	**Visual Arts – Creating Art**
Uses a variety of materials/media to create original works of art. Uses a variety of techniques and processes to create original works of art. Uses lines, forms, shapes, colors and texture to create personal artwork. Creates art in two and three dimensions.	Gains ability in using different art media and materials in a variety of ways for creative expression and representation.	Identify and use a variety of art media.
Uses a variety of tools to create original works of art.		Identify and describe safe and responsible use of tools and materials.
Creates artwork with details which represent the child's ideas, experiences and feelings.	Progresses in abilities to create drawing, paintings, models, and other art creations that are more detailed, creative or realistic.	Recognize that the visual arts are a form of communication.
Art in Context	**Creative Arts – Art**	**Visual Arts – Creating Art**
Participates in creative art activities that are a part of the child's community and culture. Participates in visual art activities that are part of other cultures.		Show respect for personal work and work of others.

STRAND 1: VISUAL ART - CONTINUED		
AZ EARLY LEARNING STANDARD	**HEAD START CHILD OUTCOME**	**AZ KINDERGARTEN STANDARD**
Art as Inquiry	**Creative Arts – Art**	**Visual Art – Creating Art**
Describes personal artwork. Responds to the artwork of self and others through making comments or asking questions. Describes the details observed in artwork.	Begins to understand and share opinions about artistic products and experiences.	Begin to look at, and talk about, art.

STRAND 2: MUSIC AND CREATIVE MOVEMENT		
Creating Music and Movement	**Creative Arts – Music/Movement**	**Creating Art – Music / Dance**
Experiments with a variety of instruments, vocalizations, sounds or creative movements. Sings/moves to familiar rhymes, songs, and/or chants.	Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances. Experiments with a variety of musical instruments.	Sing/play a variety of songs.
Creates music/movement that represents child's ideas, experience and/or feelings. Uses familiar songs, rhymes or chants to create her own musical/movement improvisations.	Expresses through movement and dancing what is felt and heard in various musical tempos and styles.	Improvise simple rhythmic and melodic ostinato accompaniments on a variety of classroom instruments and materials.

STRAND 2: MUSIC AND CREATIVE MOVEMENT - CONTINUED		
AZ EARLY LEARNING STANDARD	**HEAD START CHILD OUTCOME**	**AZ KINDERGARTEN STANDARD**
Music and Creative Movement in Context	**Creative Arts Music/Movement**	**Creating Art Music/Dance**
Listens/responds to different types of music.	Shows growth in moving in time to different patterns of beat and rhythm in music.	Echo short rhythms and melodic patterns.
Uses creative movement and dance to interpret the mood of various types of music and stories.		Improvise simple rhythmic and melodic ostinato accompaniments on a variety of classroom instruments and materials.
Joins in music and movement activities that are part of the child's community and culture. Creates music and movement activities that express the experiences of their own culture and the culture of others.		Show respect for personal work and the work of others.
Music and Creative Movement as Inquiry	**Creative Arts - Music/Movement**	**Creating Art - Music/Dance**
Talks about music or movement.		Use appropriate terminology …while moving to a beat and changes in tempo.
Describes music or movement of self and others.		Identify and demonstrate the range and types of movement abilities of one's own body.
Responds to music or movement of self and others by noticing details, commenting, and questioning.		Identify the sound of a variety of band orchestra and classroom instruments. Identify variation in tempo and dynamics.

STRAND 3: DRAMATIC PLAY

AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Creating Dramatic Play	**Creative Arts – Dramatic Play**	**Creating Art - Theatre**
Participates in dramatic play activities. Dramatizes familiar stories.	Participates in a variety of dramatic play activities that become more extended and complex.	Use natural language patterns with familiar phrases as they play out a story.
Assumes roles from daily activities using a variety of props. Pretends an object exists without using a prop.	Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.	Sustain a pretend scene using appropriate language or movement with the teacher role-playing or giving cues.
Dramatic Play in Context	**Creative Arts – Dramatic Play**	**Creating Art – Theatre**
Though there are not specific items which directly align under this section, the skills are embedded in the objectives and indicators under Creating Dramatic Play and Dramatic Play as Inquiry.		
Dramatic Play as Inquiry	**Creative Arts – Dramatic Play**	**Creating Art – Theatre**
Talks about dramatic play experiences. Adds details and new elements to dramatic play situations over time. Responds to the performance of others.		Describe the setting of a story to be dramatized and, with teacher guidance, establish spaces for the dramatization, and select materials that suggest the furniture and objects needed.
Respects the ideas and suggestions of others during dramatic play.		Show respect for personal work and the work of others.





Resources

Resources

Articles

Young Children with Special Needs
ADE, Early Childhood Education Unit

English Language Learners
ADE, Early Childhood Education Unit

The Benefits of an Inclusive Education: Making It Work
National Association for the Education of Young Children (NAEYC) Critical Issues

Responding to Linguistic and Cultural Diversity:
Recommendations for Effective Early Childhood Education
Position Statement NAEYC

Early Learning Standards: Creating the Conditions for Success
Position Statement NAEYC

Early Education Experts Issue Guidelines for Assessment and Curriculum
Position Statement NAEYC

Web Sites

Early Childhood Curriculum, Assessment, and Program Evaluation
Position Statement NAEYC

Promoting the Use of Content Standards:
Recommendations for Teacher Educators
View Point, NAEYC Journal

Responding to Linguistic and Cultural Diversity
NAEYC Position Statement (full text)

Arizona Resources
Special Needs
Child Care
Family/Parents
Web Sites with Comprehensive Educational Links
Multicultural Education
Organizations
Teacher Magazines
Research

YOUNG CHILDREN WITH SPECIAL NEEDS

Each child is a unique person with an individual personality, learning style, and experiential background. These Early Learning Standards have been designed for use with all young children. Although children develop through a generally predictable sequence of milestones, they may not proceed through them in the same way and in the same amount of time. Development also proceeds at varying rates within the different areas of a particular child's functioning. Some children will exhibit skills far above their age group in some areas of development, while other children may take longer to achieve certain indicators. Some children may skip certain indicators altogether and this is normal for them. Variability among all children, not just those with disabilities, is normal. Uniqueness is to be valued. Therefore, it is important for early care and education professionals to individualize experiences, activities, the environment, and materials to meet the child's developmental needs, including those with developmental delays or specific disabilities.

Adults should view a child's current strengths and skills as the starting point for planning new experiences rather than as a limitation; this applies to children with special needs as well as those who are developing more typically. Each child is unique. Each grows and develops skills and competencies at his own pace. Some children may have a developmental delay or disability that may require program staff members to adapt expectations or experiences so that individual children can successfully achieve a particular standard, concept and/or indicator. All children within an age group should not be expected to arrive at each concept or indicator at the same time or to show mastery to the same degree of proficiency.

All Children Are Gifted…..
Some Just Open Their Presents
Later than Others

ENGLISH LANGUAGE LEARNERS

As we consider the Arizona Early Learning Standards for young children, it is important to attend to the needs of those who are English language learners. We recognize that regardless of what language children come to us speaking, they have previously acquired knowledge and learning as a result of the language spoken in their home. Through that language, young children have established meaningful relationships and have begun to construct a knowledge base.

The home language is linked to the child's values, attitudes, and cultural traditions. It is critical to be respectful and supportive of the cultural heritage and home language of a child while encouraging English language acquisition. This ensures a partnership between the home and the learning environment. Research shows the stronger the native language foundation the greater the academic success in English language development.

Just as all children learn and develop at different rates, with unpredictable starts, stops, and surges along the way, individual differences also exist among children who are acquiring English as a second language. As young children enter kindergarten, they may still demonstrate some weaknesses, but these limitations tend to disappear for young English language learners with direct instruction in English.

The Arizona Early Learning Standards support English language acquisition. Early childhood settings provide a context for learning, crucial for all children, but especially critical for English language learners. Young English language learners listen purposefully to English speaking teachers and peers to gather information about their new language. Consistent and overt student engagement in the form of active speaking and listening is essential. The types of instructional activities typically present in early childhood settings facilitate the development of English.

Effective instructional strategies for English language learners are effective for all learners. Effective instruction for all children requires a variety of instructional activities and strategies. The following teaching strategies are appropriate for all young learners in all early learning environments or settings:

Oral Communication

- Communicate with the child using words along with some type of gestures, facial expressions, intonations or actions.
- Use nonverbal clues such as pictures, objects or demonstrations.
- Model proper English and enunciate words clearly.
- Build on language that is already understood using graphic organizers, hands-on learning activities, peer models.
- Use repetition. Saying the same thing more than once gives a child more than one opportunity to understand. If the repetition involves a single item, it may provide an opportunity for the child to learn the word.
- Communicate the "here and now." Talking about the present limits the conversation and enables the child to focus on fewer options for response. It also helps the teacher to understand what the child is talking about.
- Rephrase ideas and thoughts orally to clarify meaning.

- Use a variety of oral responses: single words, single sentences, phrases, and statements.
- Avoid using slang.
- Encourage the child to use words from her/his native language when she/he cannot find the appropriate word in English.
- Accept child's approximations of words spoken in English.
- Provide support in the child's native language when needed. This support provides access to his/her knowledge and experience. It also shows a respect for the language/culture and establishes rapport.
- Increase wait time. Give English language learners more "wait and think" time.

Vocabulary Development

- Link vocabulary to first hand experiences with pictures, concrete objects, and real life events.
- Use everyday vocabulary and gradually expand vocabulary so child continues to progress and is challenged.

Learning Environment

- Allow ample time for the child to become familiar with the educational setting before approaching with questions or directives in English. This will create a stress free environment and encourage risk taking.

- Begin with the child's prior knowledge to extend and expand the learning.

- Provide activities and space for child to play or work alone until he/she is ready to interact with other children.

- Establish a daily routine. The child is able to use the cues and become a part of the group without understanding the language. The routine provides structure and a sense of security for children.

- Affirm the children's culture and language through literature, music, learning materials, and resources that are culturally and linguistically relevant.

- Use cooperative learning activities. Participation in small group learning activities promotes positive interaction. All students need frequent opportunities to speak and use language skills. English language learners benefit from face to face interaction in an authentic and meaningful situation and from observing peers.

- Include first and second language speaking children in the same group.

- Identify program and community members who can help with oral and written translations.

Book Use

- Use books which contain repeated, predictable language patterns. Patterns include rhyming and repetition of sounds, words, refrains, or entire sentences.

- Use books with clear illustrations that help tell the story. Use the pictures to explain new vocabulary and hold the attention of young learners. Photographs capture hard to explain emotions.

- Highlight key vocabulary or concepts. Pose a specific listening objective to help children focus, such as asking them to think about three feelings described in the book.

- If there is an aide or adult available ask him/her to sit near a child learning English to quietly reinforce the story if needed.

- If needed, edit a story as you read or tell the story using the pictures or illustrations.

- Pause regularly to do an informal check of child's comprehension and allow him/her to discuss the pictures or story, while not losing focus.

- Use child's words to create a sentence or story. Adult writes down the child's words verbatim. Story or sentence can be read back to the child. It allows child to see and hear her/his own words and builds word knowledge using familiar language.

The Benefits of an Inclusive Education: Making It Work

In an increasing number of early childhood programs around the country, teachers, children, and parents are discovering the benefits of educating young children with special needs together with their same-age peers. Since learning is so important in the early years, this is the best time for children to begin to respect all people's differences and the contributions each individual makes. The key to creating a successful inclusive program is educating ourselves and others about how to ensure every student in the classroom has the chance to reach his or her fullest potential.

Children with disabilities are, first and foremost, children, and then children who may need support or adaptations for learning. The term "special needs" refers to a wide range of developmental disabilities or learning needs that may occur in different areas and to varying degrees. Traditionally, children with special needs were pulled out of regular classrooms and grouped together as if all their needs were alike. Relatively few children with disabilities were served in community-based early childhood programs apart from Head Start or public school programs.

In 1992, the Americans with Disabilities Act (ADA) established equal rights for people with disabilities in employment, state and local public services, and public accommodations including preschools, child care centers and family child care homes. The ADA has helped more and more educators recognize that developmentally appropriate classrooms are places where all children can and should learn together.

Early childhood teachers' strong knowledge of child development helps them to successfully teach young children with all talents, interests, and abilities. In effective inclusive programs, teachers adapt activities to include all students, even though their individual goals may be different. At times, early childhood professionals and children may benefit from the assistance of related professionals such as physical therapists and other school personnel who recognize children's individual interests and strengths.

Some raise concerns about the advisability of creating inclusive environments: Will inclusive classrooms hinder the academic success of children without special needs? How will an inclusive environment meet the needs of children with disabilities? Will children without special needs lose out on teacher time? How can early childhood professionals access resources, support and training? While these questions are valid, parents and teachers will find that creative modifications help all children's learning. According to the director of one NAEYC-accredited center, "Inclusion has helped us better focus on meeting the needs of every child in our program."

Research shows that the benefits of inclusive classrooms reach beyond academics. This is particularly important for young children, who learn best when they feel safe, secure, and at home in their classrooms. An environment that encourages young children's social and emotional development

will stimulate all aspects of their learning.

Children in inclusive classrooms:

- demonstrate increased acceptance and appreciation of diversity;
- develop better communication and social skills;
- show greater development in moral and ethical principles;
- create warm and caring friendships; and
- demonstrate increased self-esteem.

Early childhood professionals who have successfully included young children with special needs note that, contrary to some expectations, they needed few adaptations to meet the needs of all children. They report not neccessarily needing more staff, money, or expertise, but rather support from peers and specialists, willingness to adapt to new environments, and positive relationships with families.

Professional development programs, supplemental support staff, and teamwork by parents and school personnel will help achieve inclusion's ultimate goal: to provide a challenging and supportive educational experience for all children.

Resources:

Caring for Children with Special Needs. 1993. San Francisco, CA: Child Care Law Center.

Chandler, P.A. 1994. *A Place for Me.* Washington, DC: NAEYC #237/$4.50.

Division for Early Childhood, Council for Exceptional Children, 1444 Wazee St., Suite 230, Denver, CO, 80202.

Early Childhood Initiative, Colorado Department of Education, State Office Building, Denver, CO, 80203.

Understanding the ADA. 1993. Washington, DC: NAEYC #514. 50¢ each/ 100 for $10.

Woolery, M. & J.S. Wilbers, eds. 1994. Including Children with Special Needs in Early Childhood Programs. Washington, DC: NAEYC #145/ $8.

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Responding to Linguistic and Cultural Diversity: Recommendations for Effective Early Childhood Education

Linguistically and culturally diverse is an educational term used by the U.S. Department of Education to define children enrolled in educational programs who are either non-English- proficient (NEP) or limited-English-proficient(LEP). Educators use this phrase, linguistically and culturally diverse, to identify children from homes and communities where English is not the primary language of communication. For the purposes of this statement, the phrase will be used in a similar manner.

This document primarily describes linguistically and culturally diverse children who speak languages other than English. However, the recommendations of this position statement can also apply to children who, although they speak only English, are also linguistically and culturally diverse.

The children and families served in early childhood programs reflect the ethnic, cultural, and linguistic diversity of the nation. The nation's children all deserve an early childhood education that is responsive to their families, communities, and racial, ethnic, and cultural backgrounds. For young children to develop and learn optimally, the early childhood professional must be prepared to meet their diverse developmental, cultural, linguistic, and educational needs. Early childhood educators face the challenge of how best to respond to these needs.

The acquisition of language is essential to children's cognitive and social development. Regardless of what language children speak, they still develop and learn. Educators recognize that linguistically and culturally diverse children come to early childhood programs with previously acquired knowledge and learning based upon the language used in their home. For young children, the language of the home is the language they have used since birth, the language they use to make and establish meaningful communicative relationships, and the language they use to begin to construct their knowledge and test their learning. The home language is tied to children's culture, and culture and language communicate traditions, values, and attitudes. Parents should be encouraged to use and develop children's home language; early childhood educators should respect children's linguistic learning styles. In so doing, adults will enhance children's learning and development.

NAEYC's goal is to build support for equal access to high-quality educational programs that recognize and promote all aspects of children's

development and learning, enabling all children to become competent, successful, and socially responsible adults. Children's educational experiences should afford them the opportunity to learn and to become effective, functioning members of society. Language development is essential for learning, and the development of children's home language does not interfere with their ability to learn English. Because knowing more than one language is a cognitive asset, early education programs should encourage the development of children's home language while fostering the acquisition of English.

For the optimal development and learning of all children, educators must **accept** the legitimacy of children's home language, **respect** (hold in high regard) and **value** (esteem, appreciate), the home culture, and **promote** and **encourage** the active involvement and support of all families, including extended and nontraditional family units.

When early childhood educators acknowledge and respect children's home language and culture, ties between the family and programs are strengthened. This atmosphere provides increased opportunity for learning because young children feel supported, nurtured, and connected not only to their home communities and families but also to teachers and the educational setting.

The full text of this position statement includes recommendations for a responsive learning environment with a) recommendations for working with children; b) recommendations for working with families; c) recommendations for professional preparation of early childhood educators; and d) recommendations for programs and practice.

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EARLY LEARNING STANDARDS: CREATING THE CONDITIONS FOR SUCCESS

A Joint Position Statement of

The National Association for the Education of Young Children (NAEYC) and
The National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE)

Approved November 19, 2002

Introduction

Early childhood education has become part of a standards-based environment. More than 25 states have standards describing desired results, outcomes, or learning expectations for children below kindergarten age; Head Start has developed a Child Outcomes Framework; and national organizations have developed content standards in areas such as early literacy and mathematics. This movement presents both opportunities and challenges for early childhood education. Rather than writing a new set of standards, in this statement NAEYC and NAECS/SDE address the significant educational, ethical, developmental, programmatic, assessment, and policy issues related to early learning standards. The position statement outlines four features that are essential if early learning standards are to be developmentally effective. The recommendations in this position statement are most relevant to young children of preschool or prekindergarten age, with and without disabilities, in group settings including state prekindergarten programs, community child care, family child care, and Head Start. However, the recommendations can guide the development and implementation of standards for younger and older children as well.

The Position

The first years of life are critical for later outcomes. Young children have an innate desire to learn. That desire can be supported or undermined by early experiences. High-quality early childhood education can promote intellectual, language, physical, social, and emotional development, creating school readiness and building a foundation for later academic and social competence. By defining the desired content and outcomes of young children's education, early learning standards can lead to greater opportunities for positive development and learning in these early years. The National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE) take the position that early learning standards can be a valuable part of a comprehensive, high-quality system of services for young

children, contributing to young children's educational experiences and to their future success. But these results can be achieved only if early learning standards (1) emphasize significant, developmentally appropriate content and outcomes; (2) are developed and reviewed through informed, inclusive processes; (3) use implementation and assessment strategies that are ethical and appropriate for young children; and (4) are accompanied by strong supports for early childhood programs, professionals, and families.

Because of the educational and developmental risks for vulnerable young children if standards are not well developed and implemented, the recommendations in this position statement are embedded in and refer to the principles set forth in NAEYC's code of ethical conduct[1]. According to this code, early childhood professionals and others affecting young children's education must promote those practices that benefit young children, and they must refuse to participate in educational practices that harm young children. Thus, a test of the value of any standards effort is whether it promotes positive educational and developmental outcomes and whether it avoids penalizing children or excluding them from needed services and supports.

Desired Effects of the Position Statement

NAEYC and NAECS/SDE have developed this position statement, and invited other associations to support and endorse its recommendations, in order to:

- Take informed positions on significant, controversial issues affecting young children's education and development
- Promote broad-based dialogue
- Create a shared language and evidence-based frame of reference so that practitioners, decision makers, and families may talk together about early learning standards and their essential supports
- Influence public policies-those related to early childhood systems development as well as to the development, implementation, and revision of standards-that reflect the position statement's recommendations
- Stimulate investments needed to create accessible, affordable, high-quality learning environments and professional development to support the implementation of effective early learning standards.
- Strengthen connections between the early childhood and K-12 education communities
- Build more satisfying experiences and better educational and developmental outcomes for all young children

Background and Context

Standards and the Early Childhood Education Field

One of NAEYC's first publications, written in 1929, was called *Minimum Essentials for Nursery Education*[2]. Since then, NAEYC has developed criteria

for accrediting early childhood education programs[3], teacher education standards[4], guidelines for developmentally appropriate practice[5] and, in partnership with the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE), curriculum and assessment guidelines[6]. NAEYC publications[7] have also described the role of professional organizations' content standards in early childhood education.

Yet the U.S. standards movement in elementary and secondary education, begun in the 1980s, did not have an immediate impact on education before kindergarten. In recent years, however, increased public awareness of the importance of early education, the expanded involvement of public schools in education for 3- and 4-year-olds, and reports from the National Research Council, including the influential *Eager to Learn report*[8], have stimulated a rapid expansion of the standards movement into early education. Preliminary results from a recent national survey show more than 25 states with specific child-based outcome standards for children younger than kindergarten age[9]. The Head Start Bureau has established a "Child Outcomes Framework,"[10] describing learning expectations in each of eight domains. Professional associations have developed content standards in areas including early mathematics and literacy[11]. National reports and public policies have called for the creation of standards-variously including program standards, content standards, performance standards, and child outcomes-as part of a broader effort to build school readiness by improving teaching and learning in the early years.

The Distinctive Characteristics of Early Childhood

Early childhood is a distinct period of life that has value in itself; the early childhood years also create foundations for later development and learning. States and others must consider the characteristics of early childhood as the standards movement extends into the years before kindergarten.

- The younger children are, the harder it is to create generalized expectations for their development and learning, because young children's development varies greatly and is so heavily dependent upon experience[12].
- Developmental variability also creates greater challenges in assessing young children's progress in meeting standards or achieving desired results[13].
- To a greater extent than when children are older, young children's development is connected across developmental domains, with progress in one area being strongly influenced by others. This has implications for how standards are written and implemented.
- Young children's development and learning are highly dependent upon their family relationships and environments. The development and implementation of early learning standards must therefore engage and support families as partners[14].
- Our youngest children are our most culturally diverse[15]. Early learning standards must take this diversity into account. In addition, many children transition from culturally familiar child care programs and family environments into settings that do not reflect their culture or language. These discontinuities make it difficult to implement early learning standards in effective ways.

- Early childhood programs include an increasing number of children with disabilities and developmental delays[16]. These children must be given especially thoughtful consideration when states or others develop, implement, and assess progress in relation to early learning standards.
- Finally, settings for early education before kindergarten vary greatly in their sponsorship, resources, and organization-far more than the K-12 system-and the vast majority of those programs are not regulated by public schools. In such a fragmented system, standards cannot have a positive effect without intensive attention to communication, coordination, consensus building, and financing.

Risks and Benefits of Early Learning Standards

Reflecting on the expanded interest in early childhood education, on more than a decade of experience with systems of K-12 standards, curriculum, assessment, and accountability, and on the experience of a number of states and professional organizations, NAEYC and NAECS/SDE see risks as well as significant potential benefits in the movement toward early learning standards. Both need to be taken into account as early learning standards are developed and implemented. **Possible Risks**

The major risk of any standards movement is that the responsibility for meeting the standards will be placed on children's shoulders, rather than on the shoulders of those who should provide opportunities and supports for learning. This risk carries especially great weight in the early years of schooling, which can open or close the door to future opportunities. Negative consequences potentially face children who fail to meet standards, because the data may be used to label children as educational failures, retain them in grade, or deny them educational services[17]. Culturally and linguistically diverse children, and children with disabilities, may be at heightened risk.

Other issues also require thoughtful attention. The development of high-quality curriculum and teaching practices-essential tools in achieving desired results-can be forgotten in a rush from developing standards to assessing whether children meet the standards. Standards can also run the risk of being rigid, superficial, or culturally and educationally narrow. In the K-12 arena, at times standards have driven curriculum toward a more narrowly fact- and skill-driven approach with a resulting loss of depth, coherence, and focus. In the early childhood field, this trend could undermine the use of appropriate, effective curriculum and teaching strategies. Finally, the K-12 experience has shown that even the best-designed standards have minimal benefit when there is minimal investment in professional development, high-quality assessment tools, program or school resources, and a well-financed education system[18]. **Benefits**

Despite these cautions, past experience also suggests that under the right conditions early learning standards can create significant benefits for children's learning and development.[19] *Eager to Learn*[20], *Neurons to Neighborhoods*,[21] and other reports underscore young children's great capacity to benefit from experiences that are challenging and achievable. Clear, research-based expectations for the content and desired results of early learning experiences can

help focus curriculum and instruction, aiding teachers and families in providing appropriate, educationally beneficial opportunities for all children. These opportunities can, in turn, build children's school readiness and increase the likelihood of later positive outcomes.

Besides their potential benefits for young children, early learning standards may carry other advantages. The process of discussing what should be included in a standards document, or what is needed to implement standards, can build consensus about important educational outcomes and opportunities. Strong reciprocal relationships with families and with a wide professional community can be established through these discussions. Families can expand their understanding about their own children's development and about the skill development that takes place in early education settings, including learning through play and exploration. Teachers, too, can expand their understanding of families' and others' perspectives on how children learn.

Carefully developed early learning standards, linked to K-12 expectations, can also contribute to a more coherent, unified approach to children's education. Educators, families, and other community members see the connections between early learning opportunities and positive long-term outcomes. For example, they can see that standards emphasizing the value of conversations with toddlers are based on evidence that such conversations promote acquisition and expansion of vocabulary in preschool, which in turn predicts success in meeting reading standards in the early elementary grades[22]. Finally, a developmental continuum of standards, curriculum, and assessments, extending from the early years into later schooling, can support better transitions from infant-toddler care through preschool programs to kindergarten and into the primary grades, as teachers work within a consistent framework across educational settings.

DEVELOPMENTALLY EFFECTIVE EARLY LEARNING STANDARDS: ESSENTIAL FEATURES

In order for early learning standards to have these benefits for young children and families, NAEYC and NAECS/SDE believe that four essential features must be in place: **(1) significant, developmentally appropriate content and outcomes; (2) informed, inclusive processes to develop and review the standards; (3) implementation and assessment strategies that are ethical and appropriate for young children, and (4) strong supports for early childhood programs, professionals, and families.**

Recommendations in each of these areas follow, with a brief rationale for each. NAEYC and NAECS/SDE have grounded these recommendations in a knowledge base that includes educational, developmental, and policy research; positions and other statements by our own and other organizations and

agencies; and promising practices in a number of states.

1. EFFECTIVE EARLY LEARNING STANDARDS EMPHASIZE SIGNIFICANT, DEVELOPMENTALLY APPROPRIATE CONTENT AND OUTCOMES

To be effective, early learning standards must explicitly incorporate (1) all domains of young children's development; (2) content and desired outcomes that have been shown to be significant for young children's development and learning; (3) knowledge of the characteristics, processes, and sequences of early learning and skill development; (4) appropriate, specific expectations related to children's ages or developmental levels, and (5) cultural, community, linguistic, and individual perspectives.

- **Effective early learning standards give emphasis to all domains of development and learning.**

  Young children's development is strongly interconnected, with positive outcomes in one area relying on development in other domains. Therefore, early learning standards must address a wide range of domains-including cognitive, social, emotional, physical, and language development, motivation and approaches to learning, as well as discipline-specific domains including the arts, literacy, mathematics, science, and social studies. Three recent early childhood reports from the National Research Council (*Preventing Reading Difficulties,*[23] *Eager to Learn,*[24] *and Neurons to Neighborhoods*[25]) explicitly underscore this point.

  K-12 standards have often focused on academic subject matter rather than including other domains. When standards give undue weight to only a few content areas, while ignoring or lessening the importance of other areas, young children's well-being is jeopardized. Because research has emphasized how powerfully early social and emotional competence predict school readiness and later success, and because good early environments help build this competence, this domain should be given explicit attention in early learning standards. At the same time, early learning standards must create and support expectations that promote children's learning in areas such as language, literacy, and mathematics, which have at times been underemphasized or inappropriately taught.

- **The content and desired outcomes of early learning standards are meaningful and important to children's current well being and later learning.**

  In creating early learning standards, states and professional organizations must answer the "so what" question: What difference will this particular expectation make in children's lives? Standards developed for elementary and secondary education have varied in how well they have

addressed the issue of meaningfulness. Those standards that focus on the "big ideas" within domains or academic disciplines appear better able to support strong curriculum, high-quality assessments, and positive results for children. Longitudinal research may provide guidance in selecting significant content for early learning standards-if a specific piece of learning appears to make little difference for children's current well-being or later outcomes, then it may not be worth attending to in a standards document.

- **Rather than relying on simplifications of standards for older children, the content and desired outcomes of effective early learning standards are based on research about the processes, sequences, and long-term consequences of early learning and development**

  Pressures to align standards with those in the K-12 system can influence standards for younger children in undesirable ways. For instance, working backward from standards for older children, some may reason that if the kindergarten standards say that five-year-olds are expected to count to 20, then 4-year-olds should be expected to count to 10, and 3-year-olds to count to five. This simplified approach to alignment contradicts developmental research consistently showing that earlier forms of a behavior may look very different than later forms. One example is the finding that non-academic strengths such as emotional competence or positive "approaches to learning" when children enter kindergarten are strong predictors of academic skills in later grades.

  For these reasons, early learning standards should be built forward, from their earliest beginnings, rather than being simplified versions of standards for older children. The result will be more powerful content and more valid expectations for early learning and skill development. With this process, early learning standards do align with what comes later, but the connections are meaningful rather than mechanical and superficial.

- **Effective early learning standards create appropriate expectations by linking content and desired outcomes to specific ages or developmental periods.**

  An especially challenging task is to determine how the expectations in early learning standards may best be linked to specific ages or developmental levels. When a standard is written to cover a wide age spectrum-for example, from ages three through six-adults may assume that the youngest children should be accomplishing the same things as the oldest children, leading to frustration both for the youngest children and for their teachers. Conversely, with such broad age ranges for standards, adults may also underestimate the capacities of older children, restricting the challenges offered to them.

  Alternatives are available. Reports on standards development work from the U.S. Department of Education's Mid-Continent Regional Educational Laboratory (McREL) recommends broadly written content standards but with specific "grade-level benchmarks" being used to

describe year-by-year knowledge and skills related to a particular standard. Yet yearly age- or grade-level expectations may also ignore the wide developmental variability of young children who are the same age or in the same year in school, including children with disabilities. For early learning standards, then, a good approach may be to provide flexible descriptions of research-based learning trajectories or "developmental continua," referring to but not tightly linked to age-related yearly accomplishments (as in NAEYC and the International Reading Association's joint position statement Learning to Read and Write).

- **The content of effective early learning standards, and expectations for children's mastery of the standards, must accommodate the variations-community, cultural, linguistic, and individual-that best support positive outcomes. To do so, early learning standards must encompass the widest possible range of children's life situations and experiences, including disabilities.**

  Young children's learning is intimately connected to and dependent upon their cultures, languages, and communities. Research shows that there are wide cultural variations in the experiences and developmental pathways taken by young children, as well as in children's individual needs, including children with disabilities. Early learning standards should be flexible enough to encourage teachers and other professionals to embed culturally and individually relevant experiences in the curriculum, creating adaptations that promote success for all children.

2. EFFECTIVE EARLY LEARNING STANDARDS ARE DEVELOPED AND REVIEWED THROUGH INFORMED, INCLUSIVE PROCESSES

The processes by which early learning standards are developed and reviewed contribute to their credibility and effectiveness. These processes should rely on appropriate expertise, stakeholder involvement, and regular evaluation and revision.

- **The process of developing and reviewing early learning standards relies on relevant, valid sources of expertise.**

  Effective early learning standards are developed through a process that uses scientifically valid, relevant evidence to create and review expectations about content and desired outcomes for young children. A sound knowledge base of developmental and educational research exists, including syntheses recently published by the National Research Council, as well as publications from national professional associations. Over time, standards also require rigorous validation through studies demonstrating that the expectations in the standards do indeed predict positive developmental and learning outcomes.

- **The process of developing and reviewing early learning standards involves multiple stakeholders. Stakeholders may include community**

members, families, early childhood educators and special educators, and other professional groups. In all cases, those with specific expertise in early development and learning must be involved.

The wide range of cultures, communities, settings, and life experiences within which young children are educated; the critical importance of families in early learning; and the educational significance of transitions into infant-toddler care, preschool, kindergarten, and beyond, make it essential to engage many participants in developing and refining early learning standards. States and other groups must find effective ways to bring a wide range of stakeholders to the table, creating opportunities for dialogue between the public school community and others responsible for children's early learning.

- **Once early learning standards have been developed, standards developers and relevant professional associations ensure that standards are shared with all stakeholders, creating multiple opportunities for discussion and exchange.**

  Standards documents that just sit on shelves cannot be part of an effective early childhood system. Multiple sectors of the early childhood community (e.g., community child care; early intervention; family child care, etc) as well as the K-3 community, families and others committed to positive outcomes for young children can develop an understanding of how standards may be used effectively in early childhood education. This requires that standards be communicated in clear language. It also requires commitment from standards developers and from early childhood professional associations, to create ongoing dialogue about early learning standards and their implications.

- **Early learning standards remain relevant and research based by using a systematic, interactive process for regular review and revision.**

  The advancing knowledge base in education and child development, as well as changing community, state, and national priorities, require that standards be regularly re-examined with processes like those used in the standards' initial development. In addition, as K-12 standards are revised and revisited, standards for children below kindergarten age should be part of the process, so that expectations align meaningfully across the age and grade spectrum.

3. EARLY LEARNING STANDARDS GAIN THEIR EFFECTIVENESS THROUGH IMPLEMENTATION AND ASSESSMENT PRACTICES THAT SUPPORT ALL CHILDREN'S DEVELOPMENT IN ETHICAL, APPROPRIATE WAYS

Perhaps the greatest difficulty in creating early learning standards is to establish valid, effective, ethically grounded systems of implementation, assessment, and accountability. In their joint position statement on curriculum and assessment, NAEYC and NAECS/SDE offer detailed guidelines for

the positive uses of child assessment, screening, and accountability systems. NAEYC's code of ethical conduct provides further professional guidance. The recommendations below build on these position statements with specific focus on assessments that are linked to early learning standards.

- **Effective early learning standards require equally effective curriculum, classroom practices, and teaching strategies that connect with young children's interests and abilities, and that promote positive development and learning.**

  Early learning standards describe the "what"-the content of learning and the outcomes to be expected-but they seldom describe the "how." While research does not support one best approach to teaching young children, it consistently emphasizes the need for curriculum, educational practices, and teaching strategies that respond to children's needs and characteristics. Language-rich interactions and relationships with adults and peers; challenging, well-planned curriculum offering depth, focus, choice, engagement, investigation, and representation; teachers' active promotion of concept and skill development in meaningful contexts; adaptations for children with disabilities and other special needs; an integrated approach to teaching and learning-these are just some of the components of the rich curriculum and repertoire of teaching strategies that are essential to young children's learning.

- **Tools for assessing young children's progress must be clearly connected to important learning represented in the standards; must be technically, developmentally, and culturally valid; and must yield comprehensive, useful information.**

  Assessment is an essential component of effective early childhood education, and the development of appropriate assessments has long been a priority in the field. Appropriate assessment begins with a comprehensive understanding of what is to be assessed-in this case, the content and desired outcomes expressed in early learning standards. Broad, significant content cannot be assessed with narrow instruments. Beyond the important requirements of technical adequacy (reliability and validity), assessments must also be developmentally valid, including observations by knowledgeable adults in real-life early childhood contexts, with multiple, varied opportunities for assessment over time. Of special importance when developing standards-related assessments are the needs of culturally diverse children and children with disabilities. In addition, the information yielded by these assessments must be useful to practitioners and families. A number of states have intentionally addressed these critical assessment issues when developing their early learning standards.

  Assessments that are developed or adopted to use with early learning standards should follow the same principles that have been articulated in the joint position statement of NAEYC and NAECS/SDE on Curriculum and Assessment and by other professional groups such as the Commission on Instructionally Supportive Assessment convened by the American Association of School Administrators, the National Association of Elementary School Principals, the National Association of Secondary School Principals, the National Education Association, and

the National Middle School Association, the National Education Goals Panel, the American Educational Research Association (AERA), the American Psychological Association (APA), the National Council on Measurement in Education, and the National Association of School Psychologists (NASP).

Using instruments that were designed for older children to assess younger children's learning is unacceptable. Pulling poorly conceived assessments off the shelf to meet an immediate need, when these assessments do not align meaningfully with the standards or with young children's characteristics, contradicts these expert recommendations. Such assessments yield developmentally, educationally, and culturally meaningless information. Assessments that are appropriate for young children, including classroom-based assessments, are available in all domains of development and learning and for a variety of specific assessment purposes. Professionals need not and cannot compromise assessment quality.

- **Information gained from assessments of young children's progress with respect to standards must be used to benefit children. Assessment and accountability systems should be used to improve practices and services and should not be used to rank, sort, or penalize young children.**

  Professional associations are unanimous in stating that, whenever learning is assessed and whenever assessment results are reported, children must benefit from that assessment. These benefits can and should include improvements in curriculum and teaching practices, better developmental outcomes, greater engagement in learning, and access to special interventions and supports for those children who are having difficulty. The misuse of assessment and accountability systems has the potential to do significant educational and developmental harm to vulnerable young children. Children's failure to meet standards cannot be used to deny them services, to exclude them from beneficial learning opportunities, or to categorize them on the basis of a single test score. For example, families should not be advised to keep a child out of kindergarten because a single test shows that their child has not met certain standards. Such misuses of standards-related assessments violate professional codes of ethical conduct.

4. EFFECTIVE EARLY LEARNING STANDARDS REQUIRE A FOUNDATION OF SUPPORT FOR EARLY CHILDHOOD PROGRAMS, PROFESSIONALS, AND FAMILIES

Even the best standards for young children's learning will be ineffective unless early childhood programs themselves meet high standards, and unless programs, professionals, and families are strongly supported.

- **Research-based standards for early childhood programs, and adequate resources to support high-quality programs, build environments where early learning standards can be implemented effectively.**

  Research has identified the kinds of early environments and relationships that promote positive outcomes for children. Using this knowledge, national accreditation systems such as that of NAEYC define and assess early childhood program quality. In creating a system of standards for early education, a few states have begun by developing program standards before turning to content or performance standards for young children, believing that clear expectations and supports for program quality are an essential first step.

- **Significant expansion of professional development is essential if all early childhood teachers and administrators are to gain the knowledge, skills, and dispositions needed to implement early learning standards.**

  Well-educated, knowledgeable and caring teachers are the key to positive outcomes for children. Efforts to create early learning standards must be accompanied by in-depth professional development, coaching, and mentoring for teachers, administrators, and teacher educators-not just about the standards themselves but about the appropriate curriculum, teaching strategies, relationships, and assessment tools that together make up a systematic approach to improving outcomes for all children.

- **Early learning standards will have the most positive effects if families-key partners in young children's learning-are provided with respectful communication and support.**

  Families' hopes and expectations play a critically important role in early development. Families and other community members also provide many of the experiences and relationships needed for young children's success. Any effort to develop and implement shared expectations or standards for early learning will be more successful if families are well supported as part of the process.

CONCLUSION

This position statement is subtitled "Creating the Conditions for Success." In describing the four conditions under which effective early learning standards can be developed and implemented, NAEYC and NAECS/SDE set forth significant challenges to states, professional groups, and the early childhood field. Important, developmentally appropriate content and outcomes; informed, inclusive processes for standards development and review; standards implementation and assessment practices that promote positive development; strong supports for early childhood programs, professionals, and families-each of these requires substantial commitment of effort and resources. Shortcuts are tempting. Yet when these conditions are met, early learning

standards will contribute to a more focused, responsive, and effective system of education for all young children.

APPENDIX

DEVELOPING A JOINT POSITION STATEMENT FROM NAEYC AND NAECS/SDE:

BACKGROUND AND PROCESSES

Background. In July 2000, NAEYC's Governing Board voted to give focused attention to early learning standards as a high priority issue for the organization. Following Board discussions and dialogue at several conference sessions, NAEYC's Governing Board decided to develop a position statement articulating principles or criteria for developing, adopting, and using early learning standards. NAEYC's long history of collaboration with the National Association of Early Childhood Specialists in State Departments of Education quickly led to a decision by both organizations to create a joint position statement.

Developing the position statement. The processes used to develop the position statement have been collaborative, beginning with the establishment of a joint working group and an invitation to multiple stakeholder organizations and experts to help identify the key issues that the position statement should address. Conference sessions and e-mail distribution to the organizations' members, other groups, and individuals with special expertise were used to seek feedback on drafts of the position statement. After further input and revisions, NAEYC's Governing Board and the membership of NAECS/SDE voted to approve the position statement on November 19, 2002.

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Early Education Experts Issue Guidelines for Assessment and Curriculum

New Recommendations for Programs for Children from Birth through Age 8

Chicago, November 6, 2003 - The nation's two leading early childhood education organizations have issued new guidelines for assessment and curriculum in programs for young children, as well as for evaluation of those programs.

The position statement approved this week by the National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE), builds on information from the leading early childhood experts and the latest research in child development and learning. The position statement is designed to be a guide for teachers and programs for children from birth through 8 years - including child care, preschool, kindergarten and elementary school - as well as for policymakers, school administrators, and the public.

"Effective and appropriate assessment is a crucial step to improving early childhood education, but there are a lot of misconceptions about how assessment should work," said NAEYC President Jane Wiechel. "With all the calls for assessment of young children and early education programs, it's important to ensure that assessments are designed and applied properly. We need appropriate assessments and program evaluations to get information that will help us raise the quality of early education programs and improve early learning experiences for young children."

The new guidelines update a position statement issued by the two organizations in 1991 and respond to a variety of changes that have occurred in early childhood education since then, including:

- Greater knowledge of the benefits of well-planned systems of curriculum and assessment;
- More focus on subject matter content in curriculum for children below kindergarten age;
- More children from culturally and linguistically diverse backgrounds, and more children with disabilities; and
- State mandates for programs to select curricula or curriculum models with specific characteristics, and to use assessments of young children as part of accountability systems.

"There is much greater recognition today that the early years are learning years, and that means higher expectations, among parents, policymakers and others," said NAECS/SDE President Lindy Buch. "These guidelines are designed to help decision-makers develop appropriate curriculum for young children, and to connect curriculum to effective assessments and program evaluations."

The joint position statement is not a prescription of a specific curriculum or strategy for assessment. Instead, it provides a series of recommendations and indicators of effectiveness in areas including curriculum, child assessment, screening, and program evaluation/accountability. The recommendations include:

- All assessment must lead to benefits for children, families and programs;
- Assessment instruments must meet accepted professional standards of validity and reliability;
- Assessment must respond to culturally and linguistically diverse communities and to the special needs of children with disabilities;
- Content and implementation of early childhood curriculum should be based on sound research and organizing principles about young children's learning and development;
- Curriculum goals should address both developmental and academic content; and
- Curriculum should be regularly reassessed regarding its effects on classroom practices and desired results for children.

The National Association of Early Childhood Specialists in State Departments of Education is a national organization for state education agency staff members with major responsibilities in the field of early childhood education. The Association promotes quality services to young children and their families through improvement of instruction, curriculum, and administration of programs.

The National Association for the Education of Young Children is the largest organization of early childhood educators and others dedicated to improving the quality of early education programs for children from birth through age 8.

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Additional NAEYC Articles

Early Childhood Curriculum, Assessment, and Program Evaluation
Position Statement NAEYC
http://www.naeyc.org/about/positions/pdf/CAPEexpand.pdf

Promoting the Use of Content Standards:
Recommendations for Teacher Educators
View Point, NAEYC Journal
http://www.journal.naeyc.org/...00303/PromotingStandards.pdf

Responding to Linguistic and Cultural Diversity
NAEYC Position Statement (full text)
http://www.naeyc.org/about/positions/pdf/PSDIV98.PDF

Arizona Resources

There are many quality resources for children and families in Arizona and within your community. This is not an all inclusive list; this is a starting point.

Arizona Department of Education, Early Childhood Education Unit
www.ade.az.gov/earlychildhood

Arizona Department of Health Services, Office of Child Care Licensure
http://www.hs.state.az.us/

Arizona Child Care Resource and Referral
http://arizonachildcare.org

Arizona Child Care Association
www.azcca.org

Arizona's Children Association
http://www.arizonaschildren.org/links_topic.asp

Arizona Early Intervention Program
(DES/AzEIP)
http://www.de.state.az.us/azeip
ALLAzEIP@mail.de.state.az.us

Arizona Promising Practices
http://www.azpromisingpractices.com/archive.html

Arizona School-Age Coalition
http://www.azsac.org/

Association for Supportive Child Care
(Apache, Coconino, Gila, Maricopa, Mohave, Navajo, Pinal or Yavapai counties)
480.449.1680 (Maricopa County) 1.800.905.4389 (outside Maricopa county)
Tempe, AZ
http://www.asccaz.org/

Child and Family Resources, Inc
(Cochise, Graham, Greenlee, La Paz, Pima, Santa Cruz or Yuma counties)
520.323.4283 (Pima county) 1.800.905.4389 (outside Pima county)
Tucson, AZ
http://www.Childfamilyresources.org

Children's Action Alliance
www.azchildren.org

Child Find
http://www.ade.az.gov/ess/ChildFind/CfHome/asp

School Readiness Board (School Readiness Resources)
http://www.azgovernor.gov/cyf/school_readiness/Resources.html

Special Needs

Screening To Assessment Resource
www.ade.az.gov/earlychildhood/downloads/ScreeningtoAssessmentmanual.pdf

Individual Education Plan Manual
www.ade.az.gov/ess/AZTAS/iep.pdf

An Administrator's Guide to Preschool Inclusion
www.fpg.unc.edu/products/product_detail.cfm?apubsID=198

Mountain Plains Regional Resource Center
http://www.usu.edu/mprrc/infoserv/cop-PartB-LRE.cfm

National Early Childhood Technical Assistance Center
http://www.nectac.org/inclusion/keyresources/keyresources.asp

Office of Special Education Programs (OSEP)
http://www.ed.gov/about/offices/list/osers/osep/index.htm1?src=mr

Wrightslaw
www.wrightslaw.com

Child Care

About
http://childcare.about.com/

After School Alliance
http://www.afterschoolalliance.org

Better Baby Care Campaign
www.betterbabycare.org

Child Care Exchange
http://www.childcareexchange.com
National Child Care Information Center
http://nccic.org

National Network for Child Care
http://www.nncc.org

Family/Parents

Clearinghouse on Early Education and Parenting
(Articles in English and Spanish)
http://ceep.crc.uiuc.edu/poptopics.html

Family Support America
http://www.familysupportamerica.org/

Home Schooler Network
http://www.homeschoolernetwork.com

Kid Source On line
http://www.Kidsource.com

Net Family News (Links to Family Resources)
http://netfamilynews.org/links.htm

Parents Action for Children
http://iamyourchild.org/

Parent Education Resources
http://www.parent-education.com/index.html

PBS Parents
http://pbs.org/parents/

Pediatric Parenting
http://www.keepkidshealthy.com/

PTA (National)
http://www.pta.org

Web Sites with Comprehensive Education Links

Ask Evelyn
http://www.askevelyn.com/links.htm

Administration for Children and Families
Head Start Bureau
http://www2.acf.dhhs.gov/programs/hsb/

Discovery School
http://school.discovery.com/schrockguide/index.html

Earlychildhood.com
http://www.earlychildhood.com/Links/index.cfm

Early Childhood Education Web Guide
http://www.ecewebguide.com/

Early Childhood Educators' and Family Web Corner
Http://users.stargate.net/~cokids/teacher.html

Early Childhood Links
http://www.earlychildhoodlinks.com/teachers/

Education Links
http://education.bjbarton.com/links

Education World
http://www.education-world.com

Federal Resources for Educational Excellence
http://www.ed.gov/free/index.html

Google Directory
http://directory.google.com/alpha/Top/Reference/Education/Kthrough12/

National Center for Family Literacy
http://www.famlit.org/

National Governors Association
http://www.nga.org/center/

PBS Teacher Source
http://www.pbs.org/teachersource/prek2.htm

Pre-K Fun
http://www.prekfun.com/

Preschool Education.com
http://www.preschooleducation.com

Teachers' Top Sites
http://www.americanteachers.com/topsites/index.php?a_m=1

The Activity Idea Place
http://www.123child.com

The Teacher's Guide
http://www.theteachersguide.com

Yahoo Education Directory
http://dir.yahoo.com/Education/

Multicultural Education

Center for Research on Education, Diversity and Excellence
http://www.crede.org

Multicultural Education Resource Directory
Oregon Department of Education
(**COMPREHENSIVE** directory organized by resource topics with individual listings under each topic.)
http://www.ode.state.or.us/teachlearn/specialty/multiculturaled/multieddirectory03.doc

National Association for Multicultural Education
http://nameorg.org/

Organizations

Arizona Association for the Education of Young Children
Affiliate Chapters of AzAEYC
Central Arizona AEYC
Southern Arizona AEYC

Northern Arizona AEYC
Yuma County AEYC
Valley of the Sun AEYC
http://www.azaeyc.org/

Association for Childhood Education International (ACEI)
http://www.acei.org/

National Association for the Education of Young Children (NAEYC)
http://www.naeyc.org/

National Black Child Development Institute (NBCDI)
http://www.nbcdi.org/

Teacher Magazines

Early Childhood Today
www.scholastic.com/earlychildhoodtoday

NAEYC Journal
http://www.journal.naeyc.org/

Pre-K Now Newsletter
http://www.preknow.org

Teachers Guide
http://www.theteachersguide.com/magazines.html

Research

Center for the Improvement of Early Reading Achievement
http://www.ciera.org/links/index.html

Council of Chief State School Officers
http://www.ccsso.org

Education Commission of the States
http://www.ecs.org/html/links/ECSWeb_links.asp

Education Planet
http://www.educationplanet.com/search/Education/EarlyChildhoodeducation

Education Resources Information Center
http://www.eric.ed.gov

National Institute of Early Education Research (NIEER)
http://nieer.org

National Center for Early Development and Learning
http://www.fpg.unc.edu/~ncedl/pages/sites.cfm

Regional Educational Laboratories
http://www.relnetwork.org

ATTACHMENT G – Quality First Points Scale

Quality First Points Scale







QUALITYFIRST!
Arizona's Quality Improvement & Rating System
A FIRST THINGS FIRST INITIATIVE

Directions:

1. The Quality First Points Scale will be reviewed and assessed for programs that meet the 3, 4 and 5 Star Rating scores for the ERS and CLASS assessments (see Quality First Rating Scale).
2. If all indicators in one row are “yes”, continue to the next row.
3. If any indicator is “no”, stop.
4. All indicators in each row must be marked “yes” in order to earn the points indicated at the end of each row.



Staff Qualifications – OFFICE OF CHILD CARE LICENSING REQUIREMENTS (regulations are paraphrased) Page 289				
Center Based **- One Administrator (Director or Assistant Director) has the following education and experience:**	***Center Based*** **- Teachers have the following education and experience:**	***Center Based*** **- Assistant Teachers have the following education and experience:**	***Family Child Care*** **- Providers have the following education and experience:**	**Points Earned**
R9-5-401 1. At least 24 months of child care experience, a high school or high school equivalency diploma, and: • Six credit hours or more in early childhood, child development, or a closely-related field from an accredited college or university **OR** • At least 60 hours of training in early childhood, child development, or a closely-related field, and an additional 12 hours of training in program administration, planning, development, or management; 2. At least 18 months of child care experience and: • An N.A.C., C.D.A., or C.C.P. credential **OR** • At least 24 credit hours from an accredited college or university, including at least six credit hours in early childhood, child development, or a closely-related field; 3. At least six months of child care experience and: • An AA or AAS in ECE, child development or closely related field. 4. At least three months of child care experience and: • A BA or BS in ECE, child development or a closely-related field.	**R9-5-401** 1. Six months of child care experience and: • A high school diploma or high school equivalency diploma **OR** • At least 12 credit hours from an accredited college or university, including at least six credit hours in early childhood, child development, or a closely-related field; 2. Associate or bachelor degree from an accredited college or university in early childhood, child development, or a closely-related field **OR** N.A.C., C.D.A., or C.C.P. credential;	**R9-5-401** 1. Current and continuous enrollment in high school or a high school equivalency class; 2. High school or high school equivalency diploma 3. Enrollment in vocational rehabilitation, as defined in A.R.S. § 23-501 4. Employment as a teacher-caregiver aide for 12 months 5. Service as a volunteer in a child care facility for 12 months;	**R9-3-303** 1. If the staff member will work with enrolled children only while supervised by the provider or assistant provider, be at least 16 years of age or registered as a Level I with S*CCEEDS; 2. If the staff member will work with enrolled children without being supervised by the provider or assistant provider: • Be at least 18 years of age and have a high school diploma, high school equivalency diploma, associate degree, or bachelor degree **OR** • Be registered as a Level II-A with S*CCEEDS	**N/A**

Staff Qualifications (must meet standards in **all** columns of each row to receive points)			Points Earned
Center Based **- Administrators (Director and Assistant director) and Teachers*have the following education and experience:**	***Center Based*** **- Assistant Teachers have the following education and experience:**	***Family Child Care*** **- Providers have the following education and experience:**	
2a. July 1, 2011 **25% have** **Education:** 12 college credit hours in early childhood or related fields listed in the documentation requirements section. **OR** Certificate of completion in ECE or child development from a community college **OR** CDA **AND** **Experience:** 1 year of teaching in or administration of an early care and education program	**2b. 50% have** **Experience:** 6 months of experience working in an early care and education program	**2c.** **Education**: 6 college credit hours in early childhood or related fields listed in the documentation requirements section. **OR** Certificate of completion in ECE or child development from a community college **OR** CDA **AND** **Experience** 1 year of experience in an early care and education program	**2 points**
Education Requirements Starting July 1, 2015 **A total of 50% have the following education** **25% have** 12 college credit hours in early childhood or related fields listed in the documentation requirements section. **OR** Certificate of completion in ECE or child development from a community college **OR** CDA **AND 25% have** AA or AAS in ECE OR AA or AAS that includes at least 15 college credit hours in early childhood or related fields listed in the documentation requirements section. OR BA in any field w/at least 15 college credit hours in early childhood or related fields listed in the documentation requirements section.			

Teacher refers to one who is primarily responsible for the classroom operations, including writing the lesson plans, conducting the parent-teacher conferences, and documenting the children's developmental progress.

Staff Qualifications (must meet standards in **all** columns of each row to receive points)			Points Earned
Center Based **- Administrators (Director and Assistant director) and Teachers* have the following education and experience:**	***Center Based*** **- Assistant Teachers have the following education and experience:**	***Family Child Care*** **- Providers have the following education and experience:**	
4a. A total of 75% have the following education **Education:** **25% have** 12 college credit hours in early childhood or related fields listed in the documentation requirements section. **OR** Certificate of completion in ECE or child development from a community college **OR** CDA **AND** **50% have** AA or AAS in ECE **OR** AA or AAS that includes at least 15 college credit hours in early childhood or related fields listed in the documentation requirements section. **OR** BA in any field w/at least 15 college credit hours in early childhood or related fields listed in the documentation requirements section. **AND** **Experience:** 1 year of teaching in or administration of an early care and education program	**4b. 50% have** **Experience:** 6 months of experience working in an early care and education program	**4c.** **Education**: 12 college credit hours in early childhood or related fields listed in the documentation requirements section. **OR** Certificate of completion in ECE or child development from a community college **OR** CDA **AND** **Experience** 1 year of experience in an early care and education program	**4 points**

Teacher refers to one who is primarily responsible for the classroom operations, including writing the lesson plans, conducting the parent-teacher conferences, and documenting the children's developmental progress.

Staff Qualifications (must meet standards in **all** columns of each row to receive points)			Points Earned
Center Based **- Administrators (Director and Assistant director) and Teachers* have the following education and experience:**	***Center Based*** **- Assistant Teachers have the following education and experience:**	***Family Child Care*** **- Providers have the following education and experience:**	
6a. 25% have** ***50% starting July 1, 2015, 75% starting July 1, 2020* **Education:** BA or BS in ECE or related field **OR** State of AZ Provisional/Standard Teaching Certificate in Early Childhood Education **OR** State of AZ Provisional / Standard Teaching Certificate in Early Childhood Special Education with ECE endorsement. **OR** State of AZ Provisional/Standard Teaching Certificate in Elementary Education with ECE endorsement. **AND** **Experience:** 6 months of teaching in an early care and education program **AND** The remaining percentage of teachers meets the requirements at the 2 point level.	**6b. 50% have** **Experience:** 6 months of experience working in an early care and education program	**6c.** **Education:** AA or AAS in ECE **OR** AA or AAS that includes at least 15 college credit hours in early childhood or related fields listed in the documentation requirements section. **OR** BA or BS in any field w/at least 15 college credit hours in early childhood or related fields listed in the documentation requirements section. **AND** **Experience:** 1 year of experience in an early care and education program **July 1, 2020** BA or BS in ECE or related field **OR** State of AZ Provisional/Standard Teaching Certificate in Early Childhood Education **OR** State of AZ Provisional / Standard Teaching Certificate in Early Childhood Special Education with ECE endorsement. **OR** State of AZ Provisional/Standard Teaching Certificate in Elementary Education with ECE endorsement. **AND** **Experience:** 1 year of experience in an early care and education program	**6 points**

Teacher refers to one who is primarily responsible for the classroom operations, including writing the lesson plans, conducting the parent-teacher conferences, and documenting the children's developmental progress.

STAFF QUALIFICATIONS - Documentation Requirements

☐ Official Transcripts for all staff with college credits or diplomas. ***Only courses with a grade of C or better will be accepted.***

☐ Complete staffing tab in the Quality First Dashboard, for each employee.*****coach verifies***

- ☐ Enter each staff using the Add new row link.
- ☐ Enter Director, Assistant Director, Teacher, and Assistant Teachers are included. ***Do not include staff who do not work directly in the classroom with children.***
- ☐ Click on Edit Details for each staff member and enter the information required. ***Do not enter college credits or degrees.***

The related fields below are considered for college credits and degrees:

- Child and Family Studies
- Human Development
- Elementary Education
- Special Education
- Developmental Psychology
- Social Work
- Consumer Studies
- Human Services

Administrative Practices - OFFICE OF CHILD CARE LICENSING REQUIREMENTS (regulations are paraphrased)			
Center Based **- Ratios and Group Sizes** ***Age of youngest child determines ratio of group. All classrooms will be assessed.***	***Family Child Care*** **- Ratios and Group Sizes**	***All Programs*** **- Retention**	**Points Earned**
R9-5-404.A Infants 1:5 or 2:11 1-year-old children 1:6 or 2:13 2-year-old children 1:8 3-year-old children 1:13 4-year-old children 1:15 5-year-old children not school-age 1:20	**R9-3-306** 1. The provider or the assistant provider is present and actively involved at the child care group home when one to five enrolled children are at the child care group home 2. At least one adult staff member in addition to the provider or the assistant provider is present and actively involved at the child care group home when six to 10 enrolled children are at the child care group home.	None	**N/A**

Administrative Practices (must meet standards in **all** columns of each row to receive points)			
Center Based **- Ratios and Group Sizes***** ***Age of youngest child determines ratio of group. All classrooms will be assessed.***	***Family Child Care*** **- Ratios and Group Sizes***	***All Programs*** **- Retention**	**Points Earned**
2a. Group sizes are a maximum of no more than two times the ratio of children per a single adult • **Infants** 1:5, max of 10 children • **12-24 months** 1:6, max of 12 children • **2 year olds** 1:8, max of 16 children • **3 year olds** 1:13, max of 26 children • **4-5 year olds** 1:15 max of 30 children	**2b.** Ratios and group sizes are the following: **Up to 5 children enrolled** • 1:5, max of 5 children **6 – 10 children enrolled** • 1:5, max of 10 children	**2c.** In the past 2 years, the retention rate for Director, Assistant Director and Lead Teachers **or** Family Child Care Provider does not fall below 60%. If a program falls below 60%, 2 points will be earned with a written retention plan to address barriers and propose recommendations to be implemented.	**2 points**

Administrative Practices (must meet standards in **all** columns of each row to receive points)			
Center Based **- Ratios and Group Sizes***** ***Age of youngest child determines ratio of group. All classrooms will be assessed.***	***Family Child Care*** **- Ratios and Group Sizes***	***All Programs*** **- Retention**	**Points Earned**
4a. Group Sizes are the following: • **Infants** 1:5, max of 10 children • **12-24 month** 1:6, max of 12 children • **2 Year Olds** 1:8, max of 16 children • **3 Year Olds** 1:12, max of 24 children • **4-5 Year Olds** 1:13, max of 26 children	**4b.** Ratios and group sizes are the same as the previous level.	**4c.** In the past 2 years, the retention rate for Director, Assistant Director and Lead Teachers **or** Family Child Care Provider does not fall below 65%. If a program falls below 65%, 4 points will be earned with a written retention plan to address barriers and propose recommendations to be implemented.	**4 points**

Administrative Practices (must meet standards in **all** columns of each row to receive points)			Points Earned
Center Based **- Ratios and Group Sizes*** ***Age of youngest child determines ratio of group. All classrooms will be assessed.***	***Family Child Care*** **- Ratios and Group Sizes***	***All Programs*** **- Retention**	
6a. Ratios and Group Sizes meet the following: • **Infants** 1:4, max of 8 children • **12-24 months** 1:4, max of 8 children • **2 year olds** 1:6, max of 12 children • **3 year olds** 1:9, max of 18 children • **4-5 year olds** 1:10, max of 20 children Ratios and groups sizes at the 6 point level are based on NAEYC Accreditation Standards.	**6b.** Ratios and group sizes are the following: **Up to 5 children enrolled** • 1:4, max of 5 children **6 – 10 children enrolled** • 1:4 max of 10 children	**6c.** In the past 3 years, the retention rate for all classroom staff **or** Family Child Care staff does not fall below 65%. If a program falls below 65%, 6 points will be earned with a written retention plan to address barriers and propose recommendations to be implemented.	**6 points**

ADMINISTRATIVE PRACTICES – Documentation Requirements

☐ Complete staffing tab in the Quality First Dashboard, for each employee.

- ☐ Ensure that hire date and termination date is accurately reflected for each employee, including those that are no longer employed.
- ☐ Do not remove any employees that are no longer employed. The "Active?" checkbox should be empty for people no longer employed.

☐ Complete the classroom ratios and group sizes form.

***Group Size**. There may be more than one group in a particular room. When more than one group occupies the same classroom, staff must be able to identify which children they are responsible for supervising at any time during the day. The ratios and group sizes at each point level will be assessed for each group that occupies the same classroom.

Curriculum and Child Assessment - OFFICE OF CHILD CARE LICENSING REQUIREMENTS (regulations are paraphrased)				Points Earned
All Programs **- State Standards and Program Guidelines**	***Center Based*** **- Curriculum**	***Family Child Care*** **- Curriculum**	***All Programs*** **– Child Assessment**	
None	**R9-5-501.C.5** 1. Prepares and posts a dated lesson plan in each indoor activity area for each calendar week, which is maintained on facility premises for 12 months after the lesson plan date and provides opportunities for each child to: • Gain a positive self-concept • Develop and practice social skills • Think, reason, question, and experiment • Acquire language skills • Develop physical coordination skills • Participate in structured large muscle physical activity • Develop habits that meet health, safety, and nutritional needs • Express creativity • Learn to respect cultural diversity of children and staff • Learn self-help skills • Develop a sense of responsibility and independence	**R9-3-401** 6. The program at the child care group home is: a. Structured to meet the following: i. The age and developmental level of each enrolled child; ii. The needs of each enrolled child; and iii. The enrolled children's need for familiarity, consistency, and routine; and b. Based upon a weekly schedule that includes: i. Routines, such as meals and snacks and rest periods, that follow a familiar and consistent pattern; ii. If weather and air quality permit, outdoor activities; iii. Stories, music, dancing, singing, and reading; iv. Listening and talking opportunities; and v. Creative activities such as water play, cutting and pasting, painting, coloring, dramatic play, and playing with blocks;	None	N/A

Curriculum and Child Assessment (must meet **all** columns of each row to receive points)			Points Earned
All Programs **- State Standards and Program Guidelines**	***All Programs*** **- Curriculum**	***All Programs*** **- Child Assessment******	
2a. Teachers*, Directors and Assistant Directors have completed the approved 2 hour training on the Introduction to the Arizona Early Learning Standards (AZELS)***** and Infant – Toddler Developmental Guidelines (ITDG) within 6 months of the date of hire. ***The Infant-Toddler Developmental Guidelines will be required when written and available.*** ****A valid Arizona Early Childhood Teaching Certificate or Endorsement is accepted in lieu of training.***	**2b.** The Arizona Early Learning Standards and Infant-Toddler Developmental Guidelines (when complete) are clearly reflected in the written activity plans. **AND** There is a written process for sharing curriculum with families.	**2c.** Assessment of children's growth and development is an ongoing process and is conducted during children's daily activities and routines to assess progress in the 4 domain areas of social, emotional, cognitive and physical development. **AND** Parent Teacher conferences are offered once per year.	**2 points**

****Teacher refers to one who is primarily responsible for the classroom operations, including writing the lesson plans, conducting the parent-teacher conferences, and documenting the children's developmental progress.***

Curriculum and Child Assessment (must meet **all** columns of each row to receive points)			Points Earned
All Programs **- State Standards and Program Guidelines**	***All Programs*** **- Curriculum**	***All Programs*** **- Child Assessment******	
4a. Programs follow the Arizona Program Guidelines for High Quality Early Education Birth through Kindergarten. recommendations for transitions between environments.	**4b.** Written curriculum plans include specific learning objectives for children based on each child's documented or observed assessment information.	**4c.** Assessment of children's growth and development includes gathering and documenting information received from families either from child information surveys, daily communications with families, or formal conferences held with the families. **AND** Programs use a variety of methods that include observation/anecdotal notes, children's work samples, developmental checklists.	**4 points**

Curriculum and Child Assessment (must meet **all** columns of each row to receive points)			Points Earned
All Programs **- State Standards and Program Guidelines**	***All Programs*** **- Curriculum**	***All Programs*** **- Child Assessment******	
6a. Teachers*, Directors and Assistant. Directors have completed the approved training on at least two of the modules of the Arizona early Learning Standards or Infant – Toddler Development Guidelines (when written and available).	**6b.** Written activity plans include strategies, modifications, and/or adaptations to fully involve all children with special health and/or developmental needs, including gifted and talented (e.g. adaptive materials are listed to be gathered, wide range of materials allow for individual use based on development, etc.). ***This item may be N/A***	**6c.** Additional child assessment strategies include developmental and sensory screening activities (either provided directly or arranged for by the provider) and, when necessary, families are referred to appropriate health or intervention agencies. **AND** Parent teacher conferences are offered twice per year.	**6 points**

Teacher refers to one who is primarily responsible for the classroom operations, including writing the lesson plans, conducting the parent-teacher conferences, and documenting the children's developmental progress.

CURRICULUM AND CHILD ASSESSMENT – Documentation Requirements

- ☐ AZELS and/or ITDG training certificates for all Lead Teachers, Directors, Assistant Directors and Family Child Care Providers.
  - ☐ Certificates for the Introduction to the standards.
  - ☐ Certificates for individual modules.
- ☐ Curriculum plans for each classroom/group for the most recent full month (4 weeks of plans per classroom).
  - ☐ (2 points) AZELS or ITDG is indicated on each curriculum plan.
  - ☐ (4 points) individual children's goals are reflected on the curriculum plan or documented and linked to the curriculum plan.
  - ☐ (6 points) Modifications for children with special health and/or developmental needs are indicated on the curriculum plan or documentation is provided that links to the curriculum plan.

CURRICULUM AND CHILD ASSESSMENT – Documentation Requirements

☐ Five child assessments including at least one child in each classroom in the program. ***Assessor will choose randomly.***

- ☐ Documentation of social development is included in each child's assessment.
- ☐ Documentation of emotional development is included in each child's assessment.
- ☐ Documentation of cognitive development is included in each child's assessment.
- ☐ Documentation of physical development is included in each assessment.
- ☐ Parent-teacher conference schedule which indicates how many time per year conferences are offered.
- ☐ Observation/anecdotal records are included in each child's assessment.
- ☐ Children's work samples are included in each child's assessment.
- ☐ Developmental checklists are included in each child's assessment.
- ☐ Information received from families is included in each child's assessment. Documentation includes, but is not limited to the following:
  - Family surveys about child's growth and development.
  - Documentation of communications with families about child's growth and development.
  - Documentation of formal conferences that include the family's perspective.
  - Documentation of parent interviews to understand the child's development from the family perspective.

☐ Developmental Screening and/or referral forms for families to receive screenings.

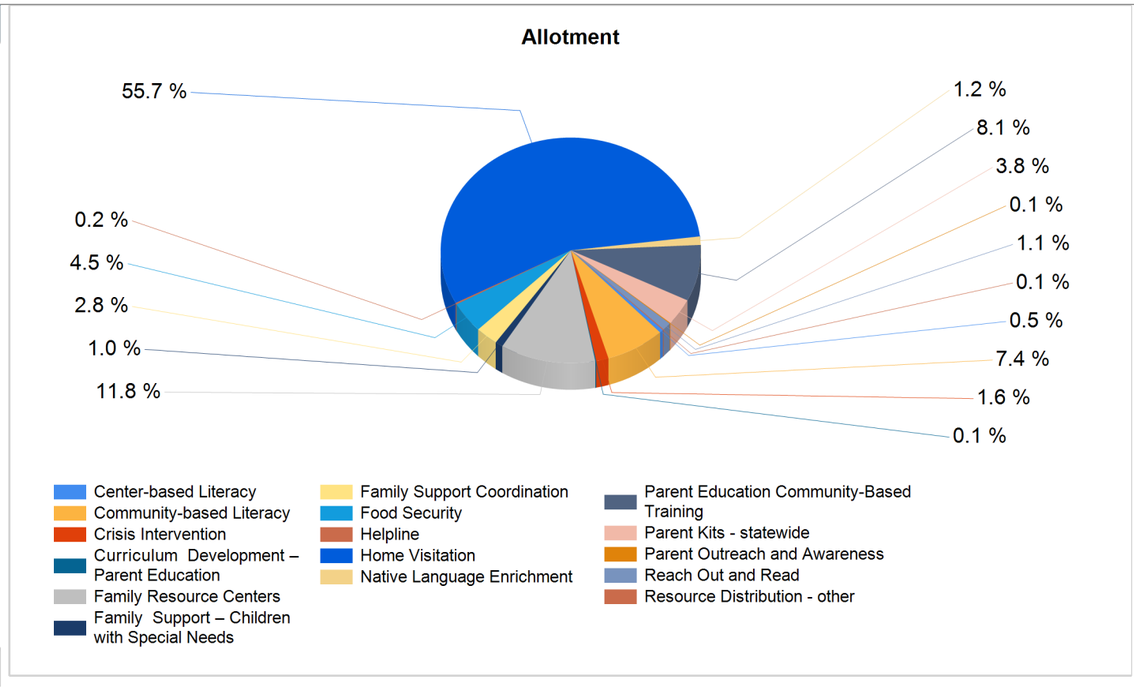
****Recommendations have been made to First things First to designate a standardized, statewide child assessment tool. First things First will consider this recommendation for future implementation in the Quality First Points Scale.

ATTACHMENT H – FY 2012 – Tobacco Funds – Family Support – By Strategy

FIRST THINGS FIRST
Ready for School. Set for Life.

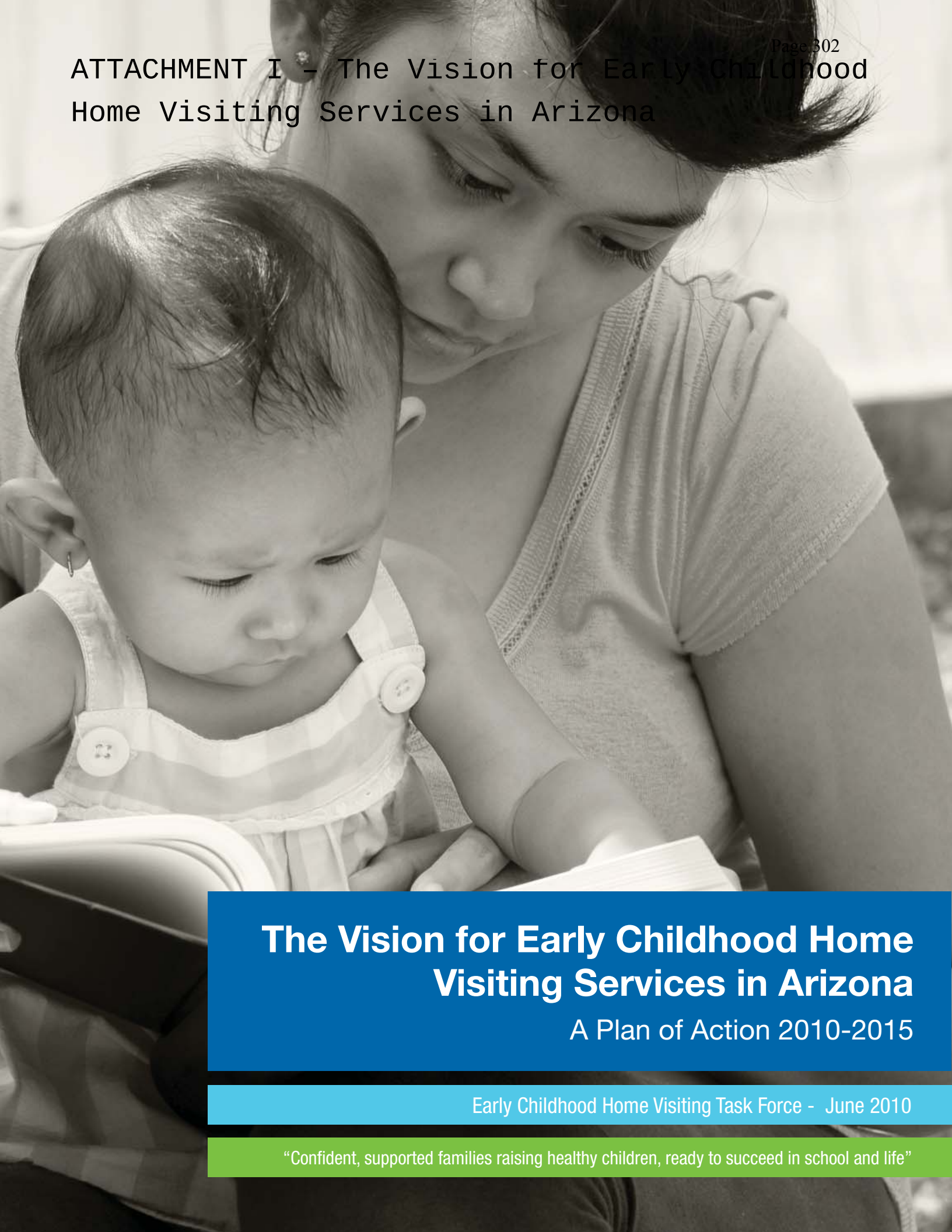
FY 2012 -Tobacco Funds - Family Support - By Strategy

Strategy	Allotment	Awarded	Unawarded	Expended	Unexpended
Center-based Literacy	$ 198,440	$ 198,440	-	$ 21,278	$ 177,162
Community-based Literacy	$ 3,077,791	$ 2,736,953	$ 340,838	$ 34,061	$ 2,702,892
Crisis Intervention	$ 648,809	$ 648,645	$ 164	$ 117,691	$ 530,954
Curriculum Development – Parent Education	$ 47,000		$ 47,000		
Family Resource Centers	$ 4,951,842	$ 3,985,081	$ 966,761	$ 142,913	$ 3,842,168
Family Support – Children with Special Needs	$ 405,000	$ 404,726	$ 274	-	$ 404,726
Family Support Coordination	$ 1,182,241	$ 148,066	$ 1,034,175		$ 148,066
Food Security	$ 1,862,432	$ 1,655,432	$ 207,000	$ 67,858	$ 1,587,574
Helpline	$ 90,000	$ 90,000	-		$ 90,000
Home Visitation	$ 23,326,940	$ 22,443,793	$ 883,147	$ 1,029,846	$ 21,413,946
Native Language Enrichment	$ 508,044	$ 88,484	$ 419,560	$ 6,487	$ 81,997
Parent Education Community-Based Training	$ 3,381,430	$ 3,286,006	$ 95,424	$ 125,626	$ 3,160,381
Parent Kits - statewide	$ 1,600,000	$ 117,792	$ 1,482,208	$ 17,856	$ 99,936
Parent Outreach and Awareness	$ 50,000		$ 50,000		
Reach Out and Read	$ 466,247	$ 461,172	$ 5,075	$ 45,017	$ 416,155
Resource Distribution - other	$ 55,000		$ 55,000		
Grand Total:	**$ 41,851,216**	**$ 36,264,590**	**$ 5,586,626**	**$ 1,608,634**	**$ 34,655,956**



ATTACHMENT I – The Vision for Early Childhood Home Visiting Services in Arizona

ATTACHMENT I – The Vision for Early Childhood Home Visiting Services in Arizona



The Vision for Early Childhood Home Visiting Services in Arizona

A Plan of Action 2010-2015

Early Childhood Home Visiting Task Force - June 2010

"Confident, supported families raising healthy children, ready to succeed in school and life"

PREFACE

The Vision for Early Childhood Home Visiting Services in Arizona has been a collaborative effort among state and local government agencies, providers of home visiting services, and advocates for young children. The purpose of this Plan is to position Arizona for the provision of home visiting services as part of an overall system of early childhood development and to provide a framework for future growth and development of this effective strategy.

Many home visiting models of service delivery are evidence based family support strategies with proven results for pregnant women, first time parents and families with children birth through age five. Arizona has embraced home visiting strategies such as Healthy Families Arizona, the Nurse Family Partnership, Parents as Teachers, Health Start, Early Head Start and others through multiple funding sources and local government and community based organizations in numerous communities throughout the State.

To ensure an ongoing system-wide, collaborative approach to the future expansion of high quality home visiting services, the Home Visiting Task Force has provided Recommendations and an Implementation Plan.

The Implementation Plan calls for

1. Continued involvement and collaboration among funders and providers of service,
2. Methods to assure high quality, effective home visiting services, and
3. Priorities for targeting new funding opportunities.

Our vision of "*Confident, supported families raising healthy children, ready to succeed in school and life"* can be achieved through this ongoing collaborative effort.

The Arizona Early Childhood Home Visiting Task Force

June 2010

The Vision for Early Childhood Home Visiting Services in Arizona

Executive Summary

In October 2009, First Things First and the Arizona Departments of Health Services, Economic Security and Education along with community providers of home visiting services convened the Early Childhood Home Visiting Task Force. The purpose of the *Vision for Early Childhood Home Visiting in Arizona – Plan of Action* is to position Arizona for the provision of home visiting services as part of an overall system of early childhood development and to provide a framework for future growth and development of this effective strategy. It seeks to provide a pathway for delivery of consistent, high quality home visiting services in the context of Arizona's statewide early childhood development and health system.

Research of home visiting services finds that the earlier in a child's life this support is provided the greater the potential for having long lasting positive results. Home visiting with pregnant women specifically helps create the environment for a healthy birth by incorporating the importance of healthy behaviors throughout the pregnancy such as accessing prenatal care, appropriate nutrition, not smoking, and exercise. Additionally, research has confirmed home visiting as an effective strategy for families at risk due to poverty, health conditions of the child or parents, child maltreatment and low literacy levels.

While Arizona has many home visiting programs providing quality services to some of Arizona's young families, there is not a systematic approach for planning, funding, and collaborating in providing accessible, quality home visiting services. Currently available programs include evidence based models as well as models that have not undergone extensive evaluation. Approximately 53,000 children birth to age five and their families will be provided home visitation services in FY 2010. Geographic availability of home visiting services ranges from approximately 64% of young children in Santa Cruz County receiving some type of home visiting services to less than 3% in Pinal County.

To ensure an ongoing system-wide, collaborative approach to the future expansion of high quality home visiting services, the Home Visiting Task Force has provided Recommendations and an Implementation Plan.

The Implementation Plan calls for

4. Continued involvement and collaboration among funders and providers of service,
5. Methods to assure high quality, effective home visiting services, and
6. Priorities for targeting new funding opportunities.

The Arizona system of home visiting services is intended to be an integral part of Arizona's early childhood development and health continuum. The system of home visiting services provides the opportunity for pregnant women and families with young children to voluntarily access home visiting services:

- Within their own communities,
- With the level of service appropriate to their needs and desires,
- With assurance of high quality, and
- Within the context of their families' culture, values and beliefs.

To achieve a comprehensive, coordinated system of quality home visiting services, the essential components of the continuum of home visiting services must include:

- Outreach, Engagement and Access to Services – providing information, supporting voluntary participation of families and referring families to appropriate services and supports in their communities.

- Screening and Assessment - determining the appropriate level of service; number of visits, skill building techniques appropriate for a specific family based on their strengths and needs.

- Service delivery – provision of high quality home visiting services relevant to the families' needs, culture and values of the family, and circumstances including parent education, family support, and facilitation of access to health care.

- Quality Assurance – adherence to statewide standards of practice, work force requirements and monitoring of quality and a system of ongoing training and technical assistance.

- Continuous Improvement – including ongoing evaluation based on a common set of core outcomes and research designed to determine the short and long term effectiveness of various home visiting models in Arizona.

- Public Awareness – raising the understanding among Arizonans of the importance of early childhood development and the significant difference early childhood experiences can make in terms of children achieving their full potential.

- Policy and Funding – ensuring access and quality through coordination of policy, practice and funding opportunities statewide, across all service systems.

Our vision of "*Confident, supported families raising healthy children, ready to succeed in school and life"* can be achieved through this ongoing collaborative effort.

The Early Childhood Home Visiting Task Force
June 2010

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INTRODUCTION

Families provide the early environment that prepares children for success in school and later life. Children who feel loved, safe and secure develop the cognitive, emotional, motor and social skills that prepare them for life. The purpose of home visiting services is to build parent's capacity and skills so they can support the healthy development of their child. Home visiting, as a key component of a comprehensive early childhood system, enhances the relationship between the parent and child to foster the child's positive social-emotional and language and literacy development and thus their readiness for school.

In October 2009, First Things First and the Arizona Departments of Health Services, Economic Security and Education along with community providers of home visiting services convened the Early Childhood Home Visiting Task Force. While Arizona has a number of home visiting programs currently providing quality services to some of Arizona's young families, there is not a systematic approach for planning, funding, and collaborating in providing accessible, quality home visiting services. The purpose of the Task Force, therefore, was to define a system-wide strategy for the future development and delivery of quality home visiting services throughout Arizona. The Home Visiting Task Force is comprised of representation from State and local government agencies serving young children, community based service providers and child advocates. (See Appendix A for Membership)

Background

Comprehensive early childhood systems include high quality, accessible, affordable early education; health care delivered through a medical home and a system of family support programs and services. Home visiting represents a core strategy for delivery of family support services with the aim of increasing family self sufficiency so families acquire and maintain a basic set of skills to thrive independently and support their child's early development. Nationally, home visiting has been embraced as an effective strategy to support families in providing their children with every opportunity to reach their full potential and be prepared to enter kindergarten.

For many families, the challenge is simply having the information to know what actions on their part have the most positive impact on their child's development. However, there are families who, for a variety of environmental, economic, or health reasons are not able to achieve a level of adult interaction with their child that supports their child's optimum development. Factors that influence family functioning may include a history of abuse or neglect, violence in the home, substance abuse, limited parenting or problem-solving skills, single or teen parenting, economic instability, isolation, and/or health, mental health or learning challenges.

> *"Home visiting programs provide young and vulnerable parents and parents-to-be with a range of information and skills to help keep their children and families healthy, safe, and ready to learn. As a prevention tool, home visitation is one of the few widely-evaluated interventions that have been proven effective in reducing child abuse and neglect.*[i]

Home visiting programs have been shown to be an effective strategy in preventing child abuse, improving child development and establishing strong and nurturing parent-child relationships while preventing harm to children.[ii]

Several home visiting models have undergone extensive research which consistently documents the positive outcomes from home visiting strategies. Three such models include Health Families America, Nurse Family Partnership, and Parents as Teachers. Through voluntary participation, home visiting services have been provided as part of a family focused intervention that strengthen families and reduce the risk of child abuse and neglect. According to a report released by the Carnegie Corporation of New York, "the earliest years of a child's life are society's most neglected age group, yet new evidence confirms that these years lay the foundation for all that follows."

The Healthy Families America model emphasizes the belief that programs that begin working with parents right after the birth of their child stand the greatest chance of reducing the risk of child abuse for several reasons:

- New parents are eager and excited to learn about caring for their babies;
- Positive parenting practices are supported before patterns are established;
- Most physical abuse and neglect occurs among children under the age of two;
- Forty-four percent of fatalities due to child maltreatment occur before the first birthday;
- Children need to be immunized from childhood disease during the first two years of life; and
- The most critical brain development occurs during the first few years of life.

The Nurse-Family Partnership home visiting research study is a 30 year randomized, controlled trial targeting first-time, low-income mothers. While the study is ongoing, the strongest evidence to date includes consistent positive effects in the following areas[iii]:

- Improved prenatal health
- Fewer childhood injuries
- Fewer subsequent pregnancies
- Increased intervals between births
- Increased maternal employment
- Improved school readiness for children born to mothers with low psychological resources

The Parents as Teachers has conducted research into the outcomes to be achieved since its inception and results have been confirmed through multiple studies over the past 25 years. Among the recent research findings are:

- Children who participate in Parents as Teachers are healthier.
- Parents as Teachers children score high on kindergarten readiness tests and on standardized measures of reading, math and language in elementary grades.
- Parents as Teachers parents are more knowledgeable about child development and child-rearing practices.
- Parents as Teachers parents engage in more language- and literacy-promoting behaviors with their children.
- Parents as Teachers together with preschool, not only positively impacts children's school readiness and school achievement scores, but also narrows the achievement gap that poor children typically face as they enter kindergarten.

Evidence Based Home Visiting Programs[1]

There is substantial evidence available to establish the factors that define evidence based practice in home visiting. Factors which if incorporated into the design and system of home visiting services can be expected to result in positive outcomes for children and families. The significant factors found by the research to maximize the positive outcomes include:

- Intervention provided earlier in life, rather than later, is likely to be more effective and less costly.
- Prevention services initiated prenatally or when the baby is born.
- Quality home visiting programs have well-trained, experienced staff and minimal staff turnover.
- For maximum impact on later academic success and mental health, early childhood programs should give the same level of attention to young children's emotional and social needs, as to their cognitive skills."[iv]

Federal Policy Action[v]

An unprecedented opportunity to enhance and expand home visiting services is currently being considered at the Federal level through two legislative proposals. Arizona's opportunity is to be prepared to incorporate a strong home visiting strategy through a statewide, intentional system of comprehensive, quality services.

The two Congressional proposals that have been introduced will, if passed, expand early childhood home visiting opportunities.

Early Support for Families Act (H.R. 2667): Introduced in June 2009, the legislation establishes a new state grant program under Title IV-B of the Social Security Act to provide mandatory funding to create and expand early childhood home visitation programs. The grant award is based on the number of families in each state that live below the poverty line, with emphasis on communities with high numbers of low income families or high incidents of maltreatment.

Evidence-based Home Visitation Act (S.1267): Introduced in June 2009 this legislation amends Title V of the Social Security Act to provide grants to local agencies to establish or expand home visitation for low-income pregnant women or families with children. Grant eligibility will be based on the local agency's ability to offer an approved home visiting model, specifically defined as one that has "demonstrated significant positive effects on parent and child outcomes", such as reducing abuse and neglect, improving prenatal health, improving school readiness, reducing juvenile delinquency, and improving family economic self-sufficiency.

At this time, Health Care Reform has been signed into law and includes funding specifically for home visiting services. Detailed information about the requirements and process to access this funding are not yet available.

[1] Evidence Based Practice – For purposes of this report, evidence based practice means the approach, tools, and content of home visiting services are proven practices based on the results of outcome research of various models of early childhood home visiting services.

HOME VISITING CONTINUUM OF SERVICES

Home visiting provides individualized support in the safety of a family's home and is focused on the parent and the parent-child relationship. It builds on family strengths and provides home-based individual interventions with the child, helps families make the best use of sometimes limited resources and links them to health, social service and education resources.

Home visitors work with families who are pregnant and/or parenting children birth through age five. Parents are helped to assess and articulate their needs so resources can be acquired and education and skill building is provided for parent(s). Home visiting is the core service delivery method, which differentiates it from programs which may incorporate visits to the home as part of the delivery of services, for example a visit to a home by a preschool teacher.

Models that are research based with a commitment to continuous program improvement where research drives practice have the most impact on positive family functioning and child development.

Characteristics of Home Visiting Services

Home visiting is provided for families experiencing a range of challenges and varies in levels of intensity, staffing and funding mechanisms. Home visiting programs integrate research into the program design and delivery of services. Descriptions of some of the home visiting models operating in Arizona are in Appendix B.

Home visiting services include key characteristics which result in a comprehensive approach to facilitate access to services, ensure the appropriate service based on the individual family, and specifically incorporate the education and skill building components needed by the family. The key characteristics are engagement, assessment, and education/parent skill building and service delivery.

Engagement: Home visiting is offered to families on a voluntary basis, sometimes when a mother first discovers she is pregnant, sometimes at the hospital at the time of birth and sometimes through a service delivery program that encounters preschool-aged children or their parents, such as a clinic, early education program, community event or social service agency.

Assessment: Once a family accepts an offer of service, the home visitor completes an initial assessment. Depending on the program purpose, approach and needs of the family, there may be further assessment(s). The information obtained allows the home visitor, working in partnership with the family, to determine the appropriate level of service, number of visits, frequency of visits, and skill building practices which would be most beneficial for the family. This becomes an individualized plan of action for the family and home visitor to implement collaboratively.

Education/Parent Skill-Building and Service Delivery: Implementation of the family plan promotes a trusting relationship between the parent(s) and home visitor. This relationship provides a foundation for accomplishment of the actions jointly agreed to in the plan. Services provided include various levels of parent education and skill building, information about and referrals to community resources and delivery of interventions for a specific child or the parent. Specific child and parent education may include health education, literacy and early learning components to enhance the child's readiness to begin school. Home visitors all work to forge a strong relationship with the parent(s) and have a range of education and expertise. Depending

on the program model and approach home visitors may be lay health workers, paraprofessionals, nurses, or masters level health and social services professionals.

The Pyramid Model for Promoting the Social and Emotional Development of Young Children

The Pyramid Model is a tiered intervention framework for evidence based practice that promotes the social, emotional and behavioral development of young children.[vi] It describes tiers of intervention practice depending on the needs of the child and his or her family. The Pyramid which is based on the public health model of services includes: Promotion (Universal), Prevention (Targeted Populations) and Intervention (Intensive Individual Services). All tiers have as a foundation an effective work force and systems and policies that promote and sustain the use of evidence-based practices.



Universal (dark green levels) indicates a system of services and supports for all children and families; *targeted* (light green level) indicates services for children that reduce risk factors and *intensive* (orange level) indicates services for children and families in need of intensive individualized interventions.

High Quality Supportive Environments and Nurturing and Responsive Relationships are represented by two tiers of the pyramid that are considered universal in that all children benefit

from strategies to ensure the environments and relationships in a child's life are supportive and of high quality.

Targeted Social and Emotional Supports includes home visiting approaches that include systemic methods to reach at-risk families. The approaches are designed to teach social and emotional development of young children, parenting, and child development skills for young families who may not have had prior opportunities to understand early childhood development. Targeted home visiting services are designed for teen parents, first time parents, families living in poverty and/or families with parent or child health concerns. In this context, home visiting services can reduce the incidence of child abuse or neglect, increase access to health care, and to help parents better prepare their children to enter school healthy and ready to succeed.

Intensive Intervention (top of the pyramid) addresses those services that are specifically designed as interventions for high risk populations such as newborns with special health care needs, families involved with child protective services and/or children who have been identified as having specific developmental disabilities. The home visiting interventions are based on an assessment that results in a very individualized approach to addressing the specific needs of the family and child. For example, for children who spend time in neo-natal intensive care units following their birth, the home visiting intervention may focus on education for the parent(s) about how to care for their baby who may have physical and developmental challenges and to better understand and meet the health care needs of their child. A comprehensive network of intensive social, emotional, health, education and family supports are needed for children and families who are experiencing very challenging conditions. Home visiting can augment this network.

The tiers or levels of intensity and intervention are differentiated by several factors:

- *Primary risk factor(s)* the home visiting strategy is designed to address. For example, Healthy Families addresses families at risk of child abuse or neglect, Head Start and Early Head Start are designed to promote school readiness for families below the federal poverty level, Arizona Early Intervention Program (AZEIP) provides intervention for children with special needs and Health Start targets low income communities.
- *Age of the child* (including prenatal). Some programs begin prenatally with a focus on healthy birth outcomes while others target specific age groups from birth through age five.
- *Education, training and discipline of the staff.* Programs employ different levels of professionals who deliver home visiting services. For example, intense interventions are typically provided by staff with masters-level social work education, registered nurses or specifically trained lay health workers.
- *Program content.* Program models have research that demonstrates positive outcomes as a consequence of program participation. Home visitors receive intensive training and supervision to ensure fidelity to the curriculum or program content that lead to these outcomes.
- *Duration*. Duration of home visiting programs vary according to the target population the model was designed to serve and the outcomes to be achieved by the home visiting intervention. For example, a program model aimed at reducing the risk of abuse and neglect may begin prenatally with the goal of providing support to the family, as appropriate, until the child enters kindergarten. Another model with the aim of supporting a healthy birth outcome may begin during pregnancy and extend through the first year or two of the life of the baby.

- *Frequency of Visits*. Some home visiting services are offered weekly and taper off as the family gains skills and confidence and risk factors are reduced. Others are offered on a scheduled but less frequent basis.

The Continuum of Home Visiting Services

Level of Intensity	Elements of Home Visiting	Characteristics
Intensive Intervention	• Access to Health Care • Parent / Child Relationship Development • Education & Skill Building in Early Childhood Development and Parenting	○ Based on an individual assessment and interventions specific to the child and family. ○ More frequent visits. ○ Specifically trained staff based on the type of intervention.
Targeted Services – reducing risk factors	• Access to Health Care • Parent / Child Relationship • Parent Education & Skill Building • Language & Literacy Development	○ Serves at risk populations. ○ Duration and intensity based on the risk factors present. ○ Focus on parental education and skill building.
Services / Supports for all Children and Families	• Access to Health Care • Information about: ○ Health ○ Child Development ○ Parenting	○ Provided primarily as parent education and information. ○ Less frequent visits (maybe one visit). ○ Foundational information relevant to all parents and children.

ARIZONA FAMILIES WITH YOUNG CHILDREN

Arizona population characteristics provide a snap shot of the general population and the specific at risk populations that may access home visiting services. Research of home visiting services finds that the earlier in a child's life this support is provided the greater the potential for having long lasting positive results. Home visiting with pregnant women specifically helps create the environment for a healthy birth by incorporating the importance of healthy behaviors throughout the pregnancy such as accessing prenatal care, appropriate nutrition, not smoking, and exercise. Additionally, research has confirmed home visiting as an effective strategy for families at risk due to poverty, health conditions of the child or parents, child maltreatment and low literacy levels.

General Population

Between 2000 and 2008 Arizona's population increased by 25%, with children under age 5 growing faster than the general population. Overall population growth from 2000 through 2008 in Arizona has increased in nearly all counties, with Pinal County experiencing a dramatic 80% increase and four counties climbing 20 percent or more.

During this same time, the number of children under age five increased by 30.9% from 382,386 in 2000 to 500,531 in 2008.[vii]

Children Under Age Five by County 2008

County	% of Children Under Age Five	# of Children Under Age Five	County	% of Children Under Age Five-	# of Children Under Age Five
Apache	1.2%	5,854	Mohave	2.4%	12,190
Cochise	1.8%	8,955	Navajo	1.8%	9,103
Coconino	2%	9,957	Pima	13.7%	68,534
Gila	.7%	3,410	Pinal	4.7%	23,283
Graham	.5%	2,515	Santa Cruz	.5%	2,495
Greenlee	.2%	933	Yavapai	2.3%	11,594
La Paz	.2%	1,115	Yuma	3.3%	16,434
Maricopa	64.9%	324,159			

Source: U.S. Census: American Community Survey Demographic and Housing Estimates, 2006-2008

Births in Arizona

The number of births in Arizona has decreased from 102,042 in 2006 to 92,244 in 2009, a decrease of 9.6%.

- Over 42% of the births in 2009 were to mothers who identified themselves as White – non-Hispanic and 41.6% were mothers who identified themselves at Hispanic or Latino.[viii]

Total Births in Arizona by County 2006 - 2009

	2006 Total Births	2007 Total Births	2008 Total Births	2009 Total births
Total State	102,042	102,687	99,215	92,244
Apache	1,189	1,149	1,211	1,196
Cochise	1,808	1,860	1,781	1,844
Coconino	2,062	2,132	1,985	1,861
Gila	667	694	697	704
Graham	540	582	644	645
Greenlee	110	138	131	130
La Paz	229	230	246	175
Maricopa	66,160	65,931	62,667	57,662
Mohave	2,468	2,439	2,301	1,948
Navajo	1,877	2,012	1,944	1,882
Pima	13,929	13,798	13,503	12,835
Pinal	4,467	5,285	5,731	5,306
Santa Cruz	753	766	796	760
Yavapai	2,380	2,411	2,216	2,060
Yuma	3,354	3,252	3,362	3,235
Unknown				1

Source: Arizona Department of Health Services, Vital Statistics, Provisional Number of Births by County, Data as of January 12, 2010.

Risk Factors

The risk factors described below provide a state level view of targeted populations that specifically benefit from home visiting strategies. Where available, data by County has been included in Appendix C.

Low Birth Weight Babies

In 2009, 7.1% of all births were low birth weight births. Santa Cruz County had the highest percentage of low birth weight births at 9.6% followed by Cochise County (8.2%) and Coconino County at 8.1%.[ix]

Teen Mothers

Teen mothers experience poor birth outcomes and less education more frequently than mothers over the age of 19. In 2009, 92,244 children were born in Arizona. Of those children 10,936 were born to mothers 19 years or younger (11.9%). A baby born to a teenage mother is at higher risk for premature birth, low birth weight, and other serious health problems. Teen mothers are more likely to drop out of high school and more than 75 percent of all unmarried teen mothers go on welfare within 5 years of the birth of their first child.[x]

Infant Mortality[xi]

The major causes of infant mortality are low birth weight, preterm birth, and multiple births. Births of infants weighing less than 1,000 grams accounted for 0.6 percent of births, and 43 percent of all infant deaths. Preterm infants (those born at less than 37 weeks of gestation) accounted for 10.6 percent of births and 68.9 percent of all infant deaths. Multiple births

accounted for 2.8 percent of births, but 13.4 percent of all infant deaths. A weight gain of 31 pounds or more by the mother was correlated with lower infant mortality.

Infant mortality was lowest for babies born to Asian and White mothers. Black infants have the lowest survival chances among the ethnic groups. The infant mortality rate for these babies increased by 31.3 percent during 2005 to 2006. In contrast, the rate for American Indian infants declined by 22.9 percent 2005 to 2006.

Developmental Risk Indicators[xii]

Based on the *2007 National Survey of Children's Health*, the indicators of the status of children who are 4 months to 5 years old and are at risk for developmental or behavioral problems indicated over 27% are at moderate or high risk for developmental, behavioral, or social delays.

- Hispanic children had the highest percentage of children 4 months to 5 years old at moderate or high risk of developmental or behavior problems at 39.7% followed by White, non Hispanic and Multi-racial, non-Hispanic at 23.4% and Other, non-Hispanic at 6.4%.

- Hispanic children, Spanish primary language had the highest percentage of children 4 months to 5 years old at moderate or high risk of developmental or behavior problems at 50.0% compared to Hispanic children, English primary language at 27.2% and Non-Hispanic children at 20.8%.

- Two-parent (at least one step parent) families with children 4 months to 5 years old at moderate or high risk of developmental or behavior problems had the highest percentage at 59.9%, followed by all other family structures at 55.2%, Mother only (no father present) at 28.6% and two-parent (biological or adoptive) at 24.9%.

- Special health care need families had 41.5% of children 4 months to 5 years old at moderate or high risk of developmental or behavior problems and no special health care needs families are at 26.6%.

- In families who are currently uninsured or have had periods with no coverage, 44.3% of the children 4 months to 5 years old are at moderate or high risk of developmental or behavior problems compared with 23.3% for families who are consistently insured.

Unemployment

According to the Special Unemployment Report 2010, Arizona's unemployment rate for February 2010 was 9.5%. Yuma County had the highest unemployment rate in February 2010 at 19.9% followed by Apache County (17.1%), Navajo County (16.2%) and Santa Cruz County (15.2%). The lowest unemployment rates were in Cochise County (8.4%) and Pima County (8.9%). Unemployment rates include Native American Reservations in the County.

Poverty

<u>Poverty Among Children Under Age Five</u>

Based on the American Community Survey 3-year estimates for 2006 - 2008, there were 48,914 children age five and under living below the poverty level in the past 12 months.

Families at 100-199% of the Federal Poverty Level (FPL) with children 4 months to 5 years old at moderate or high risk of developmental or behavior problems had the highest percentage at 46.2% followed by 0-99% FPL at 30.3%, 400% FPL or higher at 19.8% and 200-399% FPL at 17.9%.[xiii]

Single Parents and Poverty

Single parent households experience more poverty. In 2007, children living in households headed by single mothers were more than five times as likely as children living in households headed by married parents to be living in poverty.[xiv] More than 45% of the children (44,728) were born to unwed mothers. Fifty four percent (54%) of these births had a public payer for the birth expenses indicating low income status of these families and the clear dependence on the public health care system in Arizona.[xv] In nearly all Arizona counties over one-quarter of births to families living below the poverty level were to single headed households with children 5 years old and younger.[xvi]

Health

Health of Mother[xvii]

Mothers perceive health status as good less frequently than women nationally: 53.2% of Arizona mothers of children age 2 to 5 years old report excellent or very good physical and mental health less frequently when compared to a national rate of 59.1%.[xviii] A similar trend exists for mental and emotional health. Approximately two thirds (67.6%) of Arizona mothers of children age 2 to 5 years old report excellent or very good mental and emotional health compared with almost three fourths (72.6%) of mothers nationally. Single fathers in Arizona reported excellent or very good mental and emotional health in greater numbers (75.3%) than single mothers (67.6%).[xix]

Childhood Obesity

Among children 2 to 5 years old, obesity has increased from 5.0% in 1980 to 12.4% in 2006.[xx] Childhood obesity is a leading health concern that disproportionately affects low-income and minority children. One of 7 low-income, preschool-aged children is obese. In 2008, the prevalence of obesity among Arizona children was 14.6%. The Inter Tribal Council of Arizona reports that 23.5% of Native American children are impacted by obesity with 16.9% of children on the Navajo Nation impacted. Children who are obese in their preschool years are more likely to be obese in adulthood and to develop diabetes, asthma, and other health concerns.[xxi] One study found that if indications of being overweight begin before 8 years of age, obesity in adulthood is likely to be more severe.[xxii]

Immunizations

Statewide, 66.57% of children born between July 1, 2008 and June 2009 had completed the recommended immunizations for 12 – 24 month olds.[xxiii]

Child Abuse and Neglect

From April 1, 2009 through September 30, 2009 the number of child protective services reports (all ages: birth to age 18) received was 16,134. Of those, 6,942 (43%) were assessed as being low risk while 14.2% were considered high risk and 31.9% were considered moderate – low risk.[xxiv]

Child Fatalities

The 2008 Child Fatality Review Report found that 1,038 children younger than 18 years of age died from preventable causes, a decline from 2007. However the percentage of children ages one through four years increased from 10 percent of all child deaths in 2007 (n=113) to 12 percent of all child deaths in 2008 (n=126). The largest percentage of deaths was among infants younger than 28 days which accounted for 42 percent (n=423) of the total number of child deaths.

The primary causes of death among young children include prematurity, substance abuse related fatalities, automobile accidents, drowning, homicides and child maltreatment. Ninety (90) infants died in unsafe sleep environments, including 44 infants who were placed to sleep in adult beds and 13 who were placed to sleep on couches or chairs. Thirty one (31) infants were placed to sleep on their sides or stomachs, forty-eight (48) infants were bed sharing with adults and/or other children, and twenty-five (25) of the adults who bed shared were using illegal drugs, prescription drugs, and/or alcohol.

Fourteen percent of all child deaths occurred in or around the home, and 89% of these deaths were determined to have been preventable (n=126). In 2008, 141 children died in or around the home, due to causes such as drowning, sleep-related suffocations, poisonings, falls, and fires. Seventy percent (70%) of these deaths were among children younger than five years of age (n=120).

Substance Abuse[2]

The Arizona Statewide Substance Abuse Epidemiology Profile, Dec, 2009, reported an increase in the percentage of adults who reported using any illicit drug (other than marijuana) in the past 30 days from 2005 (3.5%) to 2007 (5.5%). In 2007, 3.7% of the respondents Nationwide reported illicit drug use. Detailed data can be found in the Profile Report at: http://gocyf.az.gov/SAP/PR_SAEP09.asp

Linguistic Isolation

According to the 2006-2008 US Census population estimates, 25.9% (1,229,237) of Arizona's population 5 years old and over speak a language other than English at home. This compares to 17.9% nationally.

In Arizona, 121,289 household with a primary language of Spanish, 8,437 families with other Indo-European languages and 9,002 Asian and Pacific Island languages were considered linguistically isolated. A linguistically-isolated household is defined by the U.S. Census Bureau as one in which 1) no member 14 years old and over speaks only English or 2) no member 14 years and over speaks a non-English language and speaks English "very well". In other words, all members 14 years old and over have at least some difficulty with English. See Appendix D for detailed information by County.

[2] Data are from the National Survey on Drug Use and Health and are not available by County.

Summary of Selected Indicators by County

Apache, Maricopa and Yuma Counties have the highest percentages of children under the age of five. A review of the County level information about population risk factors provides insight into possible priorities for targeted home visiting services.

The three Counties with the highest percentages of risk by indicator included:

- For teen birth rates and low birth weights, all the counties with the highest percentages are rural counties including Cochise, Coconino, Gila, Greenlee, Navajo and Santa Cruz.
- For poverty related indicators, all the counties with the highest percentages are rural counties including Apache, La Paz, and Navajo for percent of families living below poverty and Gila, Mohave and Yavapai for the number of single parents living below poverty.
- The highest unemployment rates as of February 2010 are in rural counties; i.e. Yuma, Apache, and Navajo Counties. (Unemployment rates include Native American Reservations in each County.)
- Apache, Maricopa, and Yuma County have the highest rates of linguistic isolation.

The high percentage of families with risk factors in three of the categories is driven by high population centers; i.e. Maricopa, Pima and Pinal Counties have the largest populations, therefore would have the largest percent of infant mortality, child abuse reports, and child fatalities.

Review of the remaining indicators finds that Apache, Gila and Navajo Counties have the highest percentages of families at risk in three of the indicators. Apache County has the 2nd highest unemployment rate, the highest percent of families living below poverty and the highest number of linguistically isolated families. Gila County has the highest teen birth rates and number of single parents and the lowest immunization rate for 12-24 month olds. Navajo county has the third highest unemployment rate, the third highest teen pregnancy rate, and the third highest percentage of families living below poverty.

Counties with the Three Highest/Lowest Percentages in Risk Factors

	Highest %	2nd Highest %	3rd Highest %
Category	**County**	**County**	**County**
% of Unemployment	Yuma	Apache	Navajo
% of Teen Births	Gila	Greenlee	Navajo
% of Low Birth Weight (LBW)	Cochise	Coconino	Santa Cruz
% of Families Below Poverty	Apache	La Paz	Navajo
% of Single Parents Below Poverty	Gila	Mohave	Yavapai
% of Immunizations Not Complete	Gila	Yavapai	Graham
% of Linguistically Isolated Families	Apache	Maricopa	Yuma
Indicators that are population driven			
% of Infant Mortality (2006)	Maricopa	Pima	Pinal
% of Child Abuse Reports (all ages)	Maricopa	Pima	Pinal
% of Child Fatalities	Maricopa	Pima	Pinal

ARIZONA'S HOME VISITING SYSTEM

Across Arizona county health departments and community based providers have implemented home visiting strategies to support families in their communities. The current home visiting programs represent the range of models from new born support to intensive interventions. The Arizona system also has an array of State level and local home visiting coalitions and professional training institutions. The strength of the existing services, collaborations and training options provides the foundation for establishing the future system of quality home visiting service.

Like many States, Arizona budget decisions over the past two years, have reduced the health and human service system capacity. Among the programs dramatically impacted were home visiting services.

Number of Children Served by County and Tribal Nation

Approximately 53,000 children will be provided home visiting services during FY2010. Among Arizona counties there is wide variation in the percent of children birth through age five receiving services. Approximately 64% of young children in Santa Cruz County receive some type of home visiting services compared to Pinal County where an estimated 2.6% of the young children are provided home visiting services.

Without a system of standard reporting, a precise number of children served is not possible; however, the estimates provide a starting point for understanding current levels of service and for planning strategic methods for expanding quality home visiting services to the most underserved areas of the state.

About the Data

The following assumptions have been made to provide the most accurate estimate based on currently available data:

1. The number of children served reflects a.) actual counts of children reported by program administrators and b) where number of families (versus children) served was reported, one family was estimated to represent 2.2 children. Based on US Census 2008; there were 1,670,377 children under the age of 18 in Arizona and there were 747,659 families with children under the age of 18; an average of 2.2 children under the age of 18 per family (US Census Tables B11004 and B17006).

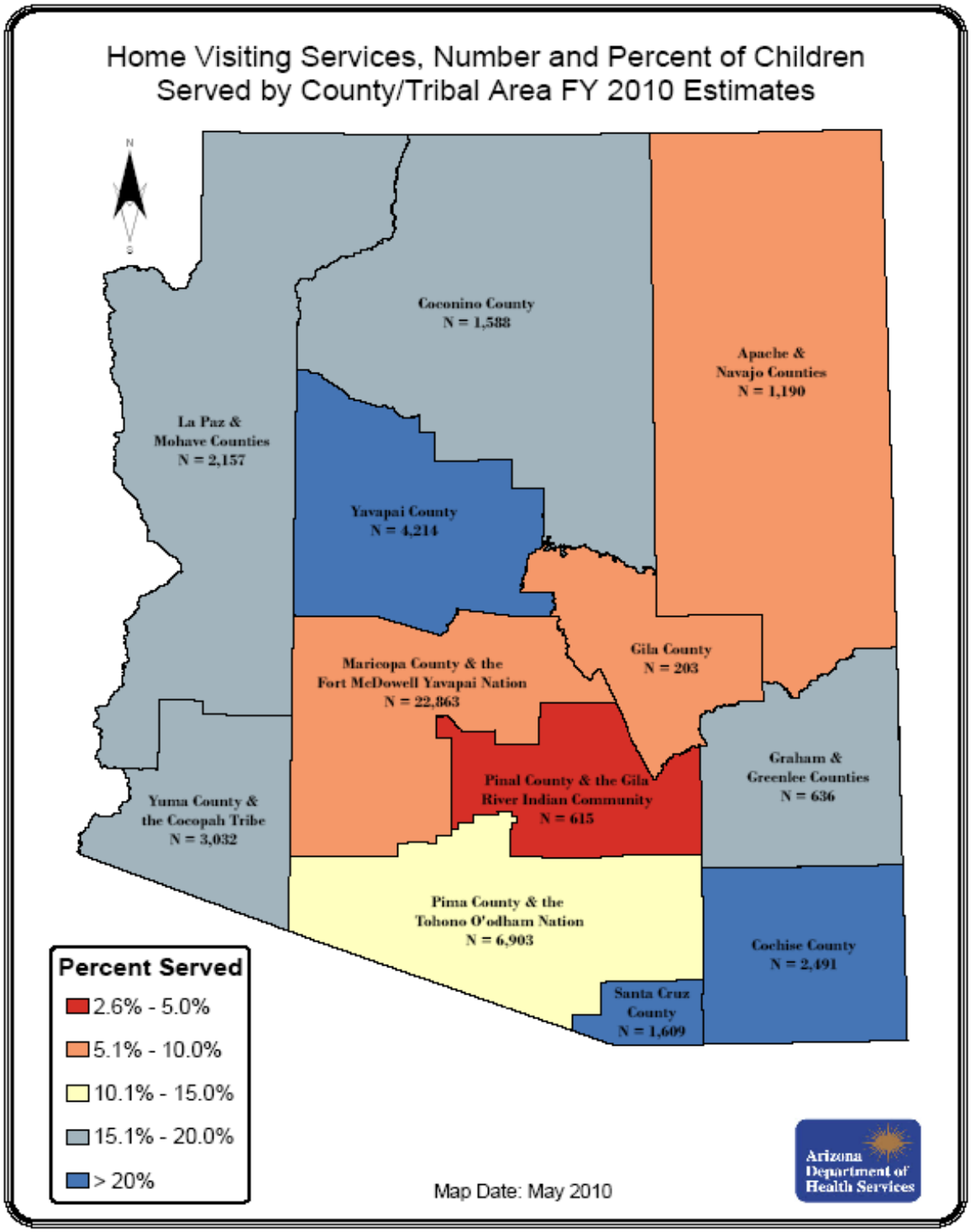
2. Where contracts were awarded to serve multiple counties, estimates were made to attribute a share of the reported children to each County in the service area.

3. Since many contracts in La Paz and Mohave Counties and in Apache and Navajo Counties report their service area as being across both Counties, for purposes of this comparison, the number of children served and the population estimate for those counties have been combined.

4. Number of Children Under Age Five is from the US Census Fact Finder 2006-2008 Population Estimates. County population estimates include populations residing on Tribal Lands; therefore, Tribal programs are included in the totals for each County.

5. The percent of children receiving home visiting services is inflated as a result of the comparison to the population under age five, while most of the home visiting programs identified serve children through age five.

Note: The number of children served by AzEIP (5,688) is not available by County; therefore is not included in the by County number of children or percentages.



Arizona Home Visiting Services Number and Percent of Children Served by County Fiscal Year 2010 Estimates			
County / Tribal	# of Children	County # Children Under Age Five	% Children served
Statewide AZEIP	5,688	N/A	N/A
Apache / Navajo	1,190	14,957	8.0%
Cochise County	2,491	8,955	27.8%
Coconino County	1,588	9,957	16.0%
Gila County	203	3,410	6.0%
Graham Greenlee	636	3,448	18.4%
La Paz Mohave Total	2,157	13,305	16.0%
Maricopa County and the Fort McDowell Yavapai Nation	22,863	324,159	7.1%
Pima County and the Tohono O'odham Nation	6,903	68,534	10.1%
Pinal County and Gila River Indian Community	615	23,283	2.6%
Santa Cruz	1,609	2,495	64.0%
Yavapai	4,214	11,594	36.0%
Yuma County and the Cocopah Tribe	3,032	16,434	18.4%
Statewide Total	53,289	500,031	10.7%

Source: The number of children served is based on reports from the funders of home visiting programs for Fy2010 and as needed, with clarification from the agencies providing services.

Home Visiting Programs by County or Tribal Location

At this time there are home visiting services available in each county in Arizona. Healthy Families, Early Head Start and Arizona Early Intervention Services have a presence in all Counties. The Home Visiting Task Force defined home visiting programs as programs that have as their core strategy through which services are delivered and where participation is always voluntary on the part of the parent(s). This inventory of programs provides a snapshot of what currently exists and was developed based on self-identification by program administrators. While several of the programs identified below are based on national evidence based models, others have not undergone intensive of evaluations. Data about AzEIP services is not available by County or Tribal location; therefore AzEIP is not included in the matrix or in the map on Page 18.

Type of Program by County

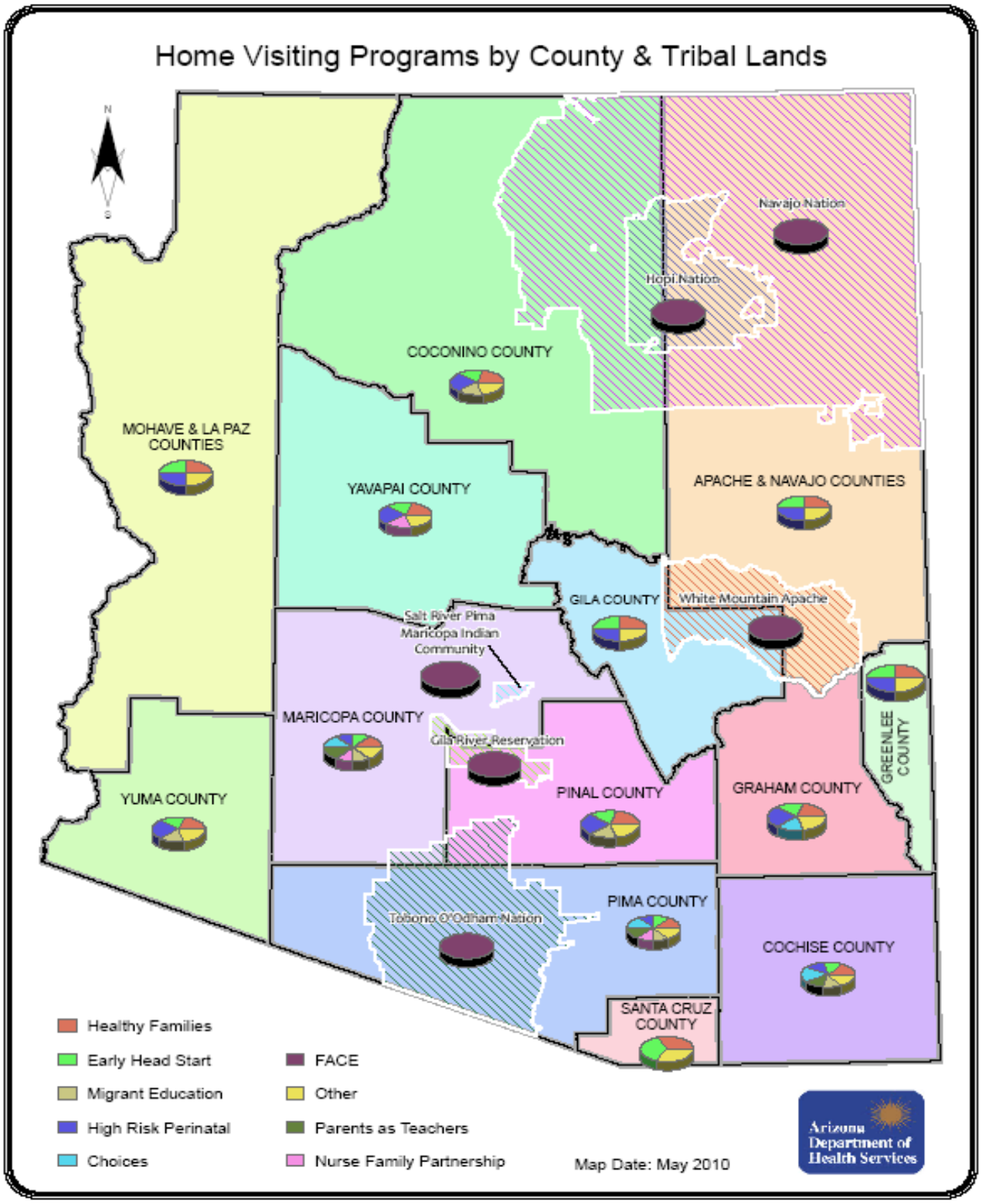
County	Healthy Families	Early Head Start	High Risk Perinatal	Choices	Parents as Teachers	Nurse Family Partnership	Migrant Education	Other*
Apache / Navajo	x	x	x					x
Cochise	x	x	x	x	x		x	x
Coconino	x	x	x				x	x
Gila		x	x					
Graham	x	x	x	x				x
Greenlee	x	x	x					
La Paz /Mohave	x	x	x					x
Maricopa	x	x	x	x	x	x	x	x
Pima	x	x	x		x	x	x	x
Pinal	x	x	x				x	
Santa Cruz	x	x						x
Yavapai	x	x	x			x		x
Yuma	x	x	x	x			x	x

"Other" includes programs identified in one or two counties such as Healthy Steps; Health Start; Healthy Start, Adolescent Child Health Program; Bright Start; In-home Parent Aide; Building Bright Futures; Parent Connection; First Steps; Pregnancy, Parenting and Play; Teen Outreach Pregnancy Services; Raising Healthy Kids; Parent Partners; Building Blocks for Children; Healthy Babies; Early Steps; and Smart and Healthy.

Type of Program by Tribal Nation

Tribal Nation	FACE	Other
Cocopah Tribal Community		Early Steps
Fort McDowell Indian Community		Early Intervention Home Visiting
Gila River Indian Community	x	Building Blocks for Children
Hopi Tribal Community	x	
Hualapai Tribe		Maternal & Child Health
Navajo Nation	x	Early Head Start
Salt River Pima Maricopa Indian Community	x	
San Carlos Indian Community		
Tohono O'Odham Nation	x	
White Mountain Apache	x	

The circles represent the type of program only and are not proportional to the number of children served by each program. Since the number of children served by AzEIP is not available by County, AzEIP is not included in the type of program map.



Funding for Home Visiting Programs

Major funders of current home visiting programs include five state agencies and the Federal Bureau of Indian Education which provides funding for the Family and Child Education (FACE) program on Tribal Lands. Total funding from State and Federal funding sources for State Fiscal Year 2010 is $60,741,030.

Arizona Department of Economic Security, Healthy Families FY 2009/2010	$ 6,300,000
Arizona Early Intervention Program (AZEIP) ADES Only:	$ 9,600,000[3]
Arizona First Things First: FY 2010	$ 21,228,400
Arizona Department of Education, Migrant Home Visiting	$ 189,722
Arizona Department of Health Services: High Risk Perinatal	$ 1,787,000
Arizona Department of Health Services Health Start	$ 1,517,956
Early Head Start	$ 20,117,952[4]
Total:	$ 60,741,030
Federal Bureau of Indian Education (FACES Programs)	$Not Available

Cost of Home Visiting Services

The cost of implementing home visiting services depends upon the service model of the program and may range from $1,000 to $10,000 per family depending upon intensity of the program. Costs include:

- Staff
- Mileage
- Staff Training
- Outreach and Promotion
- Screening Instruments including training to utilize tools
- Curriculum (including specific materials that augment the program such as the Arizona Parent Kit[5] or Brain Boxes[6])
- Space
- Supervision

The National Resource Center for Child Abuse and Neglect Prevention FRIENDS Factsheet, *"Home Visiting Programs: A Brief Overview of Selected Models"* (December 2007) reported the following approximate program costs[7]:

[3] Arizona Master List of Programs, ADES, AZEIP, 2009 Estimate
[4] Based on Arizona total Head Start Allocation of $107,014,507 (ECLKC); 1,908 EHS Enrollments; Average Cost of $10,544.
[5] The Arizona Parents Kit – developed by Virginia A Piper Trust, provides expert advice, parenting tips, and national and local resources to help parents navigate the first critical years. New parents receive a kit free-of-charge either during childbirth classes or upon discharge after childbirth. The kits contain an 80-page Arizona Parents Guide, six videos/DVDs and an infant board book, all available in both English and Spanish.
[6] The Brain Box® is a unique patented educational product for caregivers to use with children from birth to 5½ years old. Each box contains activity guides and all the materials needed for adult-child interaction that encourages healthy brain development.
[7] The program costs listed above are based upon national data. Local costs may vary.

1. Healthy Families America-$3,500 per year per family
2. Home-based Instruction for Parents of Preschool Youngsters (HIPPY)-$1,250 per year per family
3. Nurse-Family Partnership-$5000 per year per family
4. Healthy Steps-between $402 and $933 per family in 2000 dollars
5. Parents as Teachers-$2000 per year per family
6. The Parent-Child Program-$2,400 per year per family
7. Early Head Start-in 2002, the average cost per child was $10,544

Current Research Underway in Arizona

Through research, Arizona can develop an effective and efficient system of home visiting services based on evidence based practice. At this time there is one research effort specific to home visiting services in Arizona that is in the planning stage and that will provide foundational information for improving the quality of Arizona home visiting programs.

The Arizona Department of Economic Security and Lecroy and Milligan have received Federal Department of Health and Human Services funding for research into the Arizona Healthy Families Program.

Workforce Development Options

Each model of home visiting service has its own training requirements, and some organizations provide a specific training curriculum that all staff must attend before providing service. Programs that support the training and education of early childhood professionals to provide quality home visiting services include but are not limited to the following:

- Arizona's Community College System provides multiple opportunities for degree and certification programs in early childhood. Examples include:
    - Central Arizona College – provides Associates of Arts Degrees and Certifications in Early Childhood Education: Family Child Care, Infant/Toddler, Management, Preschool and School-age.
    - South Mountain Community College – provides an early childhood development program which emphasizes a multi-linguistic and multi-cultural approach in working with children to equip teachers and home visitors to work effectively with children and families in both school and home environments.
    - Northland Pioneer College provides Associate Degrees in Early Childhood Infant/Toddler, Special needs Educational Assistant, Preschool and Management.
    - Pima Community College offers an Associates Degree in early childhood education as well as certificates in basic early childhood studies and advance early childhood studies and a post degree certificate in early childhood, birth – age 8.
- Healthy Families Institute – Healthy Families America provides a Train-the-Trainers Institute that leads to a certification as a HFA Trainer of Family Support Workers or of Family Assessment Workers (www.HFA.org).
- NCAST provides workshops designed to give professionals, parents and other caregivers the knowledge and skills to provide nurturing environments for young children by developing and disseminating innovative research-based products and training programs used in many disciplines and settings, (www.ncast.org).

Coalitions in Arizona

Arizona has 9 coalitions of providers of home visiting services. Local coalitions provide opportunities for building locally and regionally the network of providers who can ensure coordination of the provision of services, access to the most appropriate type of home visiting services and an unduplicated approach to building the system of services.

- First Things First Southeast Regional Partnership Council (Maricopa County)
- Head Start Association (Statewide)
- Health Start Consortium (Statewide)
- Healthy Families Statewide Steering Committee (Statewide)
- Interagency Coordinating Council (Statewide)
- North Phoenix Home Visitation Providers
- Parents as Teachers Consortium – Tanner Community (Maricopa County)
- Southern Arizona Family Support Alliance
- Yavapai County Coalition

THE VISION FOR HOME VISITING SERVICES IN ARIZONA

The Arizona system of home visiting services is intended to be an integral part of Arizona's early childhood development and health continuum. The system of home visiting services provides the opportunity for pregnant women and families with young children to voluntarily access home visiting services:

- Within their own communities,
- With the level of service appropriate to their needs and desires,
- With assurance of high quality, and
- Within the context of their families' culture, values and beliefs.

Our Vision

Confident, supported families raising healthy children, ready to succeed in school and life.

Values and Beliefs

To guide the development of the Statewide Early Childhood Home Visiting Plan and the ongoing delivery of home visiting services, the values and principles that must be considered throughout the planning and delivery of services are:

- Children's earliest experiences have the most impact on their future development.
- Comprehensive home visiting is an effective approach to strengthening families.
- All aspects of home visiting must be family-centered and strengths-based.
- Evidence based, quality home visiting services are the foundation for home visiting services in Arizona.
- A coordinated, collaborative planning and service delivery process results in an effective and efficient system that is seamless for participating families.
- Ongoing research and evaluation form the basis for continuously improving the quality of home visiting services.
- Culturally competent service planning and delivery must be present in all service strategies.
- A strong financial base allows for consistency and high quality of home visiting services.
- Strong political support is essential for the ongoing delivery of quality home visiting services.
- Engagement in home visiting services is based on voluntary participation by families.

Target population

The Arizona population served by home visiting programs includes expectant parents and families with children birth through age 5 or entry into kindergarten.

System Components

To achieve a comprehensive, coordinated system of quality home visiting services, the essential components of the continuum of home visiting services must include:

- Outreach, Engagement and Access to Services – providing information, supporting voluntary participation of families and referring families to appropriate services and supports in their communities.

- Family Screening and Assessment - determining on an ongoing basis the appropriate level of service; number of visits, skill building techniques appropriate for a specific family based on their strengths and needs.

- Developmental and sensory screening – though the use of appropriate screening tools, assists parents and other caregivers in identifying children who may be in need of additional intervention or support services to support healthy development.

- Service delivery – provision of high quality home visiting services, according to approved standards and curriculum; and relevant to the families' needs, culture, values and circumstances. May include parent education, family support including referral to community resources and facilitation of access to health care.

- Quality Assurance – adherence to statewide standards of practice, work force requirements and monitoring of quality and a system of ongoing training and technical assistance.

- Continuous Improvement – including ongoing evaluation based on a common set of core outcomes and research designed to determine the short and long term effectiveness of various home visiting models in Arizona.

- Public Awareness – raising the understanding among Arizonans of the importance of early childhood development and the significant difference early childhood experiences can make in terms of children achieving their full potential.

- Policy and Funding – ensuring access and quality through coordination of policy, practice and funding opportunities statewide, across all service systems.

Outcomes to be Achieved

The outcomes represent the results to be achieved from implementation of high quality, comprehensive home visiting services. The outcomes and indicators relevant to specific home visiting programs will vary depending on the target population and the home visiting model being implemented. With each outcome are the possible indicators that when measured would signal progress toward achieving the outcome.

<u>Outcomes for Children</u>

#1: Children are safe in their homes and in their communities.

Indicators of Progress
- Decrease in child abuse and neglect
- Decrease in domestic violence incidents involving young children
- Decrease in preventable childhood injuries
- Decrease in infant mortality
- Increase in parent understanding of early childhood development
- Increase in effective parenting skills

#2. Children are healthy[8].

Indicators of Progress
- Decrease in the number of low birth weight babies
- Decrease in obesity rates among young children
- Increase in the number of 19 to 35 month olds who receive a full schedule of age appropriate immunizations
- Decrease in the percentage of children determined to be at moderate to high risk of developmental or behavioral problems based on parent's specific concerns

#3. Children are developmentally on track and prepared to enter school, ready to succeed.

Indicators of Progress
- Increase in the number of young children who are at appropriate developmental milestones – ages and stages
- Increase in readiness for school
- Increase in parental engagement, including absent parents as well as custodial parents, in their child's learning

#4. Children have healthy relationships.

Indicators of Progress
- Number of children with attachment to at least one person who provides the safe, healthy environment
- Proportion of mothers of children under age 6 screened and appropriately referred for depression
- Decrease in substantiated abuse and neglect reports

<u>Outcomes for Parents and other family members</u>

#1. Parents are competent and confident – feeling competent in their knowledge and skills to be a parent.

Indicators of Progress
- Increase in effective parenting skills
- Increase in Parents understanding of early childhood development.
- Increase in the involvement of fathers in child rearing
- Increase in parent involvement in their child's learning

#2. Families are more resilient.

Indicators of Progress
- Increase in parents' utilization of community resources
- Increase in parents' problem solving skills
- Increase in social supports outside the home visiting program

[8] *Child health is a state of physical, mental, intellectual, social and emotional well-being and not merely the absence of disease or infirmity. Healthy children live in families, environments, and communities that provide them with the opportunity to reach their fullest developmental potential.* This is the definition developed by the FTF Health Committee, September 2007 and used in policy papers and recommendations to the Board.

#3. Families are increasingly self sufficient

Indicators of Progress:
- Increase in participation in training and/or education programs
- Increase in the ability of families to meet their basic needs
- Increase in parents accessing and using community resources

#4. Parents maintain a healthy lifestyle for themselves and their children.

Indicators of Progress
- Increase in the understanding of how the parent's health impacts the long term health of children
- Decrease in children's exposure to tobacco smoke
- Increase in knowledge of nutrition
- Increase in health literacy[9]
- Increase in physical activity
- Decrease in the percentage of pregnant women who smoke.
- Increase in the percentage of infants born to pregnant women receiving prenatal care beginning at the first trimester
- Increase in use of family planning
- Increase in the percentage of women who breastfeed
- Increase in the percent of mothers who breastfeed their infants to at least 6 months of age.
- Decrease in maternal depression
- Decrease in substance use / abuse

[9] Health Literacy - Health literacy is defined in *Health People 2010* as: "The degree to which individuals have the capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions". (http://www.healthypeople.gov/Document/pdf/uih/2010uih.pdf),

RECOMMENDATIONS

The purpose of the *Vision for Early Childhood Home Visiting in Arizona* plan is to provide a pathway for delivery of consistent, high quality home visiting services in the context of Arizona's statewide early childhood development and health system.

This Five Year Plan and the recommendations herein will help ensure Arizona is, first and foremost, increasing the number of Arizona children who are ready to succeed when they start school. The recommendations provide guidance for systematically targeting funding and system development activities as resources become available to areas that would have the most positive impact on children and their families.

Recommendation 1: Prioritize Arizona's home visiting services by A) ensuring all parents of infants***** are offered home visiting services, and B) developing capacity for home visiting services in geographic areas of Arizona that have the lowest availability of home visiting services and the population with the highest combination of risk factors.

Research has demonstrated that starting early in a child's life has the most potential for achieving positive outcomes. While Arizona currently has an array of home visiting services that span the age group of prenatal to age five, an emphasis on targeting funding and capacity building starting with infants provides the best opportunity for use of available resources.

*****up to age 1

Recommendation 2: Establish a structure of collaborative decision-making at the state and the local level with one state agency taking the lead to facilitate a State Level Steering Committee that will ensure coordination of Home Visiting services at the state and local level.

The Home Visiting Task Force recommends that the agency to fulfill the lead agency role have an early childhood system building focus, and ideally will have as its mission early childhood development, health and school readiness.

A) State Level Early Childhood Home Visiting Steering Committee would recommend policies that support collaboration, foster joint decision making, leverage public and private resources, and assure quality standards are met. The Steering Committee would be comprised of state and local government agencies providing and/or funding home visiting services, providers of home visiting services, and private funders of home visiting services.

B) At the local level, service planning and delivery across local agencies would address but not be limited to: 1) common, jointly funded strategies for outreach, 2) collaborative assessment and referral to the most appropriate provider agency, and 3) sharing of information and practice knowledge across providers.

C) Areas of priority development for the State Level Early Childhood Home Visiting Steering Committee are:

⇒ Assure high quality home visiting services by defining statewide minimum professional qualifications, training, and practice standards, obtaining commitment to those standards, assuring fidelity to the requirements of evidence based home visiting models, and implementing training and technical assistance options.

Establishment of minimum home visitor qualifications, work force development and practice standards provides a quality foundation for all Arizona home visiting programs. This foundation creates an opportunity to support the development of

innovative approaches to home visiting while assuring quality, based on evidence based practices. See Appendix E for a proposed set of standard qualifications that every home visitor should meet regardless of the program model.

⇒ Establish a system of continuous quality improvement including ongoing review and assessment of system-wide results and the development and implementation of system-wide recommendations for quality improvement.

Commitment to a system of continuous quality improvement by all agencies / organizations funding and providing home visiting services is essential to achieve the full potential of home visiting services for children and families. The Home Visiting Steering Committee, in partnership with community stakeholders would establish core standards of practice, a monitoring protocol for use by all providers and guidelines for evaluation.

⇒ Establish a research agenda to ensure ongoing research is conducted about the effectiveness of home visiting programs in Arizona.

To ensure maximum use of resources for home visiting services, ongoing research must be planned and funded. The research plan and agenda must be: a.) inclusive of interagency collaboration, b) systematic and intentional in its allocation of resources to priority research topics, and c.) specific in its methods to integrate national and Arizona based research into practice.

⇒ Implement a public awareness program designed to inform the community about the value and benefits of family support services, including home visitation.

As clear as the evidence is with regard to the benefits to families and young children of high quality home visiting services, the information is not widely known among the public, policy makers, practitioners and families with young children.

⇒ Implement a collaborative effort to increase funding for a quality home visiting continuum through the identification multiple funding opportunities including federal, state and the philanthropic community and through a coordinated effort to access those opportunities.

Arizona will be better positioned to respond to and successfully access future funding opportunities through a collaborative approach which promotes statewide priorities, provides access to the most current and accurate information to support funding applications and clearly demonstrates a planned and intentional approach to family support throughout the State.

GOALS & OBJECTIVES

To implement the Home Visiting recommendations, goals, objectives and possible strategies have been defined that provide the next steps to achieving a statewide, collaborative network of high quality early childhood home visiting services.

Goal I: To provide the right services for the right family at the right time through collaboration.

Objective 1.1: By June 2011, a detailed community and state (multi level) system design is defined.

Strategies:

a. Establish agreed upon standards, definitions and expectations.
b. Establish a coordinated access, screening, and assessment system for early identification of strengths, critical issues, families' goals and risks.
c. Develop marketing that is inclusive of all family support programs – not just home visiting.
d. Establish a system for shared information and data.

Objective 1.2: By January 2012, policy, practice standards, training and technical assistance methods for a coordinated system of service delivery are implemented.

Strategies:

a. Establish an on-line, comprehensive directory of home visiting services. Provide the ability for all providers with internet access to update their own information in order to maintain current, specific information about Arizona home visiting services.
b. Secure the commitment from partners / agencies to the collaborative process.
c. Establish confidentiality agreements based on applicable Federal and state requirements.
d. Implement joint local planning to establish the collaborative process and facilitate access to services for families at the local level.
e. Consider establishing a co-op model of agencies.

Goal II: To provide high quality home visiting services which are accessible in all geographic areas of Arizona.

Objective 2.1: By January 2013, increase by 10% the capacity to provide home visiting services for families with children birth through age five in the geographic areas of rural Arizona that are most underserved.

Strategies:

a. Establish a multi-year timetable based on geographic and service intensity level needed.
b. Develop a model to determine which geographic areas are the highest priority for enhancing home visiting services based on the number of current programs and risk factors in the communities.
c. Identify priority geographic areas, assess capacity, and develop a fund development plan to support the expansion.
d. Establish a universal application – consider lessons learned in other home visiting practices. Build on Healthy E application process.

e. Conduct outreach through individual contact and with materials printed in the primary language of the families in that community.
    1. Define outreach strategies that are culturally relevant to engaging families in the priority communities.
    2. Provide information about accessing services through community organizations such as Family Resource Centers, churches, food banks, parks and recreation centers, child care homes and centers, Head Start Programs, Chapter Houses in Tribal communities,
    3. For families most at risk, provide information through WIC and DES eligibility offices
    4. Engage the private sector in providing information about accessing services.

Objective 2.2: By January 2013, increase by 20% enrollment in home visiting services of pregnant women who have not accessed prenatal care in the first trimester of their pregnancy.

Strategies:
a. Conduct Outreach at OB/GYN offices, mid wives, high schools, twitter/web sites / social media, family planning clinics, community based pregnancy centers, resource centers, libraries, community colleges, and GED course locations.
b. Establish the process of engagement, screening and family assessment (assessment tool that is not program specific).

Objective 2.3: By January 2015, 50% of all families with infants are offered home visiting services. (50% would be approximately 50,000 newborns per year).

Strategies:
a. Establish a collaborative process of screening, referral and engagement to appropriate programs.
b. Focus on high risk newborns first, through the public health system.
c. Connect families to home visiting services at the hospital at the time of birth by conducting screening and assessment while the family is in the hospital.
d. Add home visiting to the hospital discharge check list.
e. Establish multiple points of contact for families in the medical community including but not limited to at hospitals at the time of birth, pediatricians, community health clinics, midwives, and medical homes.

Goal III: To provide home visiting services that demonstrate adherence to quality standards.

Objective 3.1: By June 2011, establish the ongoing system for assuring continuous quality improvement throughout the home visiting service system.

Strategies:
a. Implement core standards of practice.
b. Ensure the standards are consistent with the Early Learning Standards.
c. Provide access to training for home visiting staff in the standards of practice.
d. Establish the protocol for quality monitoring and the implementation structure for quality assurance.

Objective 3.2: By January 2012, implement a system of workforce development based on core competencies, training standards, and current practice research.

Strategies:
a. Explore options for providing and assuring core competencies are met.
b. Establish a system for training and technical assistance using multiple options for delivery.
c. Through partnerships and collaboration develop methods to provide mentoring and technical assistance to individuals and organizations new to the home visiting field.

Objective 3.3: By January 2013, establish a broad based statewide evaluation plan to assess goal achievement on an ongoing basis across home visiting services and programs.

Strategies:
a. Engage current Arizona evaluation and research experts in the definition of the evaluation plan.
b. Define a multi-year strategy for ongoing evaluation in which all home visiting providers participate.
c. Determine priority research needs.
d. Identify possible costs and explore funding options for ongoing evaluation of programs and research.

Objective 3.4: By June 2013, 80% of home visiting programs demonstrate adherence to core[10] quality standards.

Strategies:
a. Establish "Quality Standards Alliance" with a regional foundation.
b. Develop and adopt Core Practice Standards including intake, triage, and quality assurance.
c. Provide training on core standards.
d. Monitor quality assurance of core standards.
e. Establish criteria for being a member of the Alliance based on adherence to quality standards and a timeline for implementation of the criteria

Goal IV: Arizonans value and invest in "supporting" parents.

Objective 4:1: By January 2013, increase the public's awareness of the importance of early learning and the benefits of home visiting services as demonstrated by an increase in the number of families voluntarily accessing home visiting services.

Strategies:
a. Develop, fund and implement social marketing campaign.
b. Incorporate messages into the FTF Communication Plan.
c. Develop consistent messaging that can be used by all programs, anywhere in the state.
d. Secure private funding for Spanish messaging, and ensure that message is culturally appropriate and in relevant media outlets.
e. Identify a "champion" public spokesperson.
f. Establish an Interagency public policy advocacy effort lead by an Arizona Advocacy Organization to obtain support for home visiting.

[10] "Core Standards" references standards applicable to all home visiting programs. Based on the home visiting program model, there may be additional standards that are required.

Objective 4.2: By January 2013 and each year thereafter, increase funding invested in home visiting services for pregnant women and families with children from birth through age five by 5% per year.

Strategies:

a. Advocate at local, state, and federal level for family support revenue.
b. Apply for grant resources as state or multi-program collaborations. Create a central source of current information to support grant writing efforts. (For discussion - describe this.)
c. Recruit and secure major contributor(s), including
d. A family support champion.
e. Research and secure fee based (i.e. marriage license, birth certificates, etc.) revenue for family support.
f. Create a cadre of "alumni" of home visiting services to promote and speak on behalf of the benefits of home visiting.
g. Establish a fund development position to raise funding collaboratively to be used to support implementation of the priorities in the plan.
h. On an ongoing basis, publish, and distribute evaluation information on progress / outcomes for children and families through home visiting efforts.

Appendix A: Home Visiting Task Force Membership

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Susan Fender
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Office Chief, Arizona Department of Health Services, Bureau of Women's and Children's Health, Office of Women's Health

Wendy Sabatini
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Appendix B: Examples and Descriptions of Home Visiting Programs in Arizona

The list below includes programs identified as being provided in Arizona at the time of this report. Included are programs that represent models of evidence based practice, have demonstrated positive results from local evaluations, include some elements of national evidence based practice and/or may be in the program development stage of implementation.[11]

Arizona Early Intervention program (AzEIP) –is the statewide interagency system of early intervention for families and their children, birth to three years old, with disabilities or developmental delays. AzEIP and its contracted providers conduct timely, comprehensive, multidisciplinary evaluations of each child, birth through age two, who is referred to them. This evaluation must include a family-directed identification of the needs of each child's family to appropriately assist in the development of the child. Early Intervention happens in places where children and families live, learn, and play; the families' natural environments—most often their home. AzEIP is governed by the federal Individuals with Disabilities Education Act (IDEA), Part C. Children eligible for AzEIP, as defined by state law, must be between birth and 36 months old and be developmentally delayed – defined as a child who has not reached 50 percent of their developmental milestones expected at her/his chronological age in one or more of the following areas: cognitive development; physical development, including vision and hearing, communication development; social or emotional development; self-help/adaptive development. Children may also qualify for AzEIP if they have a defined, established medical condition that creates a high probability of developmental delay.

Bright Start, a program of Arizona's Children Association (AzCA), is an early childhood home visitation program which utilizes brain development training and activities to support parents in promoting optimal development of their infants and young children. The cornerstone of the Bright Start in-home model for families with children birth to age five is the S.T.E.P.S. to Early Brain Development℠ curriculum of New Directions Institute, a partner agency of AzCA, targeting five critical developmental areas: Security, Touch, Eyes (vision), Play, and Sound. The Bright Start program includes individualized training utilizing the S.T.E.P.S. curriculum of New Directions Institute and incorporates in-home support visits for families. This home visitation program provides hands-on opportunities for parents and caregivers to work with their young children to help them develop healthy learning patterns, reaching their maximum learning potential by the time they enter school. Activities introduced by Bright Start offer families fun-filled opportunities to bond with their children. Home visits incorporate many elements of parent/child interaction around books and learning toys in an age-focused approach that is infused with simple, understandable messages about the developing young brain. Bright Start is based on the understanding that the foundational architecture of early learning patterns forms in a brain during the earliest years and it forms, in large part, as a result of a child's experiences. Parents and caregivers can be helped to understand that what they do with young children matters. Bright Start focuses on teaching parents/caregivers what to do to encourage healthy brain development.

Building Bright Futures offers a community-based, culturally appropriate family centered program that provides for child safety, school readiness and the enhanced ability for families to create a stable and nurturing home environment. Services are delivered to the family through home visitation. All services to families are free and voluntary.

Choices for Families provides short term (up to one year) case management and in-home parenting education through the development of individual goals related to parenting, life skills, health care and self-sufficiency. Services are delivered through weekly or bi-weekly home visits

[11] Definitions are from national web sites and local program descriptions in the First Things First Resource Guide.

as well as through parent/child activity groups. Developmental screenings are also provided for each enrolled child. The goals of the program are to prevent child abuse and neglect, assist families in becoming successful parents, and the education of parents on their child's physical, emotional, social, intellectual, and language development with a strong emphasis on brain development. Choices for Families serves pregnant and parenting families with children ages birth through age five. Source: Home Visitation Resource Guide: Present through June 30, 2010 – First Things First Regional Partnerships Councils

Choices for Teens provides a continuum of services both in the home and in a facility, individually and in groups for pregnant and parenting teens. The services are delivered through ongoing case management on a weekly to twice-monthly basis, with the primary goal of preventing child abuse and neglect. The program meets this goal by assisting teens in becoming successful parents; providing education on their child's physical, emotional, social, intellectual, and language development; offering support and guidance for life goals such as self-sufficiency and job readiness, family planning; information and referral to other agencies, and obtaining health care. Pregnant and Parenting Teens, ages 21 years and younger whose children are birth through age 5 and reside in Yuma County. Source: Home Visitation Resource Guide: Present through June 30, 2010 – First Things First Regional Partnerships Councils.

Early Head Start: The goal of this home-based option is to enhance children's physical, social, emotional, and mental development; enable parents to be better caregivers and teachers to their children, and to help parents meet their own goals, including economic independence. The program:

- Provides early, individualized child development and parent education services to low-income families with infants and toddlers according to a plan developed jointly by the parents and staff
- Provides these services through an appropriate mix of home visits and experiences at the Early Head Start center
- Provides opportunities for infants and toddlers with and without disabilities to grow and develop together in nurturing and inclusive settings
- Ensures that the Early Head Start program is supportive and nurturing to families
- Responds to the needs of families, including, where appropriate, the need for child care while families attend school or work
- Connects with other service providers at the local level to ensure that a comprehensive array of health, nutrition, and other services is provided to the program's pregnant women, very young children, and their families
- Recruits, trains, and supervises high quality staff, ensuring the kind of warm and continuous relationships between caregivers and children that are crucial to learning and development for infants and toddlers
- Ensures parent involvement in policy and decision making
- Coordinates with local Head Start and other child development programs in order to ensure continuity of services for these children and families

Family and Child Education Program (FACE) in Tribal Communities - The FACE program was created in 1990 by the Bureau of Indian Affairs (now the Bureau of Indian Education) within the Office of Indian Education Programs to develop an integrated model for an American Indian early childhood/parental involvement program. The program was designed to serve (1) birth-to-age five children and their parents, providing early childhood education and adult education — including academic and parenting services - in home- and center-based settings; and (2) children in grades K-3, providing opportunities for active learning. (www.famlit.org/educators/advocacy-and-policy/bills-acts/face)

Health Start utilizes community health workers to provide education, support, and advocacy services to pregnant/postpartum women and their families in targeted communities across the state. The community health workers live in and reflect the ethnic, cultural and socioeconomic characteristics of the communities they serve. Families receive home visits and case management with oversight by nurses and social workers, through the enrolled child's second year of life. Pregnant women are connected to prenatal care providers and receive on-going education about fetal development and health behaviors that can impact birth outcomes. Mothers are screened for post partum depression and receive information regarding interconception health. Clients are referred to various services as needed and assistance with accessing those services. The community health workers educate parents about child development, immunizations, home safety and vehicle safety. The community health workers also screen each child on a periodic basis using the Ages and Stages Questionnaire to identify potential developmental delays and refer the family to the appropriate provider. Health Start community health workers acquire new skills and knowledge on an on-going basis to ensure they are providing the most accurate information.
Source: http://www.azdhs.gov/phs/owch/healthstart.htm

Healthy Families Arizona is a national program model designed to help expectant and new parents get their children off to a healthy start. Families participate voluntarily in the program and receive home visiting and referrals from trained staff. By providing services to families, Healthy Families America fits into the continuum of services provided to families in many communities. (www.healthyfamiliesamerica.org). See also the description of Healthy Families on page 2 of this report.

Healthy Start provides maternal, well woman and infant case management throughout pregnancy and during the first two years of the baby's life. Home visits are conducted before, during and after pregnancy and provide assessment and screening, family development planning, care and service coordination along with emotional and social support for the mother and her family. Healthy Start provides individualized, one-on-one, small group and community-based perinatal health classes (including preconception focus), male involvement activities, referrals for prenatal, well woman and infant care, checkups and screenings and links women and families to community resources for job and educational assistance and training, WIC (healthy foods for mom and her baby), Early Head Start and Head Start, smoking and other substance cessation interventions, immunizations, family planning, food, housing,transportation, child care and counseling services.

Healthy Steps - Healthy Steps is an evidence based program using a team approach to primary health care for children ages birth through age three. A professional staff member, called a Healthy Steps Specialist, whose background in child development, nursing, or social work is complemented by Healthy Steps training and is a member of the health care team who provides an effective link between the family and the pediatric and family practice. The Healthy Steps Specialist can be a current member or a new addition to the practice team. Healthy Steps offers the flexibility to customize the following services to best serve their families:

- Home visits offered at birth and at key developmental stages
- Well-child visits with a clinician and Healthy Steps Specialist
- A dedicated parent telephone information line
- Child development and family health check-ups
- English- and Spanish-language written materials on topics such as toilet training, discipline, and nutrition
- Age-appropriate books for mothers and fathers to read to their children
- Parent support groups
- Linkage to community resources and referrals

High Risk Perinatal / Newborn Intensive Care – has the goal of reducing maternal and infant mortality and morbidity utilizing the following strategies:

- Early identification of women and children at high risk for mortality and morbidity;
- Education for health professionals, families and communities;
- Linkage of infants, toddlers and pregnant women to risk appropriate services and
- Establishing standards of care.

The Community Health Nurse facilitates the transition of the child and family from the Newborn Intensive Care Unit to their home and community. Periodic monitoring of the child's medical and developmental needs identifies infants who would benefit from referral to other early intervention programs. Through these home visits, the family receives support and education as well as referral to appropriate community resources.

Home Instruction for Parents of Preschool Youngsters (HIPPY) is a parent involvement, school readiness program that helps parents prepare their three, four, and five year old children for success in school and beyond by providing a curriculum of books and materials designed to strengthen their children's cognitive development, early literacy skills, social/emotional and physical development. By empowering parents as primary educators of their children at home and fostering parental involvement in school and community life, HIPPY is designed to maximize the chances of successful early experiences, literacy and school readiness. To accomplish these goals, the program brings families, organizations and communities together and removes any barriers to family participation such as the lack of financial resources. (www.hippyusa.org)

Migrant Education Program – Preschool Home Visits - The Migrant Education Program (Title I Part C) defines a migratory child as "a child who is, or whose parent or spouse is a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work-

In Arizona, there are six (6) counties in which migrant labor is concentrated. These counties are Maricopa, Pinal, La Paz, Pima and Cochise, with the largest population of migrants in Yuma County. The Local Education Agencies (LEAs) are responsible for the identification and recruitment of migrant families, including those with preschool-age children. In Arizona, the education needs of migratory children are met by either enrolling the child in an LEA's established preschool program or by participating in the Migrant Preschool Home Visiting Program. In the Migrant Preschool Home Visiting Program, Migrant Liaisons employed by the LEAs make a minimum of nine preschool/school readiness home visits to the Migrant families. During these visits, the Migrant Liaisons prepare preschoolers and their families for kindergarten and provide information relating to other education, health, nutrition, and social services.

Nurse-Family Partnership® (NFP) helps change the lives of vulnerable first-time mothers and their babies through ongoing home visits from registered nurses. This evidence-based community health program has proven results including long-term family improvements in health, education and economic self-sufficiency. While helping low-income families, an investment in Nurse-Family Partnership saves communities more than it costs by reducing welfare, health care and juvenile justice expenditures. See page 2 for additional description.

Nurse Home Visiting for Infants and Toddlers in Foster Care provides a nurse home visitor to monitor the growth and development of the foster child; working in partnership with other healthcare providers to ensure that needed services are identified and provided in a timely manner; providing information and support to foster parents who may not have sufficient

knowledge to deal appropriately with the emotional and physical health needs of an abused infant or toddler.

Parenting Arizona Home Visitation Program promotes health and development and improves school readiness for children age five or younger. The program is designed to teach child development, child health, effective parenting techniques and provide linkage to community resources. Services are provided until the child turns 5 years of age.

Parents as Teachers Born to Learn® (PAT) is an early childhood family education and support program serving families throughout pregnancy until their child enters kindergarten. The teachers are the parents, supported by professional educators who suggest ways they can effectively teach and nurture their young children. Certified parent educators with a strong background in early childhood development use a research-based curriculum to provide age appropriate information to parents and help them lay a strong foundation for school and life success. The goals of the program are: 1) to promote school readiness and improve academic achievement 2) Increase parent knowledge of child development and appropriate ways to stimulate their child's intellectual, language, social, motor development and literacy skills, promoting the importance of reading to children from birth 3) Enhancing parent-child interaction and strengthening family relationships 4) early detection of developmental problems in order to prevent reading and learning difficulties once the child enters school 5) Parents As Teachers increases a child's school readiness and success, improves parenting practices and provides early detection of developmental delays and health issues. Parents As Teachers educators achieve these goals by providing monthly/bimonthly home visits, group meetings, Stay and Play programs for parents and children together, developmental screenings, hearing and vision screening, bimonthly library/story hour, evening programs for fathers, and connecting families with community resources. The Parents As Teachers Born to Learn curriculum is based on current research in the areas of neuroscience and child development.

Raising Healthy Kids – Casa de los Niño's in partnership with Easter Seals Blake Foundation. A Community Health Specialist/home visitor will provide support for child/children with special health care needs, including those with a broad range of developmental delays and/or medical challenges such as spina bifida, congenital heart defects, cancer, traumatic brain injury, cystic fibrosis, failure to thrive, or children with significant behavioral issues. This program also provides information and activities on child development, as well as facilitation and support to access community resources based on family identified needs. Source: Home Visitation Resource Guide: Present through June 30, 2010 – First Things First Regional Partnerships Councils

Verde Valley Parenting Partnership provides tools for coping, problem-solving, stress management, life skills and home management skills with a goal of family self-sufficiency. Home visits begin prenatally or immediately after birth. Child development is assessed at regular intervals starting at 4 months of age.

Standard Home Visitor Qualifications and Training Requirements
• Behavioral Health Services • Division of Developmental Disabilities • Arizona Early Intervention • AHCCCS • Child Protective Services
Supervision
• Caseload – weighted to intensity (Consider Supervisor / Staff ratio) • Supervision – Set minimum Standards / Add Reflective Supervision Training • Supervised home visiting – mentoring

END NOTES

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[vi] Response to Intervention and the Pyramid Model. Fox, L, Carta, et. al. University of South Florida, Technical Assistance Center on Social Emotional Intervention for Young Children; www.challengingbehavior.org. 2009.

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[ix] Arizona Department of Health Services, Vital Statistics, Provisional Number of Births by County, Data as of January 12, 2010.

[x] http://www.marchofdimes.com/professionals/14332_1159.asp

[xi] ADHS http://www.azdhs.gov/plan/report/ahs/ahs2006/pdf/text_infants.pdf)

[xii] Child and Adolescent Health Measurement Initiative, *2007 National Survey of Children's Health*, Data Resource Center for Child and Adolescent Health website. Retrieved June 18, 2009 from www.nschdata.org)

[xiii] *2007 National Survey of Children's Health*

[xiv] http://www.childtrends.org/Files//Child_Trends-2009_04_07_RB_ChildreninPoverty.pdf

[xv] Arizona Department of Health Services, Vital Records, Births By Mothers Age Group and Community, Arizona 2008 and Selected Characteristics of Newborns and Mothers by Community, Arizona 2008; www.ADHS.vitalrecords.

[xvi] U. S. Census B17006. Poverty Status in the Past 12 Months of Related Children Under 18 Years by Family Type, by Age of related Children under 18 Years- Universe: Related Children Under 18 Years Data Set: 2006-2008 American Community Survey 3-Year Estimates Survey: American Community Survey.

[xvii] Overall Physical/Mental Health Status: National Survey of Children's Health, Data Resource Center; http://nschdata.org/DataQuery.aspx

[xviii] The National Survey of Children's Health is conducted every four years and is based on a sample of information from parents across the country. All responses are parent responses to the survey. The current survey is from 2007. All data are State level.

[xix] Overall Physical/Mental Health Status: National Survey of Children's Health, Data Resource Center; http://nschdata.org/DataQuery.aspx

[xx] National Health and Nutrition Examination Survey (NHANES) http://www.cdc.gov/obesity/childhood/index.html).

[xxi] (http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5828a1.htm)

[xxii] (http://www.cdc.gov/obesity/childhood/index.html)

[xxiii] Arizona Department of Health Services, ASIS, December 2009

[xxiv] Arizona Department of Economic Security, Child Welfare Reporting Requirements, Semi Annual Reports for April 2009 – September 2009.

[xxv] ADHS http://www.azdhs.gov/plan/report/ahs/ahs2006/pdf/text_infants.pdf)

ATTACHMENT J – First Things First State Statute

ATTACHMENT J – First Things First State Statute

Chapter 13 EARLY CHILDHOOD DEVELOPMENT AND HEALTH PROGRAMS

Article 1 General Provisions

8-1151. Findings and declarations

(Caution: 1998 Prop. 105 applies)

A. The people of Arizona find that:

1. Early learning experiences directly impact a child's long-term educational success. Research shows that that the majority of a child's brain structure is formed before age three and that the years between birth and kindergarten are when children develop many of their language skills, thought processes, self-confidence, discipline and values.

2. Health, vision and dental screenings that detect children's health problems early enable them to receive the care they need to grow and thrive.

3. Children entering school who have had high-quality early childhood developmental experiences, inside the home or in other settings of their parents' choice, are better able to succeed academically and have greater opportunities.

4. All Arizonans benefit from providing early childhood development opportunities for our children. For children, such efforts give them a healthy start and an opportunity to succeed. For parents, the availability and affordability of quality early childhood development programs helps them retain jobs and earn higher incomes. For taxpayers, early development programs save tax dollars by lowering drop-out rates, reducing crime and cutting the cost of social services.

5. All Arizona children should begin school with the skills they need for long-term educational and personal success.

6. For these reasons, the people of Arizona find that providing dedicated funding to improve the quality, accessibility and affordability of early childhood development opportunities in the setting of the parents' choice should be one of the state's top priorities.

B. The people of Arizona therefore declare our intent to provide the necessary coordination and funding for early childhood development and health programs in Arizona that will:

1. Work with parents, community leaders, local governments, public and private entities and faith-based groups to improve the quality of and increase access to early childhood development programs in communities throughout the state.

2. Increase access to preventive health programs and health screenings.

3. Offer parents and families support and education about early child development and literacy.

4. Recognize the diversity of Arizona communities and give them a voice in identifying programs to address their particular needs.

5. Provide training and support to early childhood development providers.

6. Be subject to accountability and audit requirements, including requirements that the success of the board and regional partnerships, as well as the programs they undertake and fund, be measured by outcomes for children and families.

8-1152. Definitions

(Caution: 1998 Prop. 105 applies)

In this chapter, unless the context otherwise requires:

1. "Board" means the Arizona early childhood development and health board established by this chapter.

2. "Early childhood development and health programs" means programs and services provided to children prior to kindergarten and their families for the purpose of assisting child development by providing education and other support, including parent and family support programs, child care, preschool, health screenings and access to preventive health services.

Article 2 Regional Partnerships

8-1161. Responsibilities of regional partnership councils

(Caution: 1998 Prop. 105 applies)

A. Each regional partnership council shall identify the assets available for early childhood development and health programs in its region, including opportunities for coordination and use of other available funding sources.

B. Based on that information, each regional partnership council shall identify and prioritize the unmet need for early childhood development and health programs in its region.

C. Each regional partnership council shall submit a report detailing assets, coordination opportunities and unmet needs to the board biannually. The regional partnership council's needs and assets assessment shall be forwarded to the board for final approval no later

than September 1 of each even-numbered year, beginning in 2008. The board shall have discretion to approve or reject a council's assessment in whole or in part or to require revisions. The board shall act on all needs and assets assessments no later than October 1 of each even-numbered year, beginning in 2008.

D. Each regional partnership council shall annually develop a regional plan for the expenditure, during the next fiscal year, of funds budgeted by the board pursuant to 8-1184 to meet the needs identified in its region.

1. A regional funding plan may include programs and services to be conducted by the council directly as well as programs and services to be provided by private, public, governmental and faith-based organizations through funding grants.

2. A regional funding plan shall include amounts requested, if any, to complete the regional needs and assets assessments required by this section. These needs and assets assessments may be funded with monies from the program account established pursuant to section 8-1181.

3. Each regional partnership council shall submit its annual regional funding plan to the board for approval no later than January 1 of each year, beginning in 2009. The board shall have discretion to approve or reject a council's plan in whole or in part or to require revisions. The board shall act on all regional funding plans no later than February 1 of each year, beginning in 2009.

E. After its regional plan has been approved by the board, each regional partnership council shall conduct the approved programs directly and/or make the approved grants pursuant to section 8-1173.

F. The board may, on a finding of good cause, approve needs and assets assessments and regional funding plans received after the deadlines set forth in this section, including revised assessments or plans re-submitted in response to board action revising or rejecting a submitted assessment or plan.

G. Each regional partnership council shall increase parents' and providers' access to information about early childhood development and health programs. Methods for meeting this requirement include:

1. Providing information about the programs and services provided by the board, the council and grant recipients.

2. Providing information about existing federal, state, local and private sources of funding available to improve the quality of and access to early childhood development and health programs.

3. Providing support and training for early childhood development and health providers.

4. Informing providers and parents about licensing and other requirements for early childhood development and health providers.

5. Fostering cooperation among early childhood development and health providers in order to increase the number of children and families served and improve outcomes for children and families served.

H. Each regional partnership council may solicit private funds from individuals, corporations and foundations to support its efforts to improve the quality of and access to early childhood development and health programs in its region. The board must approve any gifts received in response to council solicitations. Approved gifts shall be deposited into the private gifts account of the early childhood development and health fund pursuant to section 8-1182.

8-1162. Composition of regional partnership councils; reimbursement of expenses; immunity

(Caution: 1998 Prop. 105 applies)

A. Each regional partnership council shall be made up of eleven members who reside or work in the region, including at least:

1. One parent of a child aged five or younger at the time of their appointment to the council.

2. One child care provider.

3. One health services provider.

4. One public school administrator. For the purposes of this requirement, charter schools established pursuant to title 15 are considered public schools.

5. One early childhood educator.

6. One member of the business community.

7. One representative of the faith community.

8. One representative of a philanthropic organization.

9. If an Indian tribe is located in the region, one public official or employee or a tribal government.

B. Members of the regional partnership councils shall be appointed by the board after a public application process and with the input of the regional partnership council.

C. Members of the regional partnership councils shall serve four year terms, to begin and end July 1.

D. Members of the regional partnership council who miss more than three meetings without excuse or resign their membership shall be replaced by the board after a public application process and with the input of the regional partnership council.

E. Council members are not eligible to receive compensation, they are eligible for travel expenses and reimbursement for subsistence pursuant to title 38, chapter 4, article 2. Reimbursement shall be paid from the administrative costs account of the early childhood development and health fund established by section 8-1181 on claims approved by the executive director.

F. Members of the council are immune from personal liability with respect to all acts done and actions taken in good faith within the scope of their authority during duly constituted regular and special meetings with approval of a majority of the council.

8-1163. Staff support for regional partnership councils

(Caution: 1998 Prop. 105 applies)

A. The executive director of the board shall hire regional directors to provide support to regional partnership councils in meeting their responsibilities.

B. With the approval of the board, the executive director may also hire additional regional staff to support the regional partnership councils.

C. A regional director may be responsible for more than one region and a region may be assigned more than one staff person in addition to its director.

8-1164. Designation of regions

(Caution: 1998 Prop. 105 applies)

A. The board shall designate regions covering the entire state, each of which shall have a regional partnership council as provided by this article.

B. When designating regions, the board shall consider existing regional boundaries and organizations, distribution of populations and services and other factors demonstrating relationship or cohesion of persons and organizations within a region.

C. The board shall make initial regional designations no later than December 1, 2007. The board may redesignate regions in its discretion no later than January 15 of any even-numbered year, beginning in 2010.

D. Indian tribes recognized by the federal government with tribal lands located in the state of Arizona may:

1. Participate in the designated geographical region or regions in which their tribal lands are located.

2. Elect to have its tribal lands treated as a separate region by the board. If a tribe so elects, it shall inform the board by March 1 of any even-numbered year, beginning in 2008, that it wishes to be treated as a separate region for the next two fiscal years.

Article 3 Programs to Increase the Quality of and Access to Early Childhood Development and Health Services

8-1171. Regional and statewide direct and grant program requirements; permitted objectives

(Caution: 1998 Prop. 105 applies)

Programs undertaken by the board and the regional partnership councils, either directly or through the award of grants, shall accomplish one or more of the following objectives:

1. Improving the quality of early childhood development and health programs.

2. Increasing access to quality early childhood development and health programs.

3. Increasing access to preventive health care and health screenings for children through age five.

4. Offering parent and family support and education concerning early child development and literacy.

5. Providing professional development and training for early childhood development and health providers.

6. Increasing coordination of early childhood development and health programs and public information about the importance of early childhood development and health.

8-1172. Program and grant proposal requirements

(Caution: 1998 Prop. 105 applies)

Grant proposals seeking funding from either the board or a regional partnership council and proposals for programs to be conducted directly by a regional partnership council must include:

A. A detailed description of how the funds will be used.

B. An explanation of how the program will meet one or more of the objectives permitted by section 8-1171.

C. An explanation of how the program will meet the needs identified in the most recent statewide or regional needs and assets assessment prepared pursuant to section 8-1192 or 8-1161.

D. An explanation of how the program has made or will make use of other available resources, including federal, state, local and private monies, to achieve its objectives.

E. A description of the financial controls and accountability measures the program will employ.

F. A description of how the program will evaluate its success in meeting the identified objectives and obtaining outcomes for children and families.

8-1173. Procedures for the award of regional grants

(Caution: 1998 Prop. 105 applies)

A Upon approval of its regional funding plan by the board, each regional partnership council shall publicize the grants permitted by the plan in the community and encourage the submission of grant proposals from public and private entities in the region for programs to achieve the goals of the authorized grants.

B. Each regional partnership council shall review grant proposals for compliance with the requirements of section 8-1172 and shall select grantees to recommend to the board.

C. In addition to complying with the conflict of interest provisions of title 38, chapter 3, article 8, no regional partnership council member shall vote on, or participate in the discussion of, any grant proposal in which any entity by which they are employed or on whose board they serve has a substantial interest, as defined by section 38-502.

D. Each regional partnership council shall forward to the board all of the grant proposals it has received, along with its recommendations for which grants should be awarded and an explanation of how those grant proposals will comply with the approved regional funding

plan. Regional recommendations must be forwarded to the board no later than May 15 of each year, beginning in 2009.

E. The board shall have discretion to approve or reject a regional partnership council's recommendations, in whole or in part. The board shall act on all regional grant proposals no later than June 15 of each year, beginning in 2009.

F. The board may, on a finding of good cause, approve the funding of grant proposals received from a council after the deadlines set forth in this section, including revised recommendations re-submitted in response to board action revising or rejecting a grant recommendation.

G. In evaluating direct program and grant program proposals, the regional partnership council and board must consider:

1. The extent to which the program will meet needs identified in the most regional and/or statewide needs and assets assessment.

2. The extent to which the program has made or will make use of other existing resources, including federal, state and private funds, to achieve its objectives.

3. The overall needs of the region and the state, as identified in the regional and statewide needs and assets assessments.

4. The adequacy of the means by which the applicant proposes to evaluate the success of the program.

5. The adequacy of the financial controls and accountability measures proposed by the applicant.

8-1174. Program and grantee accountability

(Caution: 1998 Prop. 105 applies)

A. Within 45 days of the end of the program funding or grant period, all regional partnership councils conducting programs directly and all grant recipients must provide the following information in a form prescribed by the board:

1. A description of the use of funds.

2. The number of children and families served by the program.

3. The percentage of children and families served by the program whose family incomes are no more than 100 percent of the federal poverty guidelines as defined by section 46-801(9).

4. A detailed accounting of funds.

5. An assessment of the success of the program in meeting the identified objectives and obtaining outcomes for children using the measures described in the program or grant application pursuant to section 8-1172.

B. Regional grant recipients shall provide the required information to the regional partnership council in their region; the regional partnership council shall forward that information to the board. State grant recipients and regional partnership councils conducting programs directly shall provide the required information directly to the board.

C. The board may, at its discretion, request additional information from regional partnership councils or grant recipients about the funded programs. In addition, all regional partnership council program records and grantee records, including financial records, are subject to review by the board at its discretion at any time during the period that funding is provided and for five years after the funding or grant period has ended.

D. Regional partnership council programs and grant recipients are subject to an independent audit at the discretion of the board at any time during the period funding is provided and for five years after the funding or grant period has ended.

Article 4 Funding Sources and Administration

8-1181. Early childhood development and health fund

(Caution: 1998 Prop. 105 applies)

A. The early childhood development and health fund is established consisting of funds transferred pursuant to subsection D; federal, state, local and private funds accepted by the board pursuant to 8-1182; and any monies appropriated to the board by the legislature. The board shall administer the fund.

B. The early childhood development and health fund is divided into the following accounts: the program account, the administrative costs account, the private gifts account, the grant monies account and the legislative appropriations account.

C. Monies in the program, administrative costs, private gifts and grant monies accounts of the fund are not subject to legislative appropriation and are exempt from the provisions of section 35-190 relating to lapsing of appropriations.

D. Ninety percent of the monies deposited into the early childhood development and health fund pursuant to section 42-3373 shall be deposited into the program account and ten

percent of the monies shall be deposited into the administrative costs account. Administrative costs of the board, including staff compensation, may only be paid from the administrative costs account. Funds may be transferred by the board from the administrative costs account to the program account, but funds may not be transferred from the program account to the administrative costs account. Funds may be transferred by the board from the private gifts account and the grant monies account to the administrative costs account to cover the administrative costs of programs and activities undertaken using gift or grant monies.

E. The board may invest any unexpended monies in the fund as provided in title 35, chapter 2. Interest and other income from investments of monies in any account shall be credited to that account except as otherwise provided by law.

8-1182. Acceptance of gifts and grants; acceptance of federal, state and local monies; use

(Caution: 1998 Prop. 105 applies)

A. The board may accept and spend federal, state and local monies and private grants, gifts, contributions and devises to assist in carrying out the purposes of this chapter.

B. Federal, state, or local monies received pursuant to this section shall be deposited in the grant monies account established by section 8-1181 and shall be used in accordance with the conditions placed on those monies by the government making the grant of funds.

C. Private grants, gifts, contributions and devises shall be deposited in the private gifts account established by section 8-1181 and shall be used in accordance with the permissible conditions, if any, placed on the use of those monies by the donor.

8-1183. Prohibition on supplantation of state funds; additional legislative appropriations

(Caution: 1998 Prop. 105 applies)

Program and grant funds distributed under this chapter and other expenditures by the board pursuant to section 8-1192 shall supplement, not supplant, other state expenditures on, and federal monies received for, early childhood development and health programs. This section shall not prohibit the legislature from appropriating money to board programs or vesting the board with authority to spend additional, legislatively appropriated funds on early childhood development and health programs.

8-1184. Budget and funding process

(Caution: 1998 Prop. 105 applies)

A. Upon receipt and approval of the regional partnership councils' needs and assets assessments pursuant to section 8-1161, the board shall begin its annual budgeting process.

B. Beginning in 2008, on or before November 1 of each year the board shall hold a public hearing to adopt a budget for the next fiscal year that includes:

1. Receipts during the past fiscal year and current fiscal year to date.

2. Expenditures during the past fiscal year and current fiscal year to date.

3. Estimates of amounts necessary for expenses during the next fiscal year including amounts proposed for:

(a) Funding of regional plans pursuant to sections 8-1161 and 8-1173.

(b) Statewide grants pursuant to section 8-1192.

(c) Statewide and regional programmatic and educational activities of the board pursuant to sections 8-1192 and 8-1161.

(d) Administrative costs of the board and the regional partnership councils.

(e) Expenditure of funds from federal, state, or local grants and/or private gifts, if any.

4. Anticipated revenue to the board from each source available for expenditure in the next fiscal year.

5. A complete asset and liability statement.

6. Cash on hand as of the date the budget is adopted and the anticipated balance at the end of the current fiscal year.

7. An itemized statement of commitments, reserves and anticipated obligations for the next fiscal year.

C. The board may amend the budget on a finding of good cause.

8-1185. Allocation of funds

(Caution: 1998 Prop. 105 applies)

A. Of the monies expended in a fiscal year from the program account of the early childhood development and health fund established by section 8-1181, no more than ten percent may be used to fund statewide grants or programs undertaken directly by the board pursuant to section 8-1192.

B. Of the monies in the program account used to fund approved regional plans in a fiscal year, thirty-five percent must be provided to fund regional plans based on the population of children aged five and younger in the region. Forty percent must be provided to fund regional plans based on the population of children aged five and younger in the region whose family income does not exceed one hundred percent of the federal poverty guidelines as defined by section 46-801(9). The remaining twenty-five percent may be used to fund regional programs without consideration of regional population. For the purpose of this section, the board shall estimate population based on available information and using a method chosen at its discretion.

8-1186. Annual audit

(Caution: 1998 Prop. 105 applies)

A. The board shall cause an annual financial audit to be conducted of each of the board's funds, accounts and subaccounts by an independent certified public accountant within one hundred twenty days after the end of the fiscal year.

B. The board shall immediately file a certified copy of the audit with the auditor general. The auditor general may make such further audits and examinations as necessary and may take appropriate action relating to the audit or examination pursuant to title 41, chapter 7, article 10.1. If the auditor general takes no further action within thirty days after the audit is filed, the audit is considered to be sufficient.

C. The board shall pay negotiated and approved fees and costs of the certified public accountant and auditor general under this section from the administrative costs account of the early childhood development and health fund established by section 8-1181.

Article 5 Early Childhood Development and Health Board

8-1191. Members; appointment; terms; oath; immunity

(Caution: 1998 Prop. 105 applies)

A. The Arizona early childhood development and health board consists of nine appointed members and, as non-voting ex officio members, the superintendent of public instruction, the director of the department of health services and the director of the department of economic security. The non-voting ex officio members may designate a member of their departmental staff responsible for early childhood development and health issues to participate as their representative.

B. Appointed members shall be appointed by the governor pursuant to section 38-211. The term of each appointed member is six years, to begin and end on the third Monday in January.

C. Appointments to the board shall meet the following criteria:

1. Appointed members shall have demonstrated interest and/or experience in early childhood development and health.

2. The appointed members of the board shall include residents of at least four different counties.

3. No more than four appointed members of the board may be residents of the same county.

4. No more than four appointed members of the board may be registered members of the same political party.

5. No appointed members of the board may have a substantial interest in the provision of early childhood education services, as that term is defined by Arizona's conflict of interest law, section 38-502.

D. Each appointed member of the board shall take the oath of office before entering upon the duties of the member's office.

E. Members of the board are immune from personal liability with respect to all acts done and actions taken in good faith within the scope of their authority during duly constituted regular and special meetings with approval of a majority of the board.

8-1192. Powers and duties

(Caution: 1998 Prop. 105 applies)

A. The early childhood development and health board shall:

1. Conduct a biannual assessment of existing early childhood development and health programs in the state of Arizona, including an analysis of any unmet early childhood development and health needs of Arizona children; utilization of available federal, state and private funds; suggestions for improved program coordination; and outcomes for children and families. The board shall submit a report of its findings and recommendations to the governor, the president of the senate and the speaker of the house of representatives on or before December 15 of every odd-numbered year beginning in 2007 and shall provide a copy of this report to the secretary of state and the director of the

Arizona state library, archives and public records. The report shall be distributed in accordance with section 41-4153.

2. Review and approve the biannual regional needs and assets assessments prepared pursuant to section 8-1161.

3. Administer the distribution of funds from the early childhood development and health fund established by section 8-1181 for programs and grants in accordance with the provisions of sections 8-1161 and 8-1173.

4. Prepare an annual report describing the activities of the board, including a description of funds distributed and spent pursuant to sections 8-1161, 8-1173 and 8-1192 and a description of the outcomes for children and families achieved by the board, the regional partnership councils, and the grant recipients. The board shall submit the report to the governor, the president of the senate and the speaker of the house of representatives on or before September 15 of each year, beginning in 2008, and shall provide a copy of this report to the secretary of state and the director of the Arizona state library, archives and public records. The report shall be distributed in accordance with section 41-4153.

5. Solicit private funds from individuals, corporations and foundations to support improving quality of and access to early childhood development and health opportunities for Arizona children. Solicited funds shall be deposited into the private gifts account of the early childhood development and health fund pursuant to section 8-1182 and may be spent on statewide or regional grants or direct programs.

6. Keep a record of its own proceedings.

7. Adopt procedures for its meetings and elect officers.

8. Coordinate with other agencies involved with early childhood development and health issues.

B. The early childhood development and health board may:

1. Authorize expenditure of funds from the early childhood development and health fund established by section 8-1181 for programs and services to enhance the quality of or access to early childhood development and health opportunities for Arizona children. These funds may be used to operate programs and services provided directly by the board, to fund statewide grant programs, or to fund regional or local grants to test innovative early childhood development and health programs.

2. Authorize expenditure of funds from the grant monies and private gifts accounts for programs and services to enhance the quality of or access to early childhood development and health opportunities for Arizona children.

3. Adopt rules pursuant to title 41, chapter 6 to carry out this chapter.

4. Contract with any private party and enter into interagency and intergovernmental agreements pursuant to title 11, chapter 7, article 3 with any public agency.

5. Sue and be sued.

6. Hire staff and consultants, including legal counsel.

8-1193. Public record, open meeting, and conflict of interest laws

(Caution: 1998 Prop. 105 applies)

The Arizona early childhood development and health board and the regional partnership councils are public agencies. They are therefore subject to:

1. The open meeting law, title 38, chapter 3, article 3.1

2. The public records law, title 39, chapter 1.

3. The conflict of interest law, title 38, chapter 3, article 8.

8-1194. Meetings; travel expenses

(Caution: 1998 Prop. 105 applies)

A. The board shall hold at least six regular meetings annually at times it directs. Special meetings may be held on the call of the presiding officer.

B. Members of the board are not eligible to receive compensation but are eligible for travel expenses and reimbursement for subsistence pursuant to title 38, chapter 4, article 2. Reimbursement shall be paid on claims approved by the executive director from the administrative costs account of the early childhood development and health fund established by section 8-1181.

8-1195. Executive director compensation; duties; regional and board staff; central office; expenditure of funds

(Caution: 1998 Prop. 105 applies)

A. The board shall appoint and set the compensation of the executive director.

B. The executive director is responsible for managing, administering and supervising the activities of the board's staff, including regional directors and staff hired pursuant to section 8-1163.

C. The executive director shall appoint and set the compensation of:

1. Regional directors and staff as authorized by the board pursuant to section 8-1163.

2. Additional board staff necessary to perform the duties specified by this chapter.

D. The executive director, regional directors, regional staff and other board staff are eligible to receive compensation pursuant to section 38-611 and are public employees for purposes of title 38. Their compensation may only be paid from the administrative costs account established by section 8-1181.

E. The executive director shall establish, equip and maintain a central office and such field offices as the executive director deems necessary.

F. The executive director or his designee shall authorize all expenditures of money under this chapter, which shall be paid as other claims against this state out of the early childhood development and health fund established by section 8-1181.

ATTACHMENT K – First Things First Tribal Consultation Policy

ATTACHMENT K – First Things First Tribal Consultation Policy

First Things First
Arizona Early Childhood Development and Health Board
Arizona Tribal Government Consultation Policy

INTRODUCTION:

The purpose of First Things First is to aid in the creation of a system that offers opportunities and supports for families and communities in the development of all children so they can grow up healthy and ready to succeed. Our work involves community partners, volunteer Regional Partnership Councils for early childhood planning and Arizona Tribes who, working together, will help create a system that grows and sustains a network of early childhood programs and services. We all share the belief that Arizona's children are our greatest asset and deserve opportunities for positive health and developmental outcomes. To this end, a Tribal Government Consultation Policy has been established to provide direction for this task.

BACKGROUND:

First Things First recognizes that a unique government-to-government relationship exists between Indian Tribes, the Federal Government and State Governments. This policy establishes the basic principles that govern the Arizona Early Childhood Development and Health Board (AZECDH), also known as, and hereinafter referred to as, First Things First, and its interactions with Arizona Tribal Governments.

- First Things First acknowledges that the United States Government has a unique relationship with American Indian Tribes as set forth in the Constitution of the United States, treaties, statutes, court decisions, executive orders and memoranda.
- First Things First recognizes **Tribal Sovereignty** as the inherent authority of American Indian Tribes to govern themselves. The United States recognizes this sovereignty and stresses that it is government-to-government relations that occur between the Federal Government and the American Indian Tribes.
- First Things First is committed to operating within a **government-to-government** relationship with federally recognized Arizona American Indian Tribes, and to advance self-governance for such Tribes. First Things First, to the greatest extent possible and to the extent permitted by law, will consult with Tribal Governments prior to taking actions that have substantial direct effects on federally recognized Tribes. In order to ensure that the rights of sovereign Tribal Governments are fully respected, all such consultations are to be open so that Tribal Governments may evaluate for themselves the potential impact of relevant proposals.
- First Things First accepts Tribal Governments as the appropriate form of government in Indian country through the adoption of the "Tribal **Self-Determination**" policy. The Indian Self-Determination and Education Assistance Act of 1975 (Self-Determination Act) entitles Tribes and Inter-Tribal consortia to take over administration of federal programs for the benefit of their members through "self-determination contracts" with the Federal Departments of the Interior and of Health and Human Services.
- First Things First acknowledges the rich cultural diversity of Arizona's twenty-two federally recognized Tribes. According to the 2000 Census, there are over 250,000 Native Americans living in Arizona. Reservations and Tribal communities comprise over a quarter of Arizona's lands.
- First Things First acknowledges self governance as expressed by the right of Arizona Tribes to make their own determination whether or not to become their own Region.

- ❖ First Things First acknowledges self-determination by Arizona Tribes and recognizes Arizona Tribes as owners of their indigenous knowledge, cultural resources and intellectual property.
- ❖ First Things First recognizes Arizona Tribes as sovereign nations which have the right to regulate research and data on their tribal lands. First Things First honors tribal ownership of data and recognizes communication is necessary with Arizona Tribes to determine what process/protocol is needed to obtain data. First Things First also recognizes the need for communication on the reporting of data. It is our intent to protect the confidentially of individuals and all data gathered will be reported in the aggregate and held in strictest confidence. Steps will be taken to ensure that primary data collected from the Tribes is not transferred to any other party without formal agreement between the Tribe and First Things First. Moreover, First Things First will provide copies of draft reports, publications and final reports prior to publication and dissemination. First Things First recognizes that following tribal protocols ensures participation and involvement among the tribal leadership and communities in the work being completed by the Regional Partnership Councils and First Things First.

AUTHORITY:

State

- State of Arizona Executive Order 2006-14---Consultation and Cooperation with Arizona Tribes
- Arizona Early Childhood Development and Health Initiative, Title 8, Arizona Revised Statutes

Federal Government

The special relationship between the Federal Government and American Indian Tribes is affirmed in statutes, legislation and various Presidential Executive Orders including, but not limited to:

- The Snyder Act, P.L. 67-85
- Indian Self-Determination and Education Assistance Act, P.L. 93-639, as amended
- Native American Programs Act, P.L. 93-644, as amended
- Indian Health Care Improvement Act, P.L. 94-644, as amended
- Personal Responsibility and Work Opportunity Reconciliation Act of 1966, P.L. 104-193
- Native American Languages Act of 1990, P.L. 104-477
- Presidential Executive Memorandum to the Heads of Executive Departments, April 29, 1994
- President Bush's Executive Order on American Indian and Alaska Native Education, April 30, 2004
- Presidential Memorandum, Government-to-Government Relationships with Tribal Governments, September 23, 2004

DEFINITIONS:

Consultation – Consultation is the meaningful and timely dialogue with appropriate officials and representatives of tribal governments. Consultation emphasizes trust and respect, and requires the open exchange of information, full and candid expressions of views, and a commitment to fully consider other views during decision-making. Consultation seeks mutually acceptable resolutions to the extent possible. Consultation occurs when the Chairperson, Vice-Chairperson or member of the First Things First Board, Executive Director, Deputy Executive Director or their designee and a recognized Tribal President, Tribal Governor, Tribal Chairperson, Elected Tribal Leader or their designee formally meet or exchange written correspondence to discuss issues concerning either Government. Consultation shall

occur on a regular basis, and may occur on an "as needed" basis as well when the Tribes and First Thing First raise issues that need to be addressed. Either party may initiate consultation when issues are identified.

Federally Recognized Tribe - An American Indian Tribe, Alaska Native Tribe, Band, Nation, Pueblo, Village or Community with whom the Federal Government maintains an official government-to-government relationship, established by a federal treaty, statute, executive order, court order or a federal administrative action is considered a federally recognized Tribe. The Bureau of Indian Affairs (BIA) maintains and regularly publishes the list of Federally Recognized Tribes.

Government-to-Government Relationship - The term was first used by Tribes and the Federal Government and is grounded in treaties, statutes and executive orders. It is also used to describe the relationship between Tribes and State Governments.

Joint Tribal/State/Federal Workgroup and/or Task Forces - A group composed of elected Tribal officials and First Things First officials who will work on a particular policy, practice, issue and/or concern.

Tribal Officials - Tribal Officials are considered elected or duly appointed Officials of Federally recognized American Indian Tribes.

Tribal Liaison - Tribal staff member designated by Tribal Leaders that is knowledgeable about Tribal programs and services, has access to the Elected Leaders of the Tribe and is authorized to maintain communication with First Things First and Regional Partnership Councils.

RESPONSIBILITY:

The responsibility for the administration and enforcement of the First Things First Tribal Government Consultation Policy lies with the Executive Director, Deputy Executive Director and Assistant Directors, working with and through the First Things First Tribal Liaison. It is equally important to recognize Regional Partnership Councils who are responsible for the needs and assets assessment, planning, programs and service implementation for early childhood development and health improvements in their regions. These Regional Partnership Councils share in the decision-making with the Arizona Tribal leadership and program staff.

OBJECTIVES:

1. To formalize the requirement of First Things First to seek consultation and the participation of Arizona Federally Recognized Tribes with existing, potential and new early childhood development and health policies and actions that would have a significant impact on Arizona Tribes.
2. To establish consistent communication with Tribal Leaders of each Tribe and the leadership of the Board and staff of First Things First and members of FTF Regional Partnership Councils.
3. To ensure consistent application of the Tribal Government Consultation Policy among all First Things First Board, staff members and members of FTF Regional Partnership Councils.
4. To ensure that information and data regarding Tribal members are reviewed with the Tribe prior to release or use.

CONSULTATION PROCESS:

First Things First will engage in consultation with Arizona Tribes about existing, changing or new policy issues affecting Tribes. First Things First, in communication with the Tribe, must determine the level of consultation necessary, whether through correspondence, meetings or Notice of Public Comment.

1. Tribal Consultation will be held to solicit Tribal comments and recommendations on policy matters affecting Arizona Tribes. These sessions whether work sessions, forums or meetings will provide the opportunity for meaningful dialogue and effective participation by Arizona Tribes.
2. Consultation with a single Indian Tribe will not substitute for consultation with other Tribes on issues that may affect more than one Tribe.
3. Arizona Tribes may meet one-on-one with the Executive Director, Deputy Executive Director, Assistant Directors or designated representative to consult on First Things First issues specific to the Tribe, but should recognize that decisions for First Things First can only come from the Board and/or Executive Director. Conversely, First Things First recognizes decisions for an individual Tribe can only come from its elected leader(s) and/or by action of its Tribal Council.
4. When a Tribal Leader or appointed Official requests additional information or provides feedback regarding an issue, First Things First shall communicate, verbally or through written correspondence, with the Official to provide a timely and substantive response.
5. First Things First may provide written notice and a solicitation for feedback to non-Tribal organizations such as the Advisory Council on Indian Health Care, the Inter-Tribal Council of Arizona, Indian Health Services, Native Connections and Urban Indian Health Care Programs/Indian Centers and other state agencies such as the Arizona Departments of Education, Economic Security, Health Services, Arizona Health Care Cost Containment System or the Commission on Indian Affairs. Such communication does not substitute for direct communication with Arizona Tribes nor is a substitute for each Arizona Tribe making its own determination of what is best for the Tribe and its people.
6. Policy development through the Tribal consultation process may be undertaken by Arizona Tribes, Regional Partnership Councils and FTF Board and staff members.
7. The First Things First Tribal Consultation Policy shall be posted on the agency website, filed with the Office of the Governor and offered to Tribes for posting as they deem appropriate.

ONGOING PARTNERSHIPS:

Trust between and among Arizona Tribes and First Things First is essential in building a good consultative relationship. To establish and maintain trust:

- First Things First will meet with Arizona Tribes on a consistent basis as mutually agreed upon. If follow-up is needed, the First Things First Tribal Liaison or other designated staff will provide the follow-up.
- First Things First is committed to developing cooperative relationships with Arizona Tribes. First Things First will invite Tribal Government Officials and Early Childhood Representatives to training programs when and where appropriate and encourages Tribes to request participation if they so desire.
- First Things First will solicit Tribal Officials and Leaders for participation on Partnership Councils, special committees and work groups that will either directly or indirectly affect Arizona Tribes.
- First Things First will utilize various communication strategies, including electronic communication that supports interactive communication and understanding with Tribal Governments.

REPORTING:

By June 30th of each year, First Things First shall review their Tribal Consultation Policy and submit an electronic report to the Governor and the Legislature describing all actions taken as a result of the implementation of the Tribal Consultation Policy. Electronic copies of these annual reports shall be provided to the Arizona Commission of Indian Affairs, which will make them available to Arizona Tribal Leaders.

SUMMARY

This policy is reflected in the First Things First Agency Strategic Plan, which confirms the belief that First Things First will develop and maintain a culture of strong collaboration and cooperation both internally and externally with the Board, staff, Regional Council members, Arizona Tribes and community partners. First Things First recognizes this Tribal Government Consultation Policy will be a developing document, changing as circumstances and Tribal input indicate a need for revisions.

ATTACHMENT L – ADE & FTF Child Identifier Matching Requirements and Logic

ATTACHMENT L – ADE & FTF Child Identifier Matching Requirements and Logic

SAIS Student ID Matching logic:

Certain Enrollment codes and our Personal Information transaction can be submitted without designating the student's SAIS ID. The SAIS system has in place logic that helps determine if a student submitted without a SAIS ID should get a new SAIS ID or is actually another student in our system. We have set a number of criteria and weighted them in such a fashion to help us determine this.

The current weighting system:
Birthdate = 21 points
Birthdate + Gender = 16 points
First Name = 25 points
Middle Name = 15 points
Last Name = 23 points
Last Name at birth = 15 points
(same as last name student goes by)
Responsible Party's Last Name = 10 points
Prev. Sch. + Prev. Sch. Stud. ID = 25 points
TOTAL = 150 points possible

All of the above elements exist in both the Enrollment and Personal Information transactions. Note that not all are required, so this is taken into account in the setting of weighted point threshold. If one of these transactions comes into SAIS without the SAIS ID, we will use a weighted scoring and threshold system to determine the following:

- Determine that a "perfect match" exists and assign the SAIS ID from this match
- Send the transaction to manual matching for further analysis

- Determine that this is a new student and assign a new SAIS ID

The current thresholds include:

- Perfect Match – added weighted values must be >= 110 points
- Sent to Manual Matching - added weighted values must be between 80-109 points
- New SAIS Id (new student) added weighted values must be <= 79 points

These thresholds are designed to be changeable at the request of internal ADE stakeholders (namely the School Finance division).

Note that when students end up in manual matching, that there may be multiple matching possibilities. Our internal manual matching application has many and features to help trained personnel determine the correct SAIS ID for an individual student.

In addition, the following is excerpted from the October 2004 edition of *Inside SAIS* (http://www.ade.az.gov/sais/newsletters/2004/InsideSAISv2i8.pdf)

Matching

When a new enrollment or a Personal Information 'add' transaction is submitted without a SAIS ID, the SAIS software will try to match the student to an existing SAIS ID if possible. A complex system of weights and thresholds against submitted personal information is used and will result in one of three possible outcomes:

- Determined to be a "Perfect Match" automatically
- Sent to Manual Matching
- Determined to be a new student (new SAIS ID assigned automatically)

New students, preschoolers, and many kindergarten students will not have a SAIS ID yet, but a vast majority of students throughout Arizona should have SAIS IDs heading into FY 2005. At the beginning of each fiscal year, many enrollments or personal information add transactions without SAIS IDs will end up in Manual Matching. The Manual Matching queue can have thousands of students needing research and evaluation to determine the proper SAIS IDs at any one time. The research is taken seriously by trained personnel and can take some time to process.

Many instances of students being enrolled without a SAIS ID that end up in Manual Matching have been identified as having an E3 enrollment code. It can be determined that many of the large files that have many students needing matching could have been easily researched. If this pattern is detected, ADE can reject the file.

Both ADE and the LEAs can help this situation.

ADE Action Steps to Improve the Matching Process:

- Modify "possible duplicate submission" message to be more appropriate if file was rejected manually (*slated for FY 2005*).
- Possibilities for FY 2006 and beyond:
    - Additional staff resource in 1st quarter of fiscal years
    - Break out "Other and Private" from E3 to close the loophole and require students from other districts to have a SAIS ID submitted in the uploaded enrollment record.
    - Add a warning stating the enrollment or personal information 'add' was manually matched.
    - Other items to be determined at a later time

LEAs have a great advantage over ADE in determining a student's SAIS ID because LEAs have the physical student present and have all of the paperwork at hand. Also, the LEAs can contact other schools for this information (ADE cannot).

LEAs Action Steps to Determine a Student's SAIS ID:

- Student's enrollment paperwork should usually have the SAIS ID if this is not the first time enrolled in Arizona.
- SAIS ID search tool
    - Use as many fields as possible
- Contact previous school.
    - Focus on cooperating with other schools. Remember, there is always someone on the other end who is in the same situation you are in!

If you have a specific matching issue, please contact the ADE Support Center via email at ADESupport@ade.az.gov or by phone at 602-542-7378.

[1] (http://www.acf.hhs.gov/programs/ohs/about/index.html#mission)

[1] (http://www.azheadstart.org/AHSA_About.htm)

ATTACHMENT M – Program Guidelines for High Quality Early Education: Birth through Kindergarten

PROGRAM GUIDELINES FOR HIGH QUALITY EARLY EDUCATION:

BIRTH THROUGH KINDERGARTEN

3RD EDITION



ACKNOWLEDGEMENTS

In 1993, the State Board of Education's Early Childhood Advisory Council originally developed the early childhood guidelines with input from early childhood educators from local school systems, colleges, Head Start programs, and universities as well as business and community representatives throughout the state. We would like to acknowledge and thank the many early childhood professionals who contributed to the first and second editions of the Guidelines for Comprehensive Early Education Programs. Their hard work, vast knowledge, and expertise set the foundation for today's document.

As Arizona's early childhood education systems experienced significant changes, such as increased access to full-day kindergarten and the establishment of First Things First (FTF), it became clear that the current edition of the Guidelines for Comprehensive Early Education Programs required restructuring to meet the ever changing needs of our state's early childhood programs. Recognizing these changes, it became apparent that the scope of the guidelines needed to be expanded to effectively include the wide variety of early childhood programs serving children from infancy through kindergarten throughout the state. In a joint effort to create a more complete picture of quality early childhood programs, The Arizona Department of Education (ADE) and First Things First have established these Program Guidelines for High Quality Early Education: Birth through Kindergarten.

A core group of individuals worked diligently on this document, led by Mariko Whelan (ADE) and Allison Landy (FTF) in conjunction with the following individuals, Amy Corriveau, Terry Doolan, Alma Quintana, Valerie Andrews-James, and Holly Ford from ADE; Sandy Foreman and Kesara Vilay from FTF. We greatly appreciate their dedication to task, perseverance, and strict adherence to the highest standards for early childhood education.

Many early education leaders provided expertise and diverse perspectives in the development of this document by attending formal committees and public vetting sessions. The participants in these forums represent the many diverse stakeholders of the early childhood education community, including the following: early childhood teachers; kindergarten teachers and administrators from districts, and charters; Tribal communities; Head Start; Early Head Start; child care (both center and home based); Arizona Early Intervention Program; migrant early childhood programs; and career and technical high school early childhood education programs. It is through their collaborative commitment to promote early childhood development, provide exceptional, high quality opportunities for children, and enhance learning for every child in Arizona that has made this publication possible. We offer our sincerest thanks to all who generously gave their time and knowledge to the completion of these guidelines.

We offer a special thanks to Sunrise Preschools for sharing their program with us and providing the many smiling and engaged faces that are seen throughout this document.





FIRST THINGS FIRST

Ready for School. Set for Life.

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Introduction



Introduction

"…providing a quality education to all children is not just a moral obligation but an economic imperative. This is both the civil rights issue of our generation and the economic foundation of our future." - Arne Duncan – U.S. Secretary of Education (2009)

The Program Guidelines for High Quality Early Education: Birth through Kindergarten are not a list of requirements, but rather a set of recommended practices for programs to use as they strive for excellence in the care and education of young children throughout Arizona. This document is intended to provide guidance by delineating quality and providing a set of indicators that concretely describe what a program will look like when providing high quality early care and education for children birth through age six.

Quality early education helps prepare young children for success in school and later in life. Early learning experiences that help build resilience, social skills, and the ability to keep learning have current and future social and economic benefits for everyone - children, families, employers, and society as a whole. The success with which young children establish relationships with others will affect "whether they will walk pathways to competence or deviance as they move into the middle childhood and adolescent years" (National Research Council Institute of Medicine, 2000).

The relationship that exists between children and their caregivers has a profound impact on the way a child's brain develops. A secure attachment has a consistent and enduring influence on a young child's social and emotional development; fosters exploratory behavior which supports learning; sets the stage for developing positive, supportive relationships with others; and enables the child to have a more balanced self-concept. Current brain research shows that most of a child's brain is fully developed by age three. Brain development begins at birth as children engage in making sense of the world. These early years are times of intense intellectual engagement for children as they develop language, social interactions with others, physical and spatial reasoning, categorizing, and problem solving. As we continue to learn more about young children's capabilities and desires to learn, it is natural to want to provide environments that will support them in becoming competent children and, ultimately, adults.



Children who participate in high quality early education programs are exposed to academics in a way that nurtures the whole child and encourages them to engage in activities with responsive, nurturing adults who promote children's optimal development when they are not with their families. Historically, preschool programs and elementary education have remained separate for a variety of reasons including different funding sources, infrastructures, values, and traditions. Preschool has not typically been viewed as a part of public education for two primary reasons: (1) It is not universally funded by the public; and (2) It is not a mandated grade level. Due to the now-recognized importance of the role early care and preschool play in the education of our children, there is a critical need for high quality programs that provide children with the foundational skills and knowledge they need to be successful learners. There is also a greater need to strive for continuity and collaboration between early care and education programs,

kindergarten, and beyond. In the age of accountability that we find ourselves living, it is essential for children to have a strong foundation in which to build further learning and development. There are many factors that contribute to a high quality early care and education program. Some of these critical elements include:

- class or group size;
- child-adult ratios;
- curriculum;
- developmentally appropriate instructional strategies; and
- interactions and relationships between staff, children, and their families.

The level of staff preparedness and stability, the opportunity for on-going training, and the responsive supervision of staff play equally important roles in ensuring quality early learning experiences for children. These guidelines represent consensus on what constitutes quality in comprehensive early education programs.

Comprehensive Early Education Programs for Children and Families from Birth through Kindergarten

Research demonstrates that effective programs for young children meet the needs of both the child and his or her family in a comprehensive manner. Comprehensive programs engage families and support their understanding of children's unique learning styles and characteristics. Early childhood programs that fully include families provide guidance for building a common relationship that facilitates the child's development and promotes the goals shared by both the families and the early childhood programs.

High quality early education programs create an atmosphere that allows for engaging adult and child interactions and foster early learning by promoting children's initiative and inquiry. Comprehensive early education programs assess each child's individual growth and development, and then plan and implement the program to assist children in the context of their family and in environments that support their natural inclinations and abilities. Key components of a comprehensive program include:

- high quality environments
- developmentally appropriate, standards-based instructional strategies
- on-going assessment
- support for health and nutritional issues and related services
- providing opportunities for and promoting active family involvement in their child's early education program



The well-being of the child depends on the ability of the family to meet its own needs and maintain self-sufficiency. The staff members of an early education program develop a relationship with families, which includes providing appropriate information on community resources, social services and job training, and opportunities for parents to be involved in decisions about program operations.

School Readiness

In 2002, the National Education Goals Panel identified three components of school readiness: 1) readiness in the child; 2) the school's readiness for children; and 3) family and community supports and services that contribute to children's readiness. This document addresses all three readiness components in a comprehensive and integrated manner. Children are born ready to learn, and research indicates that children are better prepared for school and life success when supported in the following areas:

- physical well-being
- motor development
- social and emotional development
- language development; and
- cognition and general knowledge.
  (Child Trends Research Brief, 2001)

By incorporating the guidelines in this document, programs can ensure that children have access to the opportunities that promote school success, participate in programs that recognize and support individual differences, and experience reasonable and appropriate expectations of their capabilities. The Program Guidelines for High Quality Early Education: Birth through Kindergarten also includes guidance for schools and programs to be ready for children.



Finally, the Program Guidelines for High Quality Early Education: Birth through Kindergarten reflects the importance of family and community support to enhance children's readiness for learning. The guidelines and indicators encourage collaboration between schools, parents, caregivers, and communities to ensure children have healthy bodies and healthy minds, access to high quality and developmentally appropriate early education programs that are aligned with the Arizona Early Learning Standards and the Arizona Academic Standards for Kindergarten, and parents who are supported as their child's first and primary teacher with access to education, training, and other supports.

Creating a Quality Early Education Program

The Program Guidelines for High Quality Early Education: Birth through Kindergarten *are not intended* to be the only resource utilized when designing a quality program. Optimally, programs will access additional resources including the Department of Health Services (DHS) licensing regulations, the Arizona Early Learning Standards, the Arizona Academic Standards for Kindergarten, a self-study process, information or Quality First guidelines established by First Things First, and other published materials that cite indicators of quality in early education programs.

Kindergarten programs will want to take into consideration full-day kindergarten (FDK) opportunities versus half-day opportunities. Research about full-day kindergarten shows evidence that FDK may contribute to the narrowing of the achievement gap and overall ensures greater outcomes for all children who

participate.[1] FDK allows teachers to meet children's needs and address the Arizona Academic Standards for Kindergarten in ways that support effective instructional strategies. Full-day kindergarten teachers are able to provide more one-on-one interaction and develop curriculum in ways that positively impact students' development. While FDK can be a positive experience, some families may wish to enroll their child in a half-day program. Parents may consider their child's attention span, social-emotional development, and level of interest in learning when making enrollment decisions.

Taking into consideration the need for comprehensive service delivery, these guidelines address eight areas that contribute to program quality. These include:

1. Program Administration and Personnel Qualifications
2. Daily Routines and Schedules
3. Program Practices and Child Assessments
4. Linguistic and Cultural Integration
5. Family Engagement and Support
6. Health and Nutrition
7. Community Outreach and Collaboration
8. Program Evaluation

This third edition includes significant updates and additions related to earlier versions. The original documents focused solely on environments for children ages three – five. This current edition represents a statewide effort to be fully collaborative in designing a system of early care and education that ensures all of Arizona's young children have equal access to a high quality early education experience from birth through kindergarten. The document incorporates the latest research and professional consensus on what constitutes "quality" in comprehensive early education programs. It is intended for use by all early education organizations, including public school districts, charter schools, federal, tribal and private early childhood education center and home providers, their administrators, teachers, and staff, as well as government, state, and community agencies.

This tool may be used:

- to facilitate transitions young children must make;
- to provide a short, detailed summary of appropriate practices;
- to conduct self-study and program evaluation;
- to guide development of new programs; and
- to develop materials and resources for professional development, training, and technical assistance.

[1] Plucker, J.A., Eaton, J.J., Rapp, K.E. Lim, W., Nowak, J. Hansen, J.A., & Bartleson, A. (2004). *The effects of full-day versus half-day kindergarten: Review and analysis of national and Indiana data.* Bloomington, IN: Center for Evaluation & Education Policy.

A Visual Explanation of the Program Guidelines for High Quality Early Education: Birth through Kindergarten

Guideline Category with Context Statement – Guidance area and statement that describes more fully what is being addressed.

2.0 DAILY ROUTINES AND SCHEDULES

High quality early education programs offer young children support and encouragement as they strive to become confident, competent social beings, problem solvers, and decision makers. When establishing a structure for the day through consistent, predictable classroom routines and schedules, the needs of the children are taken into consideration to ensure that the environment being created is interesting, stimulating and inviting. This in turn effectively contributes to the development of the child's independence. A high quality program also provides children with schedules and routines that allow for children's interests and learning needs to direct the instructional practices. Using a balance between children's own self-guided learning, teacher facilitated learning and peer learning in small groups offers children an optimal experience for becoming confident and competent individuals.

Program Guideline – A component or sub-topic of the Guideline Category.

PROGRAM GUIDELINE 2.1

A program schedule is designed and used in a way that ensures that all children have daily opportunities to learn through child-initiated and teacher-directed experiences that match children's needs, interests, and developmental levels.

Indicators – Behavioral descriptors of what the program guideline looks like in practice.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
2.1.a. Active, child-initiated learning dominates the day. Minimal amounts of time (no more than five minutes) are spent getting ready, sitting and listening, or waiting. The daily schedule and routines are predictable and consistent.	IT 2.1.a. Free play occurs during most of the day. Children choose what type of play in which they wish to engage. This play includes opportunities for "tummy time" for non-mobile infants and time to be held, rocked, and cuddled as part of the regularly scheduled day.	K 2.1.a. The daily schedule provides for an emphasis on child-initiated learning through center activities, and reflects a balance of intentional individual and group activities as well as indoor and outdoor experiences. The teacher strives to incorporate enthusiasm and engagement to foster a positive frame of mind about school.

Supplemental Indicators – Specific indicators of what the guideline looks like in practice for either Infant-Toddlers or Kindergarten. These are to be viewed in conjunction with the Indicator for ALL Early Learning Programs. Only on a few occasions are they in lieu of the ALL column.

1.0 Program Administration & Qualifications



1.0 PROGRAM ADMINISTRATION AND QUALIFICATIONS

Effective program administration is one key ingredient in the successful implementation of an early education program. Through the development of a written philosophy, the identification of efficient operational policies, the hiring of competent and committed staff, and the provision of consistent supervision, program administrators lay the foundation for early education program staff to focus on implementing developmentally appropriate programs. Since professional background and knowledge are critical components to early education program quality, it is necessary to address the experience, competence, and continuous development of staff to improve the early education system in Arizona. Achieving and maintaining the highest levels of quality personnel universally across the varying types of early childhood programs will be an ever evolving and ongoing process.

PROGRAM GUIDELINE 1.1

A written philosophy is used as the basis for program planning, implementation, evaluation, and modification.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
1.1.a. The concepts in the early education program philosophy are consistent with developmentally appropriate and culturally relevant practices and indicators of quality.		
1.1.b. The philosophy is shared in written form with all personnel at each site who administer and implement the program.		
1.1.c. The philosophy is evident in program practices at the site level.		

PROGRAM GUIDELINE 1.2
The early education program is supervised, administered, and implemented by qualified early childhood personnel.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
Personnel Qualifications for Arizona Department of Education State Funded Early Education Programs: 1.2.a. Program Administrator: • Advanced degree in Early Childhood Education, Child Development or related field (developmental psychology, early childhood special education), 6 credit hours in administration and, one year full time teaching experience with young children. OR • A Bachelor's degree in Early Childhood Education, Child Development or related field (developmental psychology, early childhood special education), 6 credit hours in administration, and three years full time teaching experience with young children. OR • Principal's Certificate with at least one year full time teaching experience with children birth through age eight. 1.2.b. Teacher (**required** as of July 1, 2012): • Current National Board Certification in Early Childhood; OR • A bachelor's degree in Early Childhood (or closely related field) and a current Arizona Certification or Endorsement in Early Childhood Education. 1.2.c. Assistant Teacher: • Must meet federally legislated highly qualified requirements o Hold an associate's degree in early childhood education/child development; OR o a Child Development Associate (CDA) credential in early childhood education/child development; OR o a college certificate in early childhood education/child development • six months experience working with young children.		

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
Personnel Qualifications for Other Federal, State, Tribal or Privately Funded Programs 1.2.d. Program Administrator: Education Requirements • Bachelor's degree in early childhood education or a closely related; OR • a state of Arizona provisional/standard teaching certificate in early childhood education; OR • a state of Arizona provisional/standard teaching certificate in elementary education with early childhood endorsement. Experience Requirements • 1 year experience in an early care and education program 1.2.e. Teacher: Education Requirements • At least fifty percent of teachers have a bachelor's degree in early childhood education or closely related field; OR • a state of Arizona provisional/standard teaching certificate in early childhood education; OR • a state of Arizona provisional/standard teaching certificate in early childhood special education; OR • a state of Arizona provisional/standard teaching certificate in elementary education with early childhood endorsement. Experience Requirements • six months experience in an early care and education program 1.2.f. Assistant Teacher • All assistant teachers have a high school diploma or equivalent • At least 50 percent of all assistant teachers have at least nine months experience, and at least 50 percent have at least three months experience in an early care and education program.	IT 1.2.e. Teacher: Lead caregivers who spend the majority of their time with infants or toddlers have specialized education related to infants and toddlers (e.g. Infant/Toddler credential; specific infant/toddler coursework; specific training such as Program for Infant Toddler Care [PITC]).	K 1.2.e. Teacher (required as of July 1, 2012): • Valid provisional/standard teaching certificate in early childhood education • OR valid provisional/standard teaching certificate in elementary education with an Early Childhood endorsement.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
Additional Personnel Qualifications for All Programs 1.2.g. At least one member of the early education program will be capable of communicating with the population represented in the program. 1.2.h. At least one member of the early education program has experience working successfully with families, organizations and agencies representing the diverse cultures and lifestyles in the community served. 1.2.i. Family Support Personnel Qualifications (when applicable): • Successful completion of at least a two-year degree or certificate program in the field appropriate to their job responsibilities, e.g., health, nutrition, social services, parent involvement, disability/inclusion support services to best meet the needs of the community. • Experience working successfully with families, organizations and agencies representing the diverse cultures and lifestyles in the community served.		

PROGRAM GUIDELINE 1.3

Program policies are used as the basis for efficient and effective early childhood program operation at each site.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
1.3.a. Ratios and group sizes are maintained at levels which meet high quality standards. • No more than 9 three year olds per staff member • No more than 18 three year olds children enrolled per group. • No more than 10, four or five year olds per staff member • No more than 20 four or five year old children enrolled per group.	IT 1.3.a. Ratios and group sizes are maintained at levels which meet high quality standards. • No more than 4 infants (6 weeks – 12 mos.) per staff member and no more than eight infants enrolled per group; • No more than 5 toddlers (12-24 mos.) per staff member and no more than ten toddlers enrolled per group; • No more than 6 two-year olds (24-36 mos.) per staff member and no more than twelve two-year olds enrolled per group. • Small groups of infants and toddlers are primarily cared for by one, consistent staff member/teacher throughout daily routines and activities.	K 1.3.a Ratios and group sizes are maintained at levels which meet high quality standards. • No more than 20 children are enrolled per group.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
1.3.b. In mixed age classrooms, programs use the ratio and group size of the youngest child enrolled. 1.3.c. Ratios are adjusted based upon the number of children with disabilities and the individual needs of the children enrolled. 1.3.d. The early education program adheres to a children's attendance policy set by the program. 1.3.e. Policy is established and enforced regarding children's attendance restrictions due to illness and re-admittance requirements. 1.3.f. The early education program will operate a minimum of 12 hours per week and at least 170 days per year to maximize opportunities for learning. 1.3.g. There is a written plan which specifies the timelines and activities for transitions into the program, within the program, and exiting the program which *may include* the following: meetings to help prepare families and set expectations are held with family appropriate transition and teacher/provider, visits to new programs (kindergarten, new classroom, new provider), home visits, etc. 1.3.h. Programs provide staff continuity and consistency through stable staffing patterns that allow children and families to develop relationships that best support each child's individual growth and development (For example: children and families are with the same staff and group for more than one year, or staffing patterns include regular floaters that can serve as substitutes without compromising ratios). 1.3.i. Materials developed for the program, including but not limited to, educational materials, curriculum materials, or family outreach materials, are reflective of cultures represented in the community. 1.3.j. The classroom (or designated care and education space of a home) provides 35 square feet of usable space per child.		K 1.3.f. The kindergarten program will operate a minimum of 180 days or the equivalent of a minimum of 450 instructional hours per school year for half day programs or a minimum of 900 hours per school year for full day programs.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
1.3.k. Current emergency contact information on each child is maintained on a state-approved form. 1.3.l. Up-to-date health records are maintained on each child, including information about age-appropriate immunizations, allergies, and chronic illnesses. 1.3.m. The early education program has a written personnel policy manual and ensures all early education personnel read and understand the contents. 1.3.n. The program has written exclusion policies regarding ill staff (including oneself if a family care provider). 1.3.o. Suspected incidents of child abuse and neglect are promptly reported to the appropriate persons and agencies, and staff is trained to follow state and tribal laws and requirements for reporting child abuse.		

PROGRAM GUIDELINE 1.4

The program provides professional development opportunities for the early education program staff to strengthen their competencies in planning and implementing appropriate and effective educational programs for young children.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
1.4.a. On-going professional development and support is provided by a person qualified by education, training, and experience in early childhood education. This person may or may not be employed by the program. 1.4.b. The program designs, implements, and reviews annual professional development plans for each staff member that outline specific learning goals for personnel, and the learning goals relate directly to the groups with which the individuals work (e.g., children with special needs in inclusive settings, infants & toddlers, etc.) 1.4.c. Early childhood staff participates in on-going professional development opportunities (a minimum of 18 documented hours annually) that increase their knowledge of current, research based early childhood theory, instructional strategies, and best practices.	IT 1.4.b. Personnel who work the majority of their time with infants and toddlers have specified training related to safe sleeping practices for infants/toddlers, Sudden Infant Death Syndrome, and health and safety practices for infants and toddlers.	

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
1.4.d. Professional time is set aside for the early education program staff to visit other early education programs to gain knowledge, new skills and have an opportunity to collaborate with other early childhood staff to ensure continuity throughout programs. 1.4.e. The program administrators collaborate with other partnering agency administrators to share information and coordinate service delivery so that children receive seamless, continuous, aligned education and care programs. 1.4.f. The program administrator or designee holds a membership in an ECE professional association and participates in activities sponsored by early childhood organizations such as advocacy days at the legislature, sitting on an organization's board or committees, etc. 1.4.g. College and graduate coursework is encouraged for all early education program staff in order to obtain specialization in early childhood education. 1.4.h. Program administrators conduct observations on personnel working directly with children at least twice each year to evaluate program quality and staff effectiveness. 1.4.i. Supervisors meet individually with program personnel regularly to participate in reflective supervision by reviewing supervisor observations, providing feedback, and discussing on-going professional growth and development opportunities and activities.		

2.0 Daily Routines & Schedules



2.0 DAILY ROUTINES AND SCHEDULES

High quality early education programs offer young children support and encouragement as they strive to become confident, competent social beings, problem solvers, and decision makers. When establishing a structure for the day through consistent, predictable classroom routines and schedules, the needs of the children are taken into consideration to ensure that the environment being created is interesting, stimulating and inviting. This in turn effectively contributes to the development of the child's independence. A high quality program also provides children with schedules and routines that allow for children's interests and learning needs to direct the instructional practices. Having a balance between children's self-guided learning, teacher facilitated learning and peer learning in small groups provides children an optimal experience to become confident and competent individuals.

PROGRAM GUIDELINE 2.1

A program schedule is designed and used in a way that ensures that all children have daily opportunities to learn through child-initiated and teacher-directed experiences that match children's needs, interests, and developmental levels.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
2.1.a. Active, *child-initiated learning dominates* the day. Minimal amounts of time (no more than five minutes) are spent getting ready, sitting and listening, or waiting. The daily schedule and routines are predictable and consistent. The teacher strives to incorporate enthusiasm and engagement to foster a positive frame of mind about school. 2.1.b. Each program will identify and set aside blocks of time daily (at least 60 min. per ½ day) for uninterrupted, intentional, child-initiated learning through play. Children's self-directed experiences are facilitated through the use of indoor and outdoor learning areas, which might include, but are not limited to: • dramatic play (not limited to housekeeping); • blocks; • art and other creative experiences (not limited to easel painting); • library (reading-listening); • writing; • mathematics; • sand/water; • woodworking; • music; • computers and technology; and • science	IT 2.1.a. Free play occurs during most of the day. Children choose what type of play in which they wish to engage. This play includes opportunities for "tummy time" for non-mobile infants and time to be held, rocked, and cuddled as part of the regularly scheduled day.	K 2.1.a. The daily schedule reflects a balance of child-initiated and teacher directed planned learning activities as well as intentional outdoor experiences. An emphasis is placed on center activities.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
2.1.c. The daily schedule includes a balance of small group and individual experiences. The younger the child, the more the activities are individually conducted rather than in groups. The schedule is adjusted to address the varying abilities of children (e.g. children with special needs, children with linguistic differences, etc).	IT 2.1.c. Infants and toddlers have access to alternate activities when not participating with a group. Staff are flexible and adjust activities or daily schedules as children join and leave a group.	
2.1.d. Adult-directed learning activities are related directly to children's real-life experiences, are presented within meaningful contexts and are presented in ways that encourage active participation.	IT 2.1.d. The scheduling of basic routines such as napping, feeding and diapering is flexible and meets the needs of each individual infant or toddler. Toddlers are eased into group schedules as they transition to preschool.	
2.1.e. Adult-directed learning activities take up a minimal amount of the daily schedule. Instead, curricular activities are designed to meet children's individual abilities and needs through self-directed learning and active engagement by adults who promote learning concepts, encourage creative thinking, communication and develop social interactions.	IT 2.1.e. A variety of both active and quiet play activities are available to meet the needs of infants and toddlers.	K 2.1.e. Adult directed whole group learning activities take up no more than 50% of the day. Instead, children are engaged in concrete experiences that make academic content meaningful and allows for independent practice.
2.1.f. A procedure is used to help children think about and plan their experiences within the day's activities.		
2.1.g. The daily schedule includes ample time (a minimum of 20-30 continuous minutes) for children to participate in outdoor, child-initiated learning activities that are planned and intentionally designed to meet the individual abilities and needs of the children.		
2.1.h. The daily schedule includes specific times when children participate in activities that encourage movement and physical activity.		

PROGRAM GUIDELINE 2.2

The early education program provides well-established routines and a climate of respect to support children's development of self-confidence, independence, problem-solving and social skills.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
2.2.a. Each child is treated with warmth, care, and respect, regardless of socioeconomic, racial, or cultural background, gender, ability or appearance.		
2.2.b. Desired behaviors are stated and modeled and opportunities are provided for children to act in age, and individually-appropriate ways that include: playing; assuming responsibility for carrying out routines; exhibiting helpful behavior; helping to develop and follow rules for the care and safety of self, others and materials; getting along with others; making friends; and being courteous.	IT 2.2.b. Expectations for children's behavior are realistic for the ages of the children present (e.g., infants and toddlers are not expected to share materials or apologize).	K 2.2.b. Children are encouraged to assume age appropriate responsibilities such as pet care, line leader, etc.
2.2..c. Daily program routines and experiences are implemented in a manner that helps prevent behavior problems from occurring, but are not so rigid as to be controlling. Consideration is given to length of activity, adequacy of materials, room arrangement, age, developmental levels, numbers of children, and freedom of movement during activities.	IT 2.2.c. Enough materials, including multiples of the same items are available, and there is ample floor space for children to avoid issues of competition or crowding.	
2.2.d. Personnel respond to children's needs both quickly and in a way that appropriately provides comfort or assistance as needed. Teachers' responses are predictable, consistent and fair.		
2.2.e. Children are assisted in negotiating disagreements among themselves in ways appropriate to their age and ability, but conflicts are not solved for them. Conflicts between children are seen as opportunities for learning skills such as negotiating, stating the problem and compromising.	IT 2.2.e. Distraction and redirection are used appropriately as a primary source of conflict resolution.	
2.2.f. The routines and experiences of the daily program are implemented so children have many opportunities to make choices and take on leadership roles in conducting the activities. Positive guidance helps lead these choices.		
2.2.g. Regard for others, self-regulation and positive social interactions are demonstrated and encouraged by the adults present.		

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
2.2.h. Adults facilitate social relationships between and among children, including children with special needs, during play and other learning experiences. 2.2.i. Children are comfortable and supported in expressing their ideas and opinions. 2.2.j. Clear, consistent, and age appropriate rules and expectations are set, understood, and consistently enforced using positive reinforcement and logical or naturally occurring consequences. 2.2.k. Techniques that foster children's confidence in their communication skills are used and may include: creating a relaxed, non-threatening climate for inquiry; providing sufficient wait time before expecting children to respond; using an open response system; providing an environment that allows and encourages children to take risks in making comments; restating to gain insight into a child's response; extending children's responses; and providing supportive feedback.		

PROGRAM GUIDELINE 2.3

Daily activities and routines are conducted and managed in a way that maximizes opportunities for children's learning.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
2.3.a. Sufficient time is allocated for children to transition between activities (such as clean up) and prepare for the next experience. • Transitions are viewed as essential parts of the curriculum and are included in the teacher's lesson plans. • During transitions between activities, teachers utilize intentional teaching strategies to further children's learning; "waiting" time is kept to a minimum. • Children are given adequate notice before change occurs.	IT 2.3.a. No long periods (no more than three minutes) of waiting occur during transitions between daily activities. Distress or other problems are minimal for infants and toddlers while transitioning.	
2.3.b. During children's self-directed experiences, the program staff move around the room and participate in children's activities while acknowledging children's efforts, providing new materials, asking open ended questions, accepting and supporting the child's ideas, and giving recognition related to their performance.	IT 2.3.b. The space allocated is open and spacious for infants, toddlers and adults to play. Traffic patterns do not interfere with activities. The space provides for a variety of activities and interests including special cozy areas. Quiet and active play areas are clearly separate.	
2.3.c. A wide variety of teaching methods and materials using all of children's senses are incorporated to maintain children's interests, meet their individual needs, and encourage active participation.		
2.3.d. Program personnel effectively guide children's understanding of an activity's learning objective. Adults use statements that both summarize and reorient children's conversations to guide children's thinking and understanding of what is being learned.		
2.3.e. Activities are well-planned and materials are fully ready and accessible when needed. Time is not taken away from play or other learning activity times for staff to gather materials or set up an activity.		

PROGRAM GUIDELINE 2.4
Daily schedules and routines effectively ensure children's health and safety throughout each program day.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
2.4.a. The program provides interactive and continuous adult supervision and is in compliance with state licensing and/or program accreditation requirements.		
2.4.b. The early education environment is located in a clean, safe, well-lit, and well-ventilated area. It is adjacent to bathrooms with hand-washing sinks that can be monitored at all times.		
2.4.c. Toilets and sinks are clean and easily accessible to children. Children wash their hands after toileting, sneezing or nose wiping, before eating, and as indicated by environment, illness or experiences.	IT 2.4.c. Effective and safe hand washing and diapering procedures as outlined in the Infant and Toddler Environmental Rating Scales-R (Cryer, Harms, & Clifford) are strictly adhered to so as to reduce the spread of germs and disease.	
2.4.d. Furnishings, materials, and objects in the learning environment are clean and in good condition.		
2.4.e. Indoor space is free from vermin, asbestos, radioactive gas (radon), visible soil, and lead.		
2.4.f. Poisons and other potentially harmful chemicals are always stored in a locked area, which is inaccessible to children. Hazardous or toxic products/materials are stored in compliance with fire and environmental quality codes.		
2.4.g. Outdoor play areas provide adequate shade and water and are free of glass, litter, traffic, and other potential dangers, including strangers. Adult/child ratios are maintained while supervising outdoor play. Outdoor equipment is age appropriate, safe, and kept in good condition. Staff station themselves throughout the playground to facilitate appropriate interactions and maximum supervision.		
2.4.h. Children learn about personal hygiene, nutrition, first aid, accident prevention, and safety through both planned experiences and naturally occurring events.		

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
2.4.i. Sign-in/sign-out procedures are implemented which insure that: • children are released only to persons who are authorized in writing to pick them up; • responsible parties are contacted according to established procedures when children are not picked up on time.		K 2.4.i. Children are supervised during drop off and pick up times to ensure child safety.
2.4.j. Transportation providers ensure that a door-to-door delivery/pick up system is in place.		K 2.4.j. Transportation provides education for children concerning bus safety, riding habits, and behavior expectations.
2.4.k. The program has a written plan for procedures to evacuate or shelter children and staff in the early education environment, program buildings, and/or buses, in the event of large scale disasters, fire, bomb threats, etc. Program rehearses procedures on a regular basis.		

Program Practices:

Curriculum, Environment & Child Assessment

3.0



3.0 PROGRAM PRACTICES: CURRICULUM, ENVIRONMENT, AND CHILD ASSESSMENT

NAEYC defines curriculum as "…the goals for the knowledge and skills to be acquired by children and the plans for learning experiences through which such knowledge and skills will be achieved" (NAEYC, 2003). A high quality early education program recognizes and understands how children's goals for learning are framed within the context of learning standards and aligns planning of activities and design of environment to stimulate children's learning across content areas (social-emotional, language and literacy, mathematics, science, social studies, physical development and health and fine arts). In high quality programs, instructors place as much emphasis on the process of learning as they do on the content and capitalize on children's natural curiosity to promote language, thinking and problem-solving. Effective early education programs provide a wide variety of planned experiences within an intentionally designed environment that enable children to learn through interaction, exploration, manipulation and self-discovery. Research clearly demonstrates that children learn more in programs where there is a well planned and implemented curriculum (Landry 2007). Therefore, it is essential for every early childhood setting – school, center, family child-care home, tribal, military and faith-based programs – to have a high quality curriculum which incorporates thoughtful planning and design.

Child assessment in an early education program is the process of observing, recording, and otherwise documenting the work children do and how they do it. To ensure that assessment is both reliable and valid, a variety of approaches to data collection that match children's ages, development and background are used. This information is then used as a basis for a variety of educational decisions that affect the child, including designing the environment, planning activities to meet individual and groups of children's needs, monitoring children's development and learning, and communicating with families. Appropriate and on-going assessment methods are essential if programs are to provide curriculum and experiences that are age and developmentally appropriate, as well as culturally sensitive. Assessment will address all areas of learning, meet the needs of the individual students, and will include a variety of methods and processes.

PROGRAM GUIDELINE 3.1

The early education environment, both indoor and outdoor, evolves from children's needs, interests, experiences, and culture; facilitates their independence, exploration, and discover; and reflects their ideas, accomplishments, and products. The environment is not static; it changes as needed, to maximize the learning and developmental needs of all students.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
3.1.a. The early education environment is organized into learning areas with open shelves and is arranged so all children, including those with special needs, can access materials independently and can function with minimal amount of direction. Furniture is low and arranged so all areas of the room may be visually supervised.	IT 3.1.a. The room is arranged so that staff are able to hear and see all children. Furnishings are appropriate to meet the individual needs of an infant or toddler. Toddlers have child sized tables and chairs. Staff have appropriate and comfortable seating for engaging infants and toddlers.	
3.1.b. Furniture in the environment is the appropriate size for the children, and there is adequate floor space to allow for large muscle experiences indoors. When children with special needs are present, appropriate furniture and equipment is available to ensure the full access and participation of all children in the program activities.	IT 3.1.b. Infant and toddler play areas are separate from older children.	

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
3.1.c. Each learning area has an adequate amount, as well as a wide variety of concrete, real and relevant materials and activities, (including some duplicates) which address each child's individual learning needs, interests, and skill level and are frequently rotated in order to maintain student curiosity and engagement during center and activity time. Outdoor environments include different types of surfaces to allow for a variety of play. 3.1.d. Teachers regularly assess each learning area to ensure there are appropriate materials and manipulatives for every student's developmental level. 3.1.e. The location and space allocated to each learning area facilitates the kinds of activities taking place in that area. 3.1.f. Learning areas are arranged so all children can engage in experiences of their choice without distracting or being distracted by others. Learning areas may allow for integration of experiences and material from one area to another. Traffic patterns do not interfere with activities. The space provides for a variety of activities and interests including special cozy areas. Quiet and active play areas are clearly separate. 3.1.g. Displays of children's work reflect diversity and individuality. They do not reflect the standards or performances of adults and should not all look alike. The items are displayed at the children's eye level. 3.1.h. The environment is warm and inviting to young children with displays providing additional opportunities for teaching and learning, without being visually overwhelming. It reflects the children's culture, community and current experiences.	IT 3.1.c. Routine care areas; diapering, toileting, hand washing, and feeding are easily accessible and conveniently arranged with furniture placed to encourage the development of self-help skills.	

PROGRAM GUIDELINE 3.2

Each program uses a developmentally appropriate early education curriculum (intentionally planned activities aligned with goals for children's knowledge and skills) to support the development of the whole child.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
3.2.a. Curricular activities are aligned with the Arizona Early Learning Standards, are developed based on assessment of children's interests and learning needs, and reflect the national, current, research-based practices for young children as established by professional organizations.	IT 3.2.a. Curricular activities are aligned with the Arizona Infant-Toddler Early Learning Guidelines (once available) and reflect an emphasis on the relationships between children and adults who care for them.	K 3.2.a. Curricular activities are aligned with the Arizona Academic Standards for Kindergarten and reflect a variety of teaching strategies adapted to account for the diversity of learners and capitalizes on the active and social nature of children through opportunities for independent exploration of the content.
3.2.b. The curriculum is sufficiently broad and open-ended so teachers can address the strengths and learning needs of children with varying levels of maturity and ability and can be adapted or modified to support children with special needs as well as English Language Learners.		
3.2.c. Curricular themes /topics reflect children's interests, experiences, family, and culture. Themes/topics are relevant for children (e.g., a new baby, family traditions, etc.).	IT 3.2.c. Curriculum is designed around the individual schedules and routines of infants and toddlers.	
3.2.d. Written lesson plans reflect use of the Arizona Early Learning Standards.		K 3.2.d. Written lesson plans reflect use of the Arizona Academic Standards for Kindergarten.
3.2.e. Program personnel can explain how each day's plan addresses children's individual abilities and learning needs based on on-going, formative assessment. Teachers can relate the plan to the Arizona Early Learning Standards, children's strengths, children's learning of a concept or objective, and how the plan builds on children's prior learning.		K 3.2.e. The teacher can explain how each day's plan addresses children's developmental levels in relation to the Arizona Academic Standards for Kindergarten, enhances their strengths, contributes to their understanding of a concept or project, and promotes continuity with prior learning experiences.
3.2.f. The daily program reflects variation in content by providing for physical activity, literature, verbal and artistic expression, mathematics, experiences in the (social) sciences and spontaneous play with a wide variety of materials.		K 3.2.f. Play (not recess) is used as an instructional strategy and is intentionally designed based on children's needs and allows for opportunities for children to practice and apply newly acquired knowledge and skills.
3.2.g. Program personnel involve children in planning curricular activities by asking questions and identifying areas for future investigation.		K 3.2.g. Children are encouraged to plan ahead to allocate their attention and time accordingly.

PROGRAM GUIDELINE 3.3

Adult and child interactions effectively promote children's awareness and understanding of their own thinking and support successful concept development.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
3.3.a. Program personnel plan and implement activities and carry on discussions with children that promote higher order thinking skills rather than focusing on rote instruction activities.	IT 3.3.a. Adults participate with children in pretend play and suggest roles and new ways to play.	
3.3.b. Adults use a variety of *why* and *how* questions with children to encourage use of analysis and reasoning skills including making predictions, evaluating or summarizing results, and problem-solving.		
3.3.c. Children are encouraged to communicate their thinking in different ways such as hypothesizing outcomes, explaining their reasons or processes for making decisions, proposing alternatives, explaining their creating process, or making comparisons.	IT 3.3.c. Toddlers are given time to find solutions with adult assistance without explicitly showing a child how to fix.	
3.3.d. Children are encouraged to ask many types of questions and are given opportunities to be creative in brainstorming, planning and creating new ideas and products.		
3.3.e. Staff regularly explain interactions, feelings, intentions and activities highlighting the positive as the children move through their daily routines.		

PROGRAM GUIDELINE 3.4

The program immerses children daily in a wide range of interactive language and literacy experiences that promote cognitive development and encourage children to express thoughts and feelings.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
3.4.a. Language and Literacy activities that are planned and implemented for children are derived from the ongoing, formative assessment of children's abilities, interests, and individual learning needs and are clearly aligned with the Arizona Early Learning Standards.	IT 3.4.a. Curricular activities are aligned with the Arizona Infant-Toddler Early Learning Guidelines (once available) and reflect an emphasis on the relationships between children and adults who care for them.	K 3.4.a. Language and Literacy activities planned and provided for children are derived from the children's interests, individual instructional needs and the Arizona Academic Standards for Kindergarten.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
3.4.b. Daily routines and experiences provide a variety of opportunities for children to engage in discussions with each other either on their own or facilitated by adults.	IT 3.4.b. Adults use verbal commentary to describe their own actions as well as those of the children as they participate in daily activities and routines.	
3.4.c. Adults have many individual conversations with children that include several back and forth exchanges and the use of contingent responding (responding in ways that build on children's statements).	IT 3.4.c. Adults engage in conversations with infants and toddlers by expanding on language and taking turns listening and speaking with children.	
3.4.d. Attentive listening (establish and maintain eye contact when culturally appropriate) is done on the children's level and allows them time to express themselves completely before responses are made.		
3.4.e. Adults respond to children's verbal expressions and conversations by repeating, extending and elaborating on children's ideas.	IT 3.4.e. Staff effectively interpret and respond appropriately, positively and timely to children's attempts at language.	
3.4.f. Children are assisted in finding words to describe their experiences, by providing facts or labels or by providing cues or hints which increases their vocabulary use and understanding of words that are spoken, read or sung.		
3.4.g. Children acquire practical listening skills, such as listening for appreciation and comprehension, and learning to value each other's ideas and point of view through teacher modeling of attitude and behavior towards others.		
3.4.h. Pictures, signs, functional print, and literacy products developed by children are displayed throughout the early education environment.	IT 3.4.h. Materials posted throughout the setting are where infants and toddlers can easily see and interact with them, on the floors, on low shelves, etc. Materials are of objects, people and experiences familiar to the children such as families and pets.	
3.4.i. Daily literacy experiences used to bring meaning to early childhood experiences include: hearing and telling original stories; retelling stories from books; hearing and telling flannel board stories; learning nursery rhymes; finger plays, and poems; reading and re-reading pattern and predictable books; role playing and fantasy play; and using puppets.	IT 3.4.i. Adults use the materials in the setting to engage children in language activities by talking to them about what they see.	

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
3.4.j. The books that are read to children reflect a wide variety of topics, styles, and structures appropriate to young children. They present characters and storylines which are not stereotypic or biased against any ethnic group, gender, or culture.		
3.4.k. Children are read to both in groups and individually. Teachers are trained in "how" to read to young children utilizing methods that encourage children to interact with books and read along in a developmentally appropriate manner.	IT 3.4.k. Infants and toddlers are read to individually or in very small groups of interested children. Once children lose interest, they are not expected to remain with the teacher or group, but are allowed to make new choices instead. Book times are warm and interactive.	
3.4.l. Children have daily opportunities to see that reading and writing are useful and serve a purpose. Their opportunities to interact with books and print might include experiences such as: • developing functional print e.g., signs, letters, cards, maps, recipes, and directions; • shared reading and writing to carry out daily routines; • handling books and environmental print, e.g., newspapers, magazines; • greeting cards, maps, product labels, and signs; • reading alone, to others, or into a tape recorder; • sharing books from home; • using the program library; • using the listening center; lap book reading (individual); • discussing pictures; • listening to presentations by authors; • dictating stories; • writing and/or illustrating books; • re-writing pattern books; • keeping a diary or journal; and • labeling photographs, pictures and artwork.		K 3.4.l. Teachers expose children to the many ways that we communicate and share knowledge (e.g., books, oral stories, computer technology, media, environmental print, magazines, newspapers, etc.).

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
3.4.m. Books are accessible to children throughout the environment, rather than only in the library area. Reading materials are incorporated into other areas of the room in meaningful and relevant ways. Examples may include: cookbooks and magazines in the dramatic play area, books about specific artists' works in the art center, books about architecture in the block area, or books which extend a curricular topic or theme in the writing area.	IT 3.4.m. Books for infants and toddlers are developmentally appropriate, added to or changed periodically, and available in quantities accessible to each child in the group to allow for independent exploration.	
3.4.n. Opportunities for children to engage in self-initiated writing experiences are encouraged, provided and facilitated. Adults respond to children's writing with interest and enthusiasm. Children have many opportunities to tell stories through their drawings, paintings, and by incorporating printed letters.	IT 3.4.n. Infants and toddlers have opportunities to develop fine motor skills throughout their daily routines, activities and play (e.g., toys and manipulatives that encourage development of grasp, finger foods, infant-toddler sized eating utensils, etc). Manipulatives, toys and other materials are rotated regularly. Adults model and encourage prewriting activities.	K 3.4.n. Teachers engage children in the various forms of writing (journaling, classroom rules, experiments, recipes, labels, directions, storytelling, letter writing, etc.) to encourage children to view themselves as writers.
3.4.o. The alphabet is displayed at or slightly above the children's eye level.		
3.4.p. Children's names are available in written form in several areas within the learning environment.		
3.4.q. Children are immersed in a print-rich environment. Learning areas are visually inviting and well supplied with a variety of print materials in addition to word and alphabet games.		
3.4.r. The classroom is labeled with pictures and words as a pre-literacy strategy for all children. For children with disabilities, an alternative system of communication is utilized such as the Picture Exchange Communication System (PECS) or augmentative communication device.		
3.4.s. Adults incorporate advanced vocabulary within the context of activities and conversations and connect new vocabulary with the experiences and information with which children are familiar.		
3.4.t. The majority of questions adults ask are open-ended rather than those that can be answered with a simple statement or yes/no response.		

PROGRAM GUIDELINE 3.5

Children's curiosity and natural inclination to investigate and solve problems is nurtured and stimulated through a daily balance of developmentally appropriate and independent experiences in mathematics, science, and social studies.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
3.5.a. Math, science and social studies activities that are planned and implemented for children are derived from the on-going, formative assessment of children's abilities, interest, and individual learning needs and are clearly aligned with the Arizona Early Learning Standards.	IT 3.5.a. Curricular activities are aligned with the Arizona Infant-Toddler Early Learning Guidelines (once available) and reflect an emphasis on the relationships between children and adults who care for them.	K 3.5.a. Math and Science activities planned and provided for children are derived from the children's interests, individual instructional needs and the Arizona Academic Standards for Kindergarten.
3.5.b. Developmentally appropriate math experiences emphasize exploration and inquiry. Math strategies and concepts are introduced with hands-on experiences and concrete materials. There is an opportunity for child choice as well as guided activities that support various levels of readiness.	IT 3.5.b. Children have access to a wide variety of blocks and other materials that stack and nest, are used for building and come in different shapes, colors, textures and sizes.	K 3.5.b. Math experiences are provided to each child with concrete materials to manipulate. The child's improved ability to focus enables the teacher to conduct 15-20 minute activities that specifically support the acquisition of math concepts.
3.5.c. Numerical concepts are learned through daily routines and activities and are presented as meaningful everyday experiences rather than rote instruction. Examples of appropriately introducing number concepts include: counting how many children are present when trying to decide how many plates and napkins to set out on the table for snack; working to keep the playground clean and counting a specified number of pieces of trash to throw away.	IT 3.5.c. Children have time and space for activities that allow them to explore from different physical positions (such as cruising, walking, crawling) to support their development of understanding where things are in space and introduce them to spatial relationships.	
3.5.d. Math experiences such as counting, determining quantity, classifying, sorting, creating sets, and making patterns are provided to each child with concrete materials to manipulate. Adults comment on the results of children's exploration with materials such as when they make patterns or sort items by attributes.		
3.5.e. Adults use academic language related to math to describe experiences during the course of daily activities and routines and extend math concepts through other curricular activities such as music, literature, science, block building, cooking, finger plays, and games.		
3.5.f. Adults use academic language related to science in order to develop children's vocabulary and concept development around problem-solving, experimentation and investigation.		

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
3.5.g. Building with blocks is encouraged by creating a large open area and providing sufficient time to build. Building supplies are accessible to children and come in a variety of textures, shapes, sizes and materials.		
3.5.h. Adults encourage children to solve problems on their own by giving cues, asking questions and modeling, rather than giving direct information or instruction on how to accomplish a task such as finding where a puzzle piece fits.		
3.5.i. Adults encourage creative thinking by asking a variety of "what if" questions as children are handling and exploring with various materials.	IT 3.5.i. Adults expand children's language attempts by adding words and ideas to children's statements about their environment and families.	
3.5.j. Science-related experiences are presented as hands-on experiments in which children are encouraged to hypothesize, observe, make predictions, and draw conclusions on their own rather than simply watching as an adult conducts the activity. Children are provided opportunities to create their own investigations and experiments.	IT 3.5.j. Sand (for children 18 months and older) and/or water play is made available daily and is set up to allow for effective play activities to occur (enough space, enough materials, etc.).	
3.5.k. Children are provided opportunities to document their observations and conclusions in pictures or in writing.		
3.5.l. Adults ask children about their explorations and have discussions with them that engage children in thinking about and reflecting on their work.		
3.5.m. Materials, such as measuring tools, magnifiers, graph paper and clipboards that engage children in collecting, recording, and analyzing data are easily accessible and used during children's play and exploration time.	IT 3.5.m. Many materials are available which encourage sensory exploration such as different sounding rattles and instruments, varied textures, and a variety of brightly colored toys. Adults plan and implement a wide variety of activities which encourage children's tactile exploration (e.g., materials that are soft, smooth, rough, moldable, etc.).	
3.5.n. Technological aids, such as computers, tape recorders, and assistive technology devices (switch toys, hearing aids, Braille print, special lighting, communication boards, etc.) should supplement concrete experiences and materials as the major vehicle for learning.		

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
3.5.o. When computers are available for children's use, the software emphasizes creativity and problem solving rather than drill and practice of isolated skills. Software reflects the interests of the children and is used to extend learning of class themes. Time using computers, televisions or devices with a "screen", is limited to a maximum of one hour per full day period (6 or more hours), 30 minutes per half-day period (less than 6 hours).	IT 3.5.o. During no portion of the day are infants or toddlers using computers, televisions, or other devices with a "screen".	
3.5.p. When computers are available, adults are actively involved with children using them. Adults ask a variety of how and why questions and provide needed support when using the software.	IT 3.5.p. During no portion of the day are infants or toddlers using computers, televisions, or other devices with a "screen".	
3.5.q. Props and materials depicting the various cultures represented by the children in the program are accessible throughout the environment.		
3.5.r. A variety of materials are accessible that encourage children to seek out information about various topics of study (e.g., books, maps, globes, calendars, flyers, charts, etc.).		
3.5.s. When describing new concepts, activities or events, adults use language that connects children's prior learning and experiences to the new information.		
3.5.t. Children are provided with a variety of opportunities to explore and pretend about the roles people play at work, at home, or while providing services to others. Props and materials extend children's play and learning related to interactions between people, resources and communities.		
3.5.u. Sand and/or water play is available daily with a wide variety of materials rotated in and out of the area. The activities vary with the materials (e.g., sink/float; washing; bubbles; wet/dry sand; etc.).		

PROGRAM GUIDELINE 3.6

Children's creativity is nurtured and stimulated through a daily balance of developmentally appropriate and independent experiences in movement, music, and the arts.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
3.6.a. Creative arts activities (including visual art, music, and dramatic play) that are planned and implemented for children are derived from the on-going formative assessment of children's abilities, interests, and individual learning needs and are clearly aligned with the Arizona Early Learning Standards.	IT 3.6.a. Curricular activities are aligned with the Arizona Infant-Toddler Early Learning Guidelines (once available) and reflect an emphasis on the relationships between children and adults who care for them.	K 3.6.a. Creative arts (including visual art, music, and dramatic play) activities planned and provided for children are derived from the children's interests, individual instructional needs and the Arizona Academic Standards for Kindergarten.
3.6.b. Children are provided opportunities to develop fine and large motor skills as part of the daily outdoor or indoor play experiences.	IT 3.6.b. Gross motor play areas are not crowded and are free of clutter. Materials are available to encourage the development of large motor skills such as crawling, walking and climbing.	
3.6.c. Children are provided opportunities for creative movement experiences such as participating in pantomime, responding to rhythms, and performing simple folk dances.	IT 3.6.c. A variety of musical toys or instruments are accessible to infants and toddlers throughout the day.	
3.6.d. In addition to planned music experiences, music is integrated throughout the day, (e.g., during transitions, at the listening center, during free-choice time, outdoors, etc.).	IT 3.6.d. Staff informally chant and sing with children daily and encourage infants and toddlers to dance, clap or sing along.	
3.6.e. Children are exposed to different musical genres. Musical experiences include a balance of: listening to a wide variety of classical and contemporary music including music from other countries; singing simple songs; composing classroom songs; making and playing instruments; learning about music-related words and concepts such as tempo (fast/slow); hearing stories about composers and listening to their music; and moving to music.	IT 3.6.e. A variety of art materials are accessible and appropriate to the specific age of the children (e.g., large crayons, or paintbrushes for 2 year olds, play-dough and finger-paints for younger toddlers).	
3.6.f. Children's art experiences focus on the exploration of materials, self-expression, and the creative process. Planned activities emphasize the <u>process</u> of creating art rather than creating a *product* that is intended to look a specific way or like an adult-made model.		

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
3.6.g. Children may be asked open–ended questions about their art but are not required to dictate sentences about it or explain what it is.		
3.6.h. Sufficient materials are accessible in the art center to enable children to freely choose the type of experiences in which they will engage, including both two dimensional and three dimensional options. Children's daily choices might include painting, cutting, pasting, constructing, modeling with clay and drawing.	IT 3.6.h. A variety of age and ability appropriate art materials are introduced as children's developmental needs change.	
3.6.i. Children are exposed to a variety of art produced by different artists. Reproductions of great works of art and children's own art work are used to learn about basic art-related words and concepts, such as color, shape, l line and texture.		
3.6.j. Dramatic play is an intentionally designed component of the curriculum, is available for a significant portion of the day, and is accessible to children daily.		K 3.6.j. Dramatic play is used as an instructional strategy to integrate learning and practice concepts across the content areas of the Arizona Academic Standards for Kindergarten and the English Language Proficiency Standards (ELPS).
3.6.k. Sufficient and varied materials and props are accessible during dramatic play to encourage children to fully expand their role playing, practice self-regulation, build vocabulary, and practice concepts.		

PROGRAM GUIDELINE 3.7

Children's growth in all developmental areas is routinely assessed in an on-going manner. Appropriate assessments of children are used for program and curricular planning and implementation, communicating with parents, and identification of children with special needs.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
3.7.a. The program has written policies and systematic procedures which are followed by all personnel who interact with the children (teachers, aides, home visitors, therapists, etc.) that outline how child assessment and monitoring of progress is to be conducted and maintained.		
3.7.b. Program administration review assessment data (anecdotal notes, portfolio collections, etc.) regularly to ensure integrity of the information and that it is being collected on an on-going basis.		

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
3.7.c. Children's growth across all developmental domains, children's specific goals and objectives (such as those in an IEP or IFSP) and the Arizona standard content areas is intentionally and routinely assessed through a variety of authentic methods conducted within the context of children's daily activities and routines. 3.7.d. Adults use multiple, authentic assessment methods in an on-going and routine manner to ensure reliability of information collected. Examples of effective, appropriate assessment include: observations of children interacting with others, collections of children's work, participation charts and records, photographs, etc. 3.7.e. Information elicited from parents about their child's experiences at home is included in the assessment process. Methods for gathering and documenting information received from families may include: child information surveys, daily communications or formal conferences, etc. 3.7.f. Assessment information collected through observations, work samples, and parent input are used to inform program planning and implementation as well as determine goals for the group and individual children. 3.7.g. When developing written lesson or activity plans, specific learning objectives are included and relate directly to information gained from child assessment activities. Strategies to fully involve all children with special needs, including gifted and talented, are included based on assessment of their individual educational needs. 3.7.h. A formal procedure is used to share information with parents, at regular intervals, about their child's growth and development and performance in the program. Personnel offer information to families about activities that will support their child's specific learning goals and needs. 3.7.i. Assessment strategies include developmental screening activities. In the event that systematic monitoring of a child's development indicates the possible need for further evaluation, families are referred to the appropriate health, education, or intervention agency.		

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
3.7.j. Screening activities are administered by appropriately trained professional. If standardized screening instruments are used, they should be valid and reliable in terms of the background characteristics of the child being tested and the test's intended purposes. 3.7.k. Results of the screening are shared with the child's parents. Interpretation of the results is shared in non-technical language to ensure full understanding. Families are facilitated through the referral process as needed.		



4.0 Linguistic & Cultural Integration

4.0 LINGUISTIC AND CULTURAL INTEGRATION

Language, culture and identity are integral parts of children's lives. Demonstrating respect for culture and language sets the stage for establishing a caring community of learners. High quality early education programs develop positive relationships with children and their families by using culturally responsive practices which include: showing acceptance of and respect for all; integrating languages and cultures into the on-going experiences of the program; and finding ways to reach out to and communicate with everyone. Programs of high quality also assist children as they construct their understanding about the world around them. Opportunities for play and interaction between children and adults help children to understand that each person has their own unique strengths, interests and perspectives that contribute to their community as a whole.

PROGRAM GUIDELINE 4.1

Linguistic and cultural needs are met by emphasizing strategies for integrating multi-cultural and anti-bias themes into all curricular areas.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
4.1.a. Language role models are provided for children and parents who speak languages other than, or in addition to, English, whenever possible. English role models are provided for children.		
4.1.b. All written communication (notes/newsletters) is translated, either orally or in writing, into the languages of the families enrolled, whenever possible.		
4.1.c. Parent workshops, meetings, and discussions include culturally relevant information and are conducted with translation provided, whenever possible.		
4.1.d. Information and conversation is provided in both the children's primary language and in English, whenever possible.		K 4.1.d. Information and conversation with the child is provided in English.
4.1.e. Program staff partner with families to select and incorporate a variety of materials such as books, tapes and CD's that reflect the cultures and languages of the children present without stereotyping.		K 4.1.e. Materials, such as books, tapes, and CD's, are provided for children in English.
4.1.f. The languages, cultures, traditions and values of the children and community are respected and reflected in the environment and materials available.		K 4.1.f. The languages, cultures, traditions and values of the children and community are part of the themes incorporated into the daily curriculum. Teaching is conducted in English (A.R.S. Article 3.1, 15-752).

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
4.1.g. Materials and equipment in the early education environment (e.g., pictures, posters, photographs, books, puzzles, dolls, and toys) reflect the diversity of people of various races, cultures, ages, and abilities. Stereotypic images are avoided. 4.1.h. Sensitivity to and acceptance of each child's cultural heritage or special needs are demonstrated. Stereotypes based on gender, race, culture, age, or ability are discussed as situations occur naturally in the environment. 4.1.i. Parents, volunteers, and community visitors are invited into the early childhood environment to share their backgrounds, skills, stories, celebrations, and foods as a way to enhance awareness, acceptance, and understanding of other cultures. 4.1.j. Program staff have knowledge of second language acquisition and instructional strategies to support English language acquisition as demonstrated by giving sufficient time for children to understand and respond, by giving nonverbal cues, and by making explicit efforts to talk often to children who are learning English.		K 4.1.j. The teacher in the classroom, mainstream, bilingual, or Structured English immersion (SEI), must be highly qualified. Highly Qualified is defined as having elementary content as well as one or more of the following endorsements: • ESL Bilingual; • OR Structured English Immersion (SEI)

Family Engagement & Support

5.0



5.0 FAMILY ENGAGEMENT AND SUPPORT

Establishing a reciprocal relationship with families is critical to the development of healthy, successful learners. In a high quality early education program, frequent two-way communication is established and maintained, and families are presented with multiple opportunities to participate in activities and decisions that concern their children. There is an understanding of the context in which the children are living, and families are linked with a variety of services and/or resources based on identified needs. Developing mutual respect, cooperation, and a shared responsibility for the child helps the family to see that they are a valued partner within the learning community.

PROGRAM GUIDELINE 5.1
There is two-way communication between staff and families on a regular basis.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
5.1.a. A program handbook is given to families as they begin services and includes the following information: • program philosophy and goals; • program calendar; • child attendance policy; • use of inclusive practices • age appropriate methods and experiences used to attain program goals; • expectations for parent/family participation; • ways families can promote learning at home and within the community to help their children be successful in an early education environment; and • home learning activities that can help parents prepare their child for transition into, within and between programs.		

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
5.1.b. Communication is positive and respectful, even when problems are being discussed. Communication with all parents is sustained in the following ways: • Periodic home visits may be conducted with each family; • Regularly scheduled newsletters contain information about early education and extended- learning activities, available resources within the program and community as well as opportunities that will facilitate smooth transitions into, within, and between programs; • Parent meetings are scheduled regularly; • Informal phone calls, notes and other communication occur regularly; • A parent area within the early education environment or nearby may include a place to sit and relax, a bulletin board, parent books, and other resources; • Every effort is made by the program to communicate with all families; and • Program staff are respectful and responsive to all attempts at communication by families, including non-verbal messages and/or cues. 5.1.c. Families are encouraged to contribute information when determining goals for their child and in assessing their child's growth and development. 5.1.d. Conferences are held at least twice a year with families to discuss children's on-going developmental progress. When necessary, referrals for further screenings and/or evaluations are made. 5.1.e. Program personnel recognize cultural differences in families' perceptions of educational systems. Program personnel give families time to understand the concepts of collaborative and reciprocal teacher-family relationships.		

PROGRAM GUIDELINE 5.2

Families are provided with resources and opportunities to better understand and foster their child's optimal development and become active partners in their child's education.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
5.2.a. Families are encouraged to visit at any time during the day to observe, play with children, read to children, or share their skills and interests.		K 5.2.a. A variety of events are co-sponsored by the preschool, kindergarten and the school district (e.g., playground nights, story times, assemblies, etc.) to encourage a successful transition to kindergarten programs.
5.2.b. Varying family schedules are considered when planning opportunities for involvement in workshops, conferences, speakers, field trips, etc.		
5.2.c. A variety of strategies are used to make families feel welcome and engaged: • Families are greeted personally as they enter the program setting • Families participate in planning activities • Families may volunteer during program time as well as outside of the program schedule • The program recognizes volunteers for their service		
5.2.d. Procedures are shared with volunteers that enable them to interact directly with children in developmentally appropriate ways.		
5.2.e. The program provides resources, educational opportunities, and referrals to meet the needs and interests of parents, which could include topics such as: • Parenting skills; • activities to support language and literacy development in the home; • activities to support parents with transitions; • medical/dental topics; • mental/behavioral health • nutrition and physical health; • typical and atypical child development; • parent/community partnerships; • family support topics, (e.g. employment skills, budgeting, single-parenting, education opportunities, adult literacy) • Support for families of children with special needs		

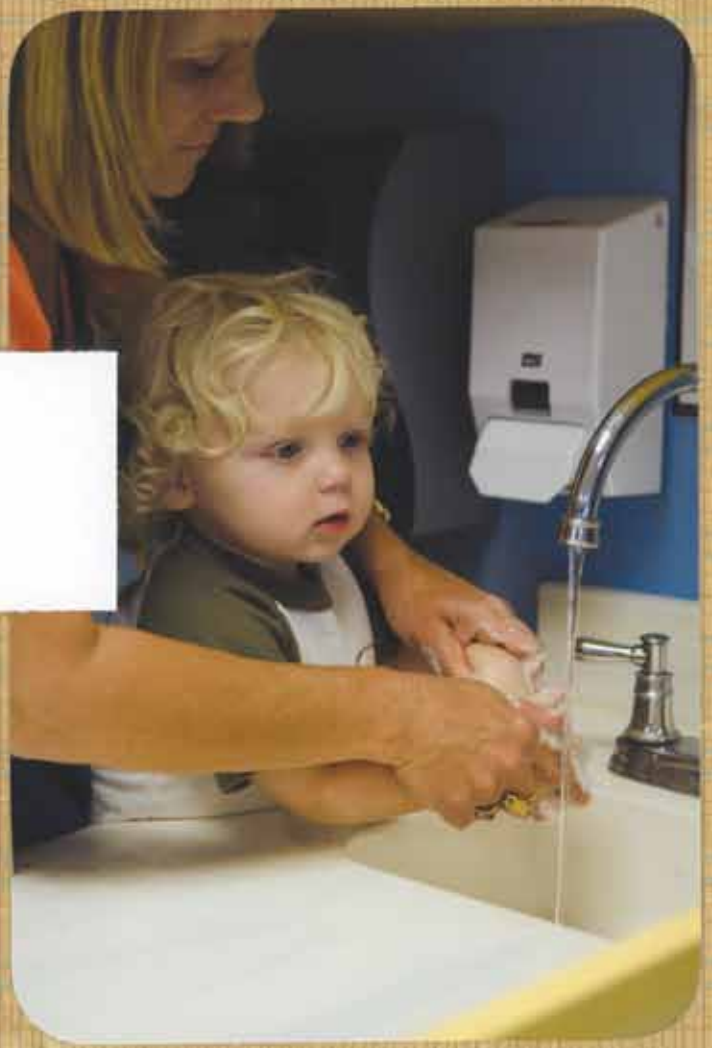
Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
5.2.f. Ideas for specific, developmentally appropriate experiences related to individual children's needs, including those appropriate for children with disabilities or for whom English is not their primary language, are shared with families regularly. 5.2.g. There is a written plan which specifies the activities for transitions into the program, within the program, and exiting the program, which may include the following: meetings held with family and teacher/provider, visits to new programs (kindergarten, new classroom, new provider), home visits, etc.		

PROGRAM GUIDELINE 5.3

Parents are involved in the process of assessing and making decisions about the nature and operations of the early education program.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
5.3.a. Families have the opportunity, through advisory boards, site councils, surveys, and interviews to make suggestions about their child's learning environment and about program policies and activities. 5.3.b. Families have at least quarterly opportunities to provide input on menu planning to incorporate foods that meet children's preferences, nutritional needs, dietary issues and cultural backgrounds. 5.3.c. Families participate in program self-assessment activities. 5.3.d. Families' preferences and goals for their children are acknowledged with respect and sensitivity and are considered when making program decisions.		

6.0 Health & Nutrition



6.0 HEALTH AND NUTRITION

A child's overall wellness, including adequate nutrition, social emotional well-being, and physical activity are all parts of a comprehensive early education program and directly affect social, emotional and cognitive development. Some activities that enhance children's health include addressing individual health issues, modeling healthy food choices and eating patterns, promoting physical activity and increasing the families' knowledge of and children's access to preventive health care. The goal of the early education program is to help staff, children, and families understand how nutrition, physical activity and health impact a child's readiness to learn. Ideally, healthy habits are established in early childhood and carried through later in life.

PROGRAM GUIDELINE 6.1

The program will assess and meet children's general health status and developmental needs.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
6.1.a. Program curriculum aligns with the Physical Development and Health content area of the Arizona Early Learning Standards and will include concepts related to health promotion and disease prevention, (e.g., personal hygiene, nutrition, physical activity and safety).		K 6.1.a. Program curriculum aligns with the Arizona Physical and Health Education Standards and will include concepts related to health promotion and disease prevention, (e.g., personal hygiene, nutrition, physical activity and safety).
6.1.b. The program documents child and family health history, medication, growth, allergies, immunization, hospitalizations, special needs, etc.		
6.1.c. The program assists families in obtaining information for medical, vision, hearing, dental, nutrition, and developmental screening.	IT 6.1.c. Families are provided with information regarding the American Academy of Pediatrics (AAP) recommended practices for health and developmental screening. Families are encouraged to discuss with their child's doctor the need for developmental screening at well-child visits for children 9, 18, and 24 months of age.	
6.1.d. Program personnel follow up with families after screening activities to identify further information or assistance the family might need. Personnel participate in planning meetings for additional services as requested by the family.		
6.1.e. The program provides information and resources about direct health services		

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
6.1.f. The program complies with the regulations set by the Arizona Department of Health Services, Office of Child Care Licensure, and appropriate county health codes when handling food (snacks, sack lunches, special diets, food from home to group, etc.) 6.1.g. All personnel have documented proof of immunizations for measles, rubella, diphtheria and tetanus.		K 6.1.f. The program will comply with the regulations set by the school or district when handling food.

PROGRAM GUIDELINE 6.2

The parent education portion of the program includes a component on children's health, nutrition, and well-being by supporting families with information, resources and referrals.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
6.2.a. Health care is included in the parent education portion of the program in the form of workshops, guest speakers, handbooks, and home visits. 6.2.b. Information will be provided to families on community health services. 6.2.c. The program will provide information about sites with accessible immunizations as required by the Arizona Department of Health Services. 6.2.d. Information and resources regarding behavioral or mental health services are provided as needed. 6.2.e. Families are educated regarding well-balanced meals/snacks that may be brought from home. They are instructed that food brought from home is stored appropriately until consumed and items should be dated and labeled with the child's name and food contents. 6.2.f. Families are encouraged to actively participate in program nutrition and gardening activities. Program nutrition resources are shared with families. 6.2.g. Programs access resources from community agencies and programs, such as the Child and Adult Care Food Program (CACFP), WIC, Diary Council, or Cooperative Extension, to assist in expanding nutritional awareness for the staff, children, and families. 6.2.h. Families are provided with information and resources related to sun and water safety.	IT 6.2.e. Families with infants are provided with information and resources on the value of breastfeeding, car seat safety, and safe sleeping practices.	

PROGRAM GUIDELINE 6.3
A variety of nutritious, appealing, and high quality meals and snacks are provided each day.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
6.3.a. Meals and/or snacks are planned to meet the child's nutritional requirements in accordance with the Child and Adult Care Food Program (CACFP) Guidelines.	IT 6.3.a. Children older than 24 months are no longer given whole milk unless otherwise specified by the family.	
6.3.b. Menus specify foods to be served and are planned at least one week in advance. These menus are dated, posted in the program's entrance area, and kept on file when complete.		
6.3.c. Dietary modifications are a cooperative effort between parents, a trained health care provider, and the early education program staff.	IT 6.3.c. Mothers are welcomed into the program on a schedule that meets their infant's needs to provide for breastfeeding.	
6.3.d. Meals and food experiences are planned with the consideration of cultural and religious food preferences.	IT 6.3.d. New foods are introduced to infants according to family schedules and preferences.	
6.3.e. Families are provided regular (quarterly at a minimum) opportunities to provide input on program menu planning.	IT 6.3.e. Infants and toddlers are fed on individually determined schedules.	

PROGRAM GUIDELINE 6.4

The program's health and nutrition curriculum includes opportunities for classroom cooking and tasting, gardening, and physical activities, to nurture children's development of a healthy lifestyle.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
6.4.a. The program's curriculum integrates the introduction of new foods, food preparation and tasting experiences.		
6.4.b. The program curriculum offers opportunities for children to develop the knowledge and skills necessary to make appropriate food choices.		
6.4.c. Menus include foods that offer a variety of shapes, sizes, textures, and tastes to encourage acceptance of a broad range of foods.		
6.4.d. The curriculum may include experiences in gardening to encourage a respectful attitude toward the origin of food, including the growing and harvesting cycle.		
6.4.e. The program curriculum integrates planned activities around learning about exercise and movement.		
6.4.f. The program curriculum includes planned activities about health and environmental safety information such as wearing helmets, dangers of poisons, hazards of smoking, etc.		

PROGRAM GUIDELINE 6.5

Mealtime is used to encourage conversation and eating etiquette, preferably in a family-style setting.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
6.5.a. Mealtime is a pleasant social and learning experience for children.		
6.5.b. At least one adult sits with children during meals to provide a positive role model, encourage conversation, and promote good nutrition habits. Program personnel work with families to support the development of good eating habits at home.	IT 6.5.b. Infants are fed individually by a single adult providing for personalized care, attention and interactions. Toddlers are fed in small groups to provide opportunities for both adult and child interactions during meals.	
6.5.c. Children are encouraged to serve themselves, to the extent possible, and assist with set up and clean-up of meals.		
6.5.d. Chairs, tables, and eating utensils are suitable for the size and developmental stages of children.	IT 6.5.d. Infants who are developmentally ready for sitting are fed in individual feeding chairs rather than in group feeding tables. Toddlers sit in groups around tables where the distance between children can be adjusted.	

Community Outreach & Collaboration

7.0



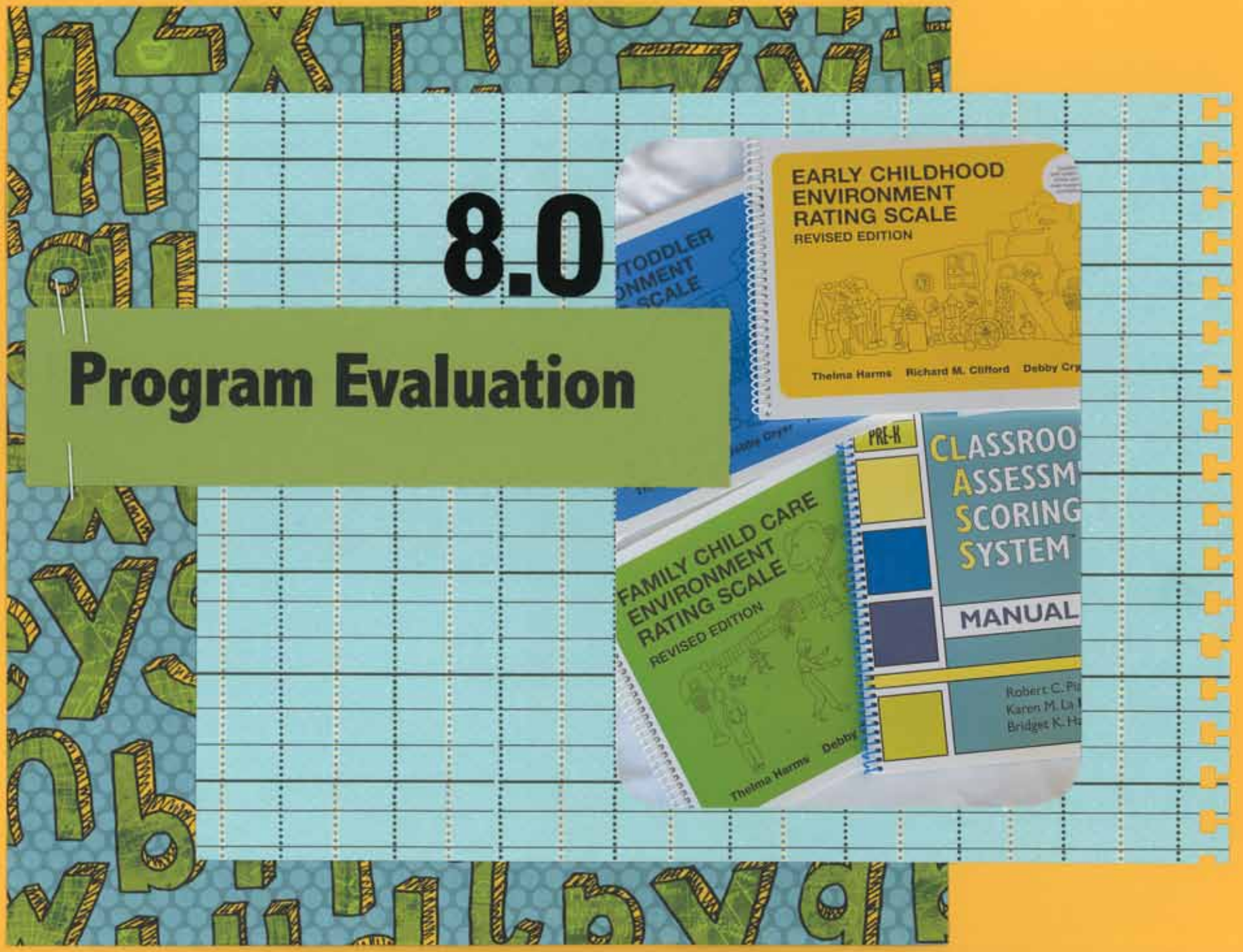
7.0 COMMUNITY OUTREACH AND COLLABORATION

A network of support services for children and families requires the involvement and collaboration of the public, private, tribal and charter schools, private and federal providers and community agencies, businesses, organizations and local governments. Success is achieved when early education programs, schools, businesses, and the community work together to strengthen the family's ability to meet its own needs. Being familiar with one's own community and local resource ensures comprehensive, appropriate, and supportive service delivery. Services to the child must be seen in the context of the whole family since the ability of the family to develop a network of support directly influences the well-being of the child. Social services for families should ensure the provision of building parental resilience; expand knowledge of parenting and child development, linkages to concrete supports when needed, support of children's social-emotional development and opportunities for developing social connections. Such a comprehensive system of family supports requires a clear and organized plan for assessing families' needs and building upon their strengths while effectively connecting them to community resources.

PROGRAM GUIDELINE 7.1

The program is supported by collaborative relationships within the community so that families are supported in a comprehensive manner.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
7.1.a. Program procedures provide opportunities for the exchange of ideas among parents, early care and education providers, community leaders, school and district personnel, family literacy educators, special educators, and social service agency representatives.		
7.1.b. The early education program is included in the activities sponsored by community partners and schools.		
7.1.c. All early education programs work together to ensure children and families transition smoothly from home to program and between programs.		
7.1.d. The early education program collaborates with schools and community programs to facilitate transition to kindergarten.		
7.1.e. Providers collaborate across settings to ensure that children who need full day or extended care have access to wrap-around services when needed and appropriate.		
7.1.f. Program personnel take an active role in identifying the local resources and partners.		


8.0
Program Evaluation
EARLY CHILDHOOD ENVIRONMENT RATING SCALE
REVISED EDITION
Thelma Harms
Richard M. Clifford
FAMILY CHILD CARE ENVIRONMENT RATING SCALE
REVISED EDITION
Thelma Harms
PRE-K
MANUAL

8.0 PROGRAM EVALUATION

Effective program evaluation is integral to the maintenance of high quality. Program assessment must be systematic, on-going, multi-faceted, useful and designed and implemented by the program as a whole. The results from the assessment process provide information that is used to determine program successes as well as areas that require improvement. Program goals determined by the assessment are clearly defined, communicated and understood by all stake-holders including families. The systematic collection of information can offer a larger view of needs, challenges, and accomplishments as well as evidence of effectiveness and impact. The process is used as a means of professional growth and program improvement.

PROGRAM GUIDELINE 8.1

The early education program is assessed on an on-going basis and the results are used to acknowledge strengths and address challenges.

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
8.1.a. The early education program participates in a self-assessment process using the Program Guidelines for High Quality Early Education: Birth Through Kindergarten as the standards of quality. 8.1.b. Multiple indicators (e.g., parent surveys, teacher observations, program evaluation tools, etc.) are used to determine early education program effectiveness and quality. 8.1.c. Participants in program evaluations include a variety of stakeholders which may include, but not limited to: • Teaching & support staff; • administrators; • community/business partners; and • families. 8.1.d. Self-assessment includes the use of tools which align well to the goals of the program and that effectively measure indicators of quality prioritized by the program and may include: interactions among staff and children; curriculum and assessment; physical environment; health and safety; nutrition and food service; staff/parent interactions; administration; staff qualifications and development; staffing patterns, ratios and group size; and program evaluation. 8.1.e. The early education program includes the results of internal and/or external program reviews when making decisions about program improvement.		

Glossary of Terms



GLOSSARY OF TERMS

accessible – can be used, entered, reached or obtained independently by the child

all – intended for any adult who cares for and instructs young children in any early care and education setting including urban, rural, and tribal communities

brainstorming – a group technique designed to generate a large number of ideas for the solution of a problem

closely related field - a career or profession that include specified coursework and training in the theories and practices of early childhood education and supporting the growth and development of children ages birth to five. Coursework might include child growth and development, group management in early childhood settings, early childhood curriculum implementation, assessing young children, early childhood professionalism, or family and community relations

culture – behaviors, beliefs and characteristics of a particular social or ethnic group

developmental needs – individual needs of a child as they gradually progress through the stages of growth and learning

distraction (as used as an infant-toddler discipline strategy) - similar to redirection but instead of focusing on similar activities, choose activities that are unrelated to or opposite of the behavior the child is exhibiting; this method works best with behaviors that are not always inappropriate; it is not the best method for more serious behaviors or repeat offenses that need more work

ECE professional association – an organization seeking to further the knowledge, interests, and strategies of those adults working in early childhood settings; e.g., the American Academy of Pediatrics, National Association for the Education of Young Children (NAEYC), Council for Exceptional Children, Head Start, the National Academy of Sciences, National Council of Teachers of Mathematics (NCTM), the National Science Council and the National Association for Sport and Physical Education (NASPE)

formative assessment – the process of gathering and documenting information about children in an ongoing manner over time for the purpose of measuring progress toward a goal and adapting curriculum and instruction; designed to give feedback on progress towards development of knowledge, understanding and skills rather than for marks or grades

group feeding tables – a table that has multiple seats either set into the table top or in some way attached to the table to allow for feeding more than one child at a time.

heritage – practices handed down from past generations by tradition

high quality - meeting a standard that effectively meets children's developmental needs; occurs when children are actively engaged and interested in their learning; children have opportunities to be independent and have a measure of control over their won learning; children feel secure in their learning environment because of adult interactions and nurturing; children's learning is holistic and covers a variety of skills and knowledge; development of thinking skills to create ideas and solve problems are encouraged and supported.

IEP – Individualized Education Program; mandated by the Individuals with Disabilities Education Act (IDEA) which requires public schools to develop a plan specifying children's levels of development, goals for their learning and supports necessary to achieve the goals set for every student with a disability who is found to meet the federal and state requirements for special education; a written statement for each child with a disability that is developed, reviewed and revised annually by the local LEA

IFSP – Individual Family Service Plan; implemented in accordance with Part C of the Individuals with Disabilities Education Act (IDEA) - documents and guides the early intervention process for children ages birth to three years old with disabilities and their families

inclusion - occurs when children with and without disabilities play, develop and learn together

inclusive practices – ensuring learning activities, environments and interactions are both available and accessible to all children; ensuring that learning activities, environments and interactions are designed in a way that provides opportunities for children with disabilities to be full participants, independent, and socially involved with their peers who have typical development while engaged in the daily activities and routines of a classroom or home setting.

individual feeding chair – a chair in which only a single child can sit and be fed; may include a detachable tray and footrest or allow for a child's feet to touch the ground while sitting at a table

intentionally designed – purposefully planning an activity, lesson, or center to create an opportunity, achieve a specific outcome, or meet a learning goal

learning area – the physical space of a classroom organized with a variety of learning materials to engage children in learning through self-directed exploration; typically organized by type of learning that occurs in each area such as dramatic play, blocks, science, etc.

natural consequences – a behavior that produces a natural flow of events without interference of the teacher

open-ended question – allowing for a spontaneous, unstructured response; typically has no right or wrong answer, but prompts deeper thnking or problem-solving; often begins with "how," "why" or "what if…"

parental resilience – the ability to cope and bounce back from all types of challenges

play as an instructional strategy – organized, goal-oriented, focused and intentional play in which children use a variety of open-ended materials to promote learning and development through hands-on inquiry; in concert with adult planning, guidance, support, and follow-up, play is a vital experience of early development and promotes development of the whole child; it is important that children explore and apply new skills through experiences that are interesting, satisfying, and respectful of their desire to touch, hear, see, smell and taste

positive guidance - addressing typical discipline encounters with positive, helpful strategies: redirection, active listening, conflict resolution, and recognizing and dealing with strong emotions; limits/boundaries are clearly set and communicated

positive reinforcement – giving encouragement for a specific, desired behavior which builds self-esteem and inspires confidence

process (as used to describe children's creative expression) – the steps or course of action a child chooses on their own to achieve a result, usually in creating a piece of artwork

product –the end result of a process; in early childhood the process – chosen and directed by the child – should be the priority, not the product

redirection – to manage, guide or change focus by offering the child an opportunity to participate in a similar activity; refocus the child's energy into something positive; redirection stops the inappropriate activity immediately and sets the groundwork for learning right from wrong by equipping the child with an appropriate alternative or outlet for his desires

reflective supervision – guiding staff in a way that provides respect and thoughtful exchanges of information. Supervisory activities are provided in such a way that they support a process of ongoing teamwork, sharing of ideas and expectations, and working together to outline plans for improvement and/or professional growth and development

rote learning – learning that occurs by focusing on memorization and repetition rather than developing understanding of a subject or concept through thinking skills or problem solving development (e.g. saying or singing the ”ABCs” or counting to 10 out loud without the use of objects

service delivery – a set of concepts and practices that offer comprehensive instruction and support for the child

stereotypes - generalized and simplified conceptions of groups, based on prior assumptions

transitions – a moving from one experience, stage, or activity to another; change

usable space – the areas of a classroom that can be accessed by the children for the purpose of participating in play and other daily activities and routines. Usable space does not include space occupied by furnishings inaccessible to children such as tall, locked cabinets.


Effective Instructional Strategies

EFFECTIVE INSTRUCTIONAL STRATEGIES

Effective Instructional Strategies are ways that teachers present information to children that make concepts concrete and allow children to make connections to their prior knowledge. The challenge of the early education teacher is to narrow the achievement gaps and improve academic performance of all children. To meet this challenge, teachers need to be cognizant that young children do not distinguish learning by subject area. Instead, a child's progress in one domain continues to influence and *be* influenced by progress in other domains. Healthy brain development of children in this age range requires meaningful connections by using the following effective instructional strategies.

Intentional Teaching, Child-Centered Instruction & Individualized Instruction:

- Establish a classroom designed for students with specific areas identified into learning centers.
- Offer a variety of materials that emphasize creativity, problem-solving and independence.
- Provide practice through developmentally appropriate activities.
- Connect learning to the child's previous experiences.
- Direct and support student's use of academic language with key vocabulary being emphasized and used throughout the day.
- Promote interactions and discussions related to the learning along with ideas originating from the students.
- Offer immediate feedback to students to provide instructional pacing throughout the learning process.
- Look for ways to apply reasoning, problem-solving and other cognitive skills.

Optimal Achievement:

- Use curriculum that is intellectually challenging and engages the children's interests and senses.
- Integrate the curriculum by illustrating connections between domains.
- Encourage positive relationships between teachers and children.
- Focus on student engagement in learning. Activities should be enjoyable and interesting to the children.
- Expand memory and reasoning capacity by connecting new learning with prior knowledge.
- Encourage persistence and effort when meeting more difficult tasks.
- Provide explicit modeling and explaining
- Ensure meaningful learning for each individual child.

Teacher Techniques: (There should be a balance between teacher driven and student driven activities in the daily schedule.)

- Focus on the Whole Child
- Whole Group
- Small Group
- Individualized Instruction
- Center/Child Choice Time (should include child/teacher interactions)
- Concrete Experiences
- Process-Oriented Projects
- Cooperative Learning Projects
- Predictable and Interactive Daily Routines/Schedules
- Smooth and Meaningful Transitions
- Limited Wait Time

Learning Environment:

- Create a climate of fairness, caring, and respect that is maintained at all times.
- Clearly define and maintain acceptable behavior, routines, and transitions.
- Reinforce the children's efforts and provide recognition.
- Offer rich language and an environment centered in literacy.
- Establish an environment that encourages exploration.
- Play is used as an effective instructional strategy. Through play in a content-rich environment, children not only develop social and motor skills, but also begin to make sense of the world around them, building the foundations they will need to become capable, enthusiastic learners and responsible, healthy adults.
- Model and encourage student engagement in learning centers, whole and small group activities.
- Create a classroom that will allow the teacher to monitor and supervise the whole group while providing individualized instruction.
- Create a culture of authentic assessment and continuous learning.
- Offer connections to families and the community that surrounds the classroom.

Please Note:

- Worksheets are NOT an Effective Instructional Strategy for young children. Determine the goal of the worksheet or the standard it is addressing and convert it into an active learning opportunity.

SUGGESTED LEARNING AREA MATERIALS

The materials and supplies listed below describe the contents of well supplied learning centers in the early learning environment. All material should represent a variety of diverse cultures, styles and traditions. You will also discover that many of the listed supplies will nicely overlap into other learning center.

CENTER	MATERIALS
Dramatic Play	Brushes, Combs Cabinet or Shelves Cooking Utensils Doll Bed Doll Clothes Doll Stroller, High Chair, Crib Dolls (male, female, ethnic, with disabilities) Dress Up Clothes and Jewelry Eating Utensils Empty Product Boxes Functional Reading Materials (store ads, menus, catalogs) Housekeeping Tools (mop, broom, dust pan, ironing board, iron, bucket, sponge) Mirrors (hand and full-length) Phone Message Pad Pictures Pots and Pans Refrigerator
Dramatic Play cont.	Sink Story Books and Magazines Stove Table and Chairs Telephone and Phone Book
Example Grocery Store	*Writing Tools and Note Paper Cash Register* *Coins and Paper Money* *Empty Produce Boxes and Cans* *Grocery Carts* *Magazines/Newspapers* *Paper and Pencil (for making shopping lists)* *Paper and Plastic Bags* *Plastic Fruits and Vegetables* *Product Category Signs* *Shelves* *Shopping Lists with Words and Pictures*

CENTER	MATERIALS
Blocks	Books on Construction Cardboard Blocks Durable Cardboard Boxes (various sizes) Hollow Blocks Lincoln Logs Magnetic Building Shapes Materials for Making and Posting Signs People (family sets, community workers, representing various ethnic groups and showing males and females in a variety of roles)
Blocks Cont.	Pictures and Photographs Tinker Toys Traffic and Other Functional Signs Train Tracks Transportation Vehicles (cars, trucks, dump trucks, airplanes, helicopters, spaceships, trains, boats, fire engines, buses) Variety of Animals Made of Rubber, Wood, Vinyl or Plastic (farm, zoo, dinosaurs, aquatic) Wooden Unit Blocks

CENTER	MATERIALS
Art & Other Creative Experiences	Art Posters Blunt Scissors Bulletin Board or Clotheslines for Displaying Art Crayons Chalk Clothespins or Push Pins Craft Sticks Craft Trim Do-A-Dot Markers Easels Fabric Scraps Feathers Finger Paint Foam Foam Beads Glue, Glue Sticks, Tape Hole Punch Large Paper (minimum size 12" x 18") Model Magic Newspaper Paint Brushes of Various Sizes Paper Towels
Art & Other Creative Experiences cont.	Pasta Pencils Pipe Cleaners Play dough or Clay Pom Pom Balls Ribbon Sandpaper, Wrapping Paper, Wallpaper Samples Smocks or Old Adult-Sized Shirts Sponges Stamp Pads and Stamps Stapler String Styrofoam Packing Pieces (for table painting) Tempera Paint Toothbrushes Various Types of Paper (manila, newsprint, construction, butcher) Washable Markers Watercolors Weaving Materials Wikki Sticks Yarn

CENTER	MATERIALS
Library/Media	Audiovisual Materials (easy to operate tape or CD players) Beginning Computer Software (simple programs for drawing, sequencing, learning about the computer) Book Display Rack Books Made with Children Books with Tapes/CD's/Videos (purchased or teacher made) Carpet, Rug or Carpet Squares Chairs and Pillows Chart Stories Made With Children Children's Original Poems and Stories
Library/Media cont.	Felt Board and Pieces for Story Telling Fiction and Non-Fiction Books (picture, patterned, wordless, poetry) Functional Print (menus, greeting cards, maps, lists etc.) Magazines, Newspapers, Catalogs Pictures Puppets Reference Books Storytelling Props Stuffed Animals

CENTER	MATERIALS		MATERIALS
Reading & Writing	A Variety of Books (fiction, non-fiction, picture books, dictionaries, etc.) Alphabet Blocks, Alphabet Cards An Old Computer Keyboard Book Jackets, Posters Chalkboard or Whiteboard Child Accessible Shelf for Organizing Supplies and Materials Envelopes Environmental Print Erasers Glue, Glue Sticks, Tape Magnetic Surface Mail Box or Message Center	*Reading & Writing cont.*	Moveable Letters (can be magnetic) Paper of all Kinds, Lined and Unlined Picture, Alphabet and Word Games Pictures and Photographs Print Models (poems, chart stories, word lists) Rubber Stamps/Stamp Pads (letters and pictures) Small Blank Books Stencils Used Postage Stamps Word Cards with Words and Pictures Writing Tools (chalk, pencils, ink pens, markers, crayons)

CENTER	MATERIALS		MATERIALS
Mathematics	Attribute Blocks or Links Balance/Scale Beads and String Old Playing Cards (with the face cards removed) Collections for Counting, Sorting and Classifying (buttons, stones, marbles, spoons, straws) Cuisenaire Rods Dominoes Egg Cartons Geoboards Geometric Shapes of Various Sizes Magnetic Numbers Magnetic Surface Math Concept Books and Puzzles Math Games Measuring Cups and Spoons Nesting Sets	*Mathematics cont.*	Number and Counting Puzzles Number Blocks and Cubes Number Line (on wall and movable) Old Ice Cube Trays Paper, Pencils, Crayons and Erasers Parquetry Blocks Pattern Cards Pegs and Peg Boards Pennies and Other Coins Plastic Plates or Lids for Making Sets Readable Patterns Rulers and Tape Measures Sets of Small Manipulatives (Cars, bears, etc.) Shapes and Colors Unifix Cubes

CENTER	MATERIALS		MATERIALS
Sand & Water	Buckets of Various Sizes Cookie Cutters Different Mediums for the Sand/Water Table (e.g., rice, beans, moon sand etc.) Egg Beater Funnels Liquid Detergent Measuring Cups Objects that Sink and Float Plastic Containers of all Sizes Scale or Balance	*Sand & Water cont.*	Shovels and scoops Sieves, Strainers, Containers with holes Small Boats Small Trucks and Cars Sponges Straws Tubes Water and Food Coloring Water Pump Water Wheel

CENTER	MATERIALS		MATERIALS
Games, Puzzles & Manipulatives	Association Games Attribute Games Beads and String Concept Games Cooperative Games (lotto, dominoes, bingo, concentration, matching games, card games) Games Based on Literature Games with Outcome Based on Chance not Strategy Interlocking Blocks Items to Snap, Button, Zipper and Lace	*Games, Puzzles & Manipulatives cont.*	Items to Take Apart and Put Back Together Lincoln Logs Pattern Cards Puzzles (large floor as well as small table top ones) Sewing Cards Sorting Trays Textured Puzzles Tinker Toys Visual Discrimination Games

CENTER	MATERIALS		MATERIALS
Wood Working	Aprons Cardboard Duct Tape Golf Tees Hammers Nails/Screws Safety Glasses (mandatory)	*Wood Working cont.*	Safety Gloves Saw Screwdrivers Styrofoam Wood Glue Wood Scraps Workbench

CENTER	MATERIALS		MATERIALS
Music & Movement	Bells and Bell Bands Bongo Drums CD's or Cassettes with Children's Music as well as other genres Child Made Instruments Cymbals Drums Easy to Use CD or Cassette Player Finger Castanets Giant Scarves	*Music & Movement cont.*	Kazoos Maracas, Shakers, Rattles Rain Maker Rhythm Sticks Tambourines Triangles Wrist Ribbons Xylophones

CENTER	MATERIALS		MATERIALS
Science	Ant Farm Aquarium Assorted Leaves Balance/Scale Books (animals, trees, rocks, weather, seasons, space, the body etc.) Bubbles Bug Scope Butterfly Pavilion Light Table Magnets and a Variety of Magnetic and Non-Magnetic Items Marbles of Varying Sizes and Weights Measuring Tapes or Rulers Observation Station	*Science cont.*	Pictures and Posters (animals, nature, rocks, weather, space, body, seasons) Pieces of Wood, Branches or Sticks Plastic Bugs, Animals, etc. Plastic Containers (varying sizes) Rocks Sensory Dome Shells Telescopes Terrarium Tornado Tubes Wood Ramps of Varying Lengths

CENTER	MATERIALS
Social Studies	Baby Dolls (multicultural) Books (community helpers, other cultures, countries, geographic locations, deserts, plains, cities, oceans etc.) Building Blocks Calendars Drawing Tools (pencils, crayons in multicultural skin colors, markers, rulers) Games that Require Cooperation Globes Lincoln Logs Maps
Social Studies cont.	Newspapers Paper (for making maps, drawing pictures of communities and families) Posters or Pictures (that show their community and other communities) Poster or Pictures of Feelings Puppets Puzzles Songs and Stories from Other Cultures Trucks, Cars, Buses, Trains, Airplanes, Helicopters – Modes of Transportation

CENTER	MATERIALS
Outdoor Equipment	Balls for Kicking, Throwing, Catching Bean Bags and Other Materials to Throw at Targets Bubble Liquid, Variety of Wands Climbing Structures with Various Moving Parts (swings, bars, ladders, hanging rings) First Aid Kit Plastic or Metal Ride-ons, (such as low-slung tricycles; helmets should be available)
Outdoor Equipment cont.	Realistic Ride-ons (cars, trucks, horses) Sidewalk Chalk Slides Small Seesaws Soft Balls to Hit with Large Plastic Bats Structures with Potential for Role-Playing Activities Toys Listed in Sand Table Section

CENTER	MATERIALS
Adaptive Materials for Children w/Special Needs	*Boardmaker Pictures *Puzzles with Knobs *Specialized Utensils *Switch Activated Toys *These materials should be included into each of the centers as appropriate.



Resources

RESOURCES

PROFESSIONAL RESOURCES

- American Academy of Pediatrics – www.aap.org
- Arizona Association for the Education of Young ChidIren (AzAEYC) – www.azaeyc.net
- Arizona Department of Education – www.azed.gov
- Association for Childhood Education International (ACEI) – www.acei.org
- Council for Exceptional Children (CEC) – www.cec.sped.org
- First Things First – www.azftf.gov
- National Academy of Sciences – www.nationalacademies.org
- National Association for Sport and Physical Education (NASPE) - www.aahperd.org/naspe/
- National Association for the Education of Young Children (NAEYC) - www.naeyc.org
- National Center for Research on Early Childhood Education (NCRECE) – www.ncrece.org
- National Child Care Information and Technical Assistance Center (NCCIC) – www.nccic.acf.hhs.gov
- National Council of Teachers of Mathematics (NCTM) – www.nctm.org
- National Head Start Association – www.nhsa.org
- National Professional Development Center on Inclusion (NPDCI) – www.fpg.unc.edu/npdci
- PreK Now – www.preknow.org
- Zero to Three – www.zerotothree.org

CURRICULUM RESOURCES & ASSESSSMENT TOOLS

Curriculum Resources

- High/Scope www.highscope.org
- Developmental Interaction Approach www.bnkst.edu
- Constructivism www.ncrel.org
- Creative Curriculum www.teachingstrategies.com
- Project Approach www.projectapproach.org
- Montessori www.montessorird.org
- Reggio Emilia www.reggiochildren.com
- Scaffolding Early Literacy Program www.mcrel.org/topics/earlychildhood/services/41/

Assessment Tools

- Teaching Strategies GOLD™ Birth *Through* Kindergarten; Teaching Strategies, Washington, DC
- pals™ PreK; Phonological Awareness Literacy Screening, Charlottesville, VA
- Peabody Picture Vocabulary Test (PPVT); Pearson, San Antonio, TX

Program Assessment Tools

- Early Childhood Education Quality Improvement Process (ECQUIP)
- Early Childhood Environmental Rating Scales (ECERS-R, ITERS-R, FCCERS-R)
- Classroom Assessment Scoring System (CLASS)
- Assessment of Practices in Early Elementary Classrooms (APPEC)
  Preschool Program Quality Assessment (PQA)
- Early Language and Literacy Classroom Observations (ELLCO)
- Arnett Caregiver Scales
- WestEd Teach for Success (T4S)
- Program Administrative Survey (PAS)

QUALITY IMPROVEMENT & ACCREDITATION ORGANIZATIONS

First Things First: Quality First!
4000 N. Central, Suite 800
Phoenix, AZ 85012
(602) 771-5100
www.azftf.gov

National Association for the Education of Young Children
1509 16th Street North West
Washington D.C. 20036
(800) 424-2460
www.naeyc.org

Association for Christian Schools International
326 S. Wilmot Road Ste. A110
Tucson, AZ 85711
(520) 514-2897
www.acsi.org

American Montessori Society
281 Park Avenue South 6th Floor
New York, NY 10010
(212) 358-1250
www.amshq.org

National Accreditation Commission for Early Care and Education Programs
P.O. Box 982
Christiansburg, VA 24073
(800) 537-1118
www.naccp.org

National Early Childhood Program Accreditation
1029 Railroad Street
Conyers, GA 30207
(800) 543-7461
www.necpa.net

First Things First
4000 N. Central, Suite 800
Phoenix, AZ 85012
www.azftf.gov

Arizona Department of Education
Early Childhood Programs
1535 West Jefferson
Phoenix, AZ 85007
602.364.1530
www.ade.az.gov

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ATTACHMENT N – Ready for School Set for Life: Creating the Model Early Childhood System



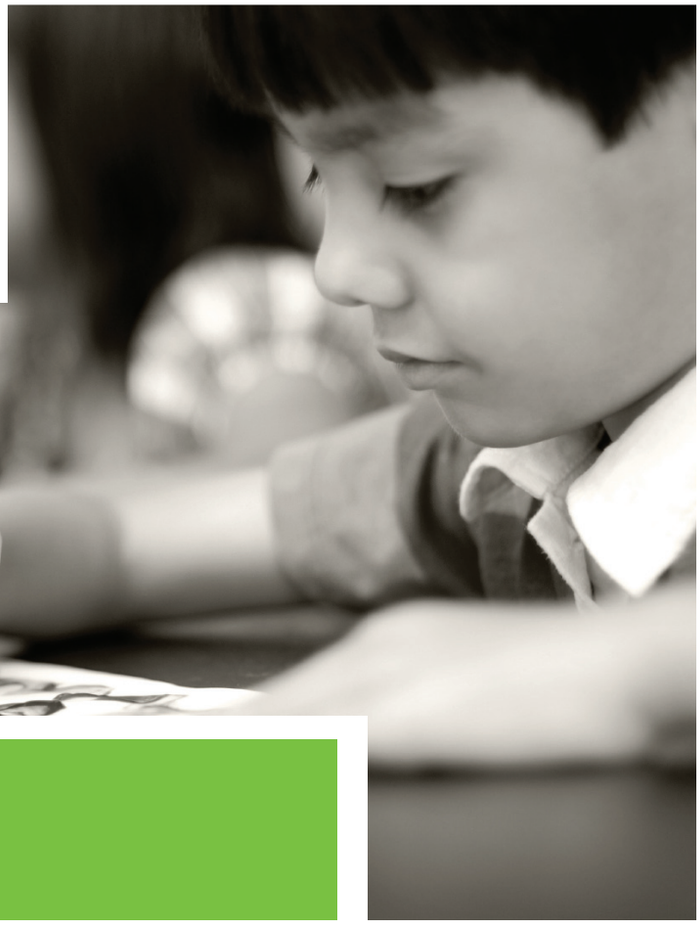






Ready for School. Set for Life.

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Creating the Model Early Childhood System



Arizona Early Childhood Task Force Members

Kristina Blackledge
Parent Representative

Senator Rich Crandall
Arizona State Senate

Marilee Dal Pra
The Virginia G Piper Charitable Trust

LaVonne Douville
United Way of Tucson & Southern Arizona

Molly Dries Bright
Arizona Department of Economic Security

Rhian Evans Allvin
First Things First

Priscilla Foote
Gila River Health Care

Gila River Indian Community Regional Partnership Council

Reverend Jackie Garner
Trinity Center for New Thought

Central Maricopa Regional Partnership Council

Dr. Rufus Glasper
Maricopa Community Colleges

Julianne Hartzell
Coconino Regional Partnership Council

Kathy Hrabluk
Arizona Department of Education

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Naomi Karp
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North Pima Regional Partnership Council

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Arizona Child Care Association

Geri Martinez
Alhambra School District Head Start Program

Dr. Ron Marx
College of Education, University of Arizona

Nadine Mathis Basha
Task Force Chair

Board Member & Finance Committee Chair, First Things First

Joyce Millard-Hoie
Raising Special Kids

Central Phoenix Regional Partnership Council

Jacob Moore
Arizona State Board of Education

Generation Seven Strategic Partners, LLC

Dana Naimark
Children's Action Alliance

Karen Ortiz
Helios Education Foundation

Janice Palmer
Arizona School Boards Association

Jane Pearson
St. Luke's Health Initiatives

Rosalind Polston
Tanner Community Development

Dr. Pamela Powell
College of Education, Northern Arizona University

Board Member & Program Committee Chair, First Things First

Barbara Ralston
Fresh Start Women's Foundation

David Reede
San Carlos Apache Tribe

San Carlos Apache Regional Partnership Council

Rebecca Rios
Former Member, Arizona State Senate

Jeanette Shea
Public Health Prevention Services, Arizona Department of Health Services

Laurie Smith
Graham County Community Foundation

Graham/Greenlee Regional Partnership Council

Mayor Scott Smith
City of Mesa

Ginger Ward
Southwest Human Development

Central Phoenix Regional Partnership Council

Susan Wilkins
Association for Supportive Child Care

Central Phoenix Regional Partnership Council

Neal Young
Arizona Department of Economic Security

Board Member, First Things First

Special appreciation to Karen Woodhouse, chief program officer at First Things First; B.J. Tatro, the task force facilitator; and Karen Ponder, national consultant.

Our Shared Challenge … and Opportunity

When Arizona voters passed Proposition 203 in November 2006 and then defeated Proposition 302 in November 2010, they dedicated more than $130 million in new tobacco revenue annually to ensure that every child in Arizona arrives in kindergarten ready to succeed. The state established the Arizona Early Childhood Development and Health Board (First Things First) to lead this work.

Decades of research has established that young children's brains are 90 percent developed by the time they are age 5, and the experiences young children have from birth to 5 set the stage for whether they will be prepared to achieve in school and beyond.

The challenges are many:

- More than half of Arizona's young children live in low-income homes (annual income of less than $44,700 for a family of four).
- 60 percent of Arizona children under age 6 live in homes where all of the adults work.
- Only about 13 percent of children in licensed centers attend nationally accredited early care and education programs.
- The annual average costs for infants and 4 year olds in center-based care are $8,500 and $6,600, respectively, compared to tuition of $8,237 at the University of Arizona.
- Only 27 percent of early childhood center-based teachers are required to have some college education or a college degree.
- More than one-third of parents report that their young child has never been to a dentist.
- Arizona ranks 44th in the nation in the percentage of parents who read daily to their children, ages birth to 5.
- About 14 percent of 2 to 4 year olds and about 31 percent of 10 to 17 year olds are overweight or obese.

In the past few years, Arizona has faced significant budget challenges that affect our children, but the early childhood system has also made some important progress.

Fulfilling our commitment to young children means more than simply funding programs and services. It means having a shared vision about what being prepared for kindergarten actually means and then a collective commitment to work across sectors to realize this vision.

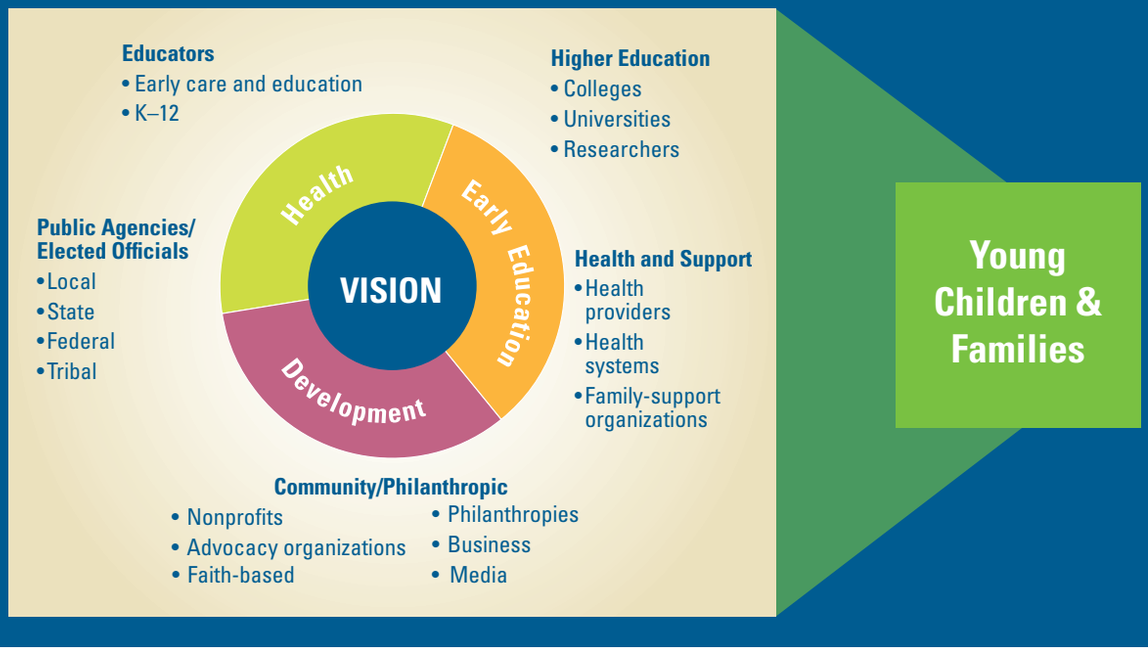
The Arizona Early Childhood Task Force, composed of 35 leaders from an array of disciplines, convened in 2010 to weigh in on these issues. They were supported with national technical assistance from Karen Ponder, former CEO of the North Carolina Partnership for Children. This report summarizes the task force's progress. And it invites you to work with us in the coming years as we continue to build an early childhood development and health system that offers Arizona children the strong start they deserve.



Develop a Model Early Childhood System

Development includes a child's physical, cognitive, speech and language, and social and emotional development. **Health** includes a child's physical, mental, oral and nutritional well-being. **Early education** includes environments guided by skilled adults and rich in interaction, language, books and materials so that children are cognitively, socially and emotionally prepared for kindergarten. Realizing this vision means more than simply relying on programs and services funded by First Things First (FTF), which is one element of the system. Success depends on multiple individuals and sectors working collaboratively to serve young children and their families.

SYSTEM VISION: All Arizona children by the time they are 5 years old have a solid foundation for success in school and in life because we have worked together to create a family-centered, comprehensive, collaborative and high-quality early childhood system that addresses the child's development, health and early education.



Our Model System Will Be …







Key System Elements

We need to move beyond an incremental approach — one pilot project after another, a slew of disconnected programs — to create a comprehensive approach that addresses all elements of the system.

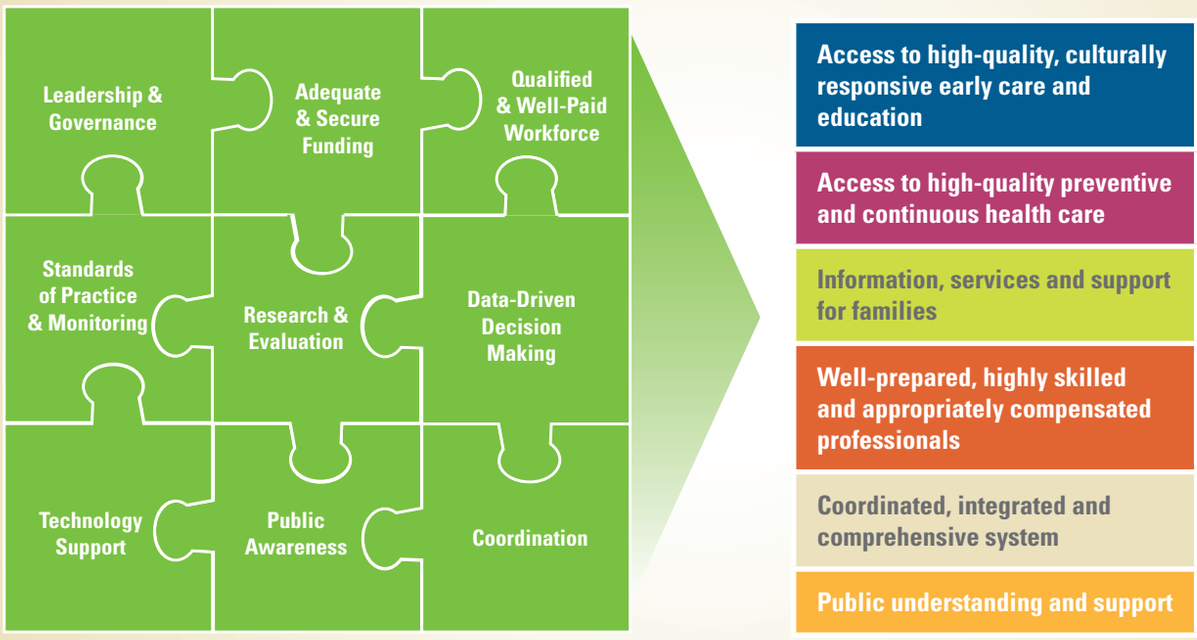
Not all elements will require equal attention all the time. Different communities will focus on different elements, depending on their local priorities. But having a holistic perspective will help everyone stay on track, working on the priorities that matter most.

Six System Outcomes

When we succeed, all of us will benefit from living in communities where:

1. All children have access to high-quality, culturally responsive early care and education that promotes their development.
2. All children have access to high-quality preventive and continuous health care, including physical, mental, oral and nutritional health.
3. All families have the information, services and support they need to help their children achieve to their fullest potential.
4. All early childhood education and health professionals are well-prepared, highly skilled and compensated based on their education and experience.
5. The early childhood system is high-quality, centered on children and families, coordinated, integrated, and comprehensive.
6. All Arizonans understand the importance of the early years and the impact of early childhood development, health and education on Arizona's quality of life. As a result, they substantially support — both politically and financially — a model system that delivers these benefits.

Having all elements in place will help accelerate positive outcomes.



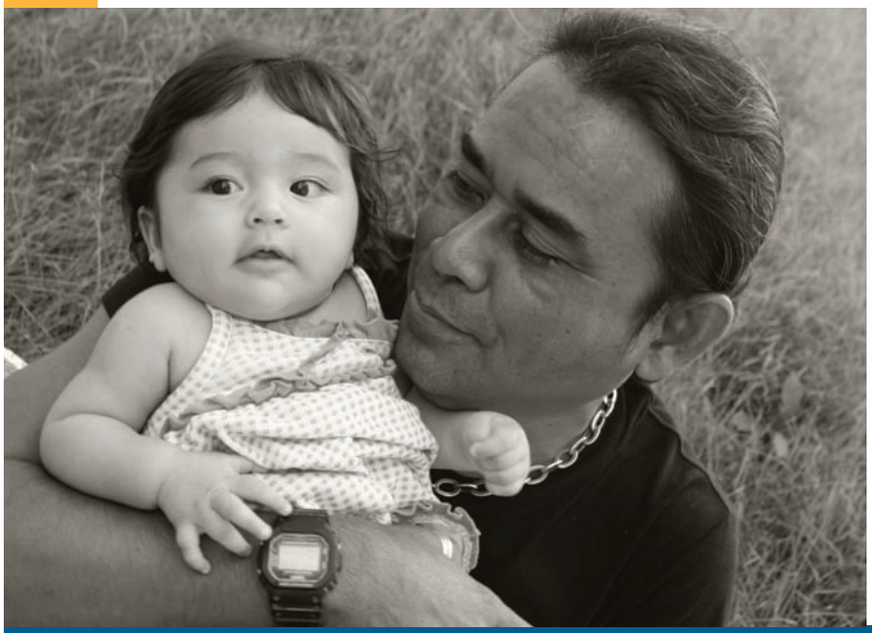
First Things First Priority Roles



The FTF Board charged the task force with identifying all of the possible roles in the system and recommending the strategic priorities for FTF for the next five years. The task force recommended and the board approved the following eight priority roles. FTF will focus financial resources in each of these priority areas. In addition, FTF will convene partners, offer leadership and work collaboratively with the existing system to maximize resources and improve outcomes. Collaboration will be especially important to ensure young children access the existing health care system.

Quality, Access and Affordability of Regulated Early Care and Education Settings

Families need options so they can choose early care and education that makes sense for them. Some families may choose a child care setting; others may choose preschool. Some may want half-day; others full-day. Some may want programs near where they live; others close to their work. Regardless of setting, all programs should offer a high-quality, safe and healthy environment appropriate for each child's developmental and learning needs. They should be culturally responsive. And programs should be affordable so that families aren't paying the same for child care each month as they do for their mortgage.



We recognize that a percentage of Arizona children are being cared for by families, friends and neighbors. While regional FTF strategies focus on this population, our initial statewide focus will be on regulated, licensed settings.

Family Support and Services

Families should have the information, services and supports they need to help their children achieve their fullest potential. To make the best choices for their families, they need access to information that educates them about what to look for in a quality program and tells them what is available in their community. They must have the support they need to teach their children to read, use language and achieve developmental milestones. And they must have opportunities to connect with other families in their community.

Professional Development System

Arizona's best chance of offering quality early care and education is through well-trained professionals who can teach young children to explore and discover their worlds and who can effectively manage their programs. And health professionals who are trained to work with very young children and understand child development and know resources for families. This means that all early care and education and health professionals must be well-prepared, highly skilled and compensated accordingly.

They need to be culturally diverse to meet the needs of children and families in every community. They need to be able to work in a variety of settings. They must meet specific educational and professional development standards and then have access to the quality education and training programs that allow them to continue learning throughout their careers. Creating a system like this cannot be done piecemeal, community by community. Arizona needs a comprehensive and coordinated approach.

Quality Health Care and Coverage

Young children cannot be expected to thrive unless they have access to high-quality and affordable preventive and continuous health care services. These must address children's physical, mental, oral and nutritional needs.

Unless these basic needs are met, children will face long odds of being prepared for school and life by age 5. Currently, gaps are especially acute in remote and underserved areas of the state.

Adequate and Sustainable Funding

Given the gaps between what children and families need and the current availability of services, the state must continue to invest wisely. Our top priority must be to secure long-term funding that ensures these priorities are sustained in the face of declining revenues.

FTF will not be the sole funder of the early childhood system, but we will take an active role in helping to increase and coordinate available resources from multiple sources.

A Comprehensive, Aligned and Accountable System

To ensure all young children and their families have access to the high-quality and affordable services they need, the system must address all aspects of child development, health and education: physical, cognitive, social and emotional. Agencies, organizations and individuals at all levels must work collaboratively to develop, fund, carry out and evaluate programs and services.

A system that is organized around the unique needs of each child and family has no room for bureaucracy or turf wars. Services should be seamless; children and families don't care who is offering what, as long as the care, education and health services are high-quality, accessible and affordable. Improved outcomes for children are what matter most.

Quality Standards, Curriculum and Assessments

Learning begins at birth, and a strong foundation in the early years sets the stage for academic success in grade school and beyond. An aligned and coordinated system from birth through college is essential. That includes adopting quality standards across the early learning continuum; having developmentally appropriate curricula and assessments that are connected to K–12 curricula and assessments; and integrating the collection, analysis and use of data.

Public Awareness and Support

In 2006, Arizona's citizens wisely, generously and overwhelmingly supported passage of Proposition 203, which included a steady source of funding to support a quality early childhood development and health system. Voters intended the new funds to supplement existing programs and services supported through the state's general fund, approved by the governor and the legislature. FTF is charged, by law, to expand public information about the importance of early childhood development and health so that all Arizonans are aware of the long-term impact of early childhood on the state's economy and quality of life.

NEXT STEPS

The FTF Board and regional councils, with support from the Arizona Early Childhood Task Force and our partners across Arizona, have begun to chart a course for the next five years. With a clear vision of our collective goal and a solid definition of the system and its priorities, our work will be specific and targeted. The next critical element is to determine how we are going to measure success.

To that end, three policy committees on child health, family support and literacy, and early learning have been convened to refine our specific goals and recommend the indicators that will be used to track progress. With input this summer from regional councils and community stakeholders, these indicators will be presented to the board for final approval at its August 2011 meeting.

While the goal is ambitious, Arizona's future depends on our young children. Hundreds of people across Arizona have spent more than 60,000 hours volunteering their time to help develop an integrated and seamless system for young children. Thousands more are dedicating their professional careers to support families and nurture young children on a trajectory for success.

We now have an agreed-upon statewide strategy and priorities. But the work is not over. It will take all partners in the system to help refine our program implementation. Most important, we must collectively hold ourselves accountable so our work will result in positive, measureable outcomes for our youngest children.











FIRST THINGS FIRST

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www.azftf.gov

ATTACHMENT O – First Things First Studies and Assessments

ATTACHMENT O – First Things First Studies and Assessments

Completed studies and assessments:

- FTF Children's Budget – summary of all state and federal fund expenditures for fiscal years 2005 through 2010 in the state of Arizona for children zero through five and their families (first Children's Budget completed in 2010 with update in 2011).
- Arizona Health Survey – a partnership with St Luke's Health Initiatives to survey adult and child health behavior and status (completed 2010).
- FTF Partner Survey – survey of early childhood partners' perception of collaboration and quality in services for children and families (baseline completed in 2009 with follow-up in 2010).
- FTF Family and Community Survey – survey of parent's knowledge of child development and perception of the quality and access to early childhood services (baseline completed in 2009).
- Statewide Needs and Assets Reports - Overall assessment of the current state of data on opportunities and challenges for children zero through five and their families (completed 2007 and 2009).
- Regional Needs and Assets Reports - Overall assessment of the current state of data on opportunities and challenges for children zero through five and their families for each Regional Partnership Council (completed 2008 and 2010).
- Cost of Quality – Economic and classroom data model of the projected programmatic costs of delivering early care and education at the five Quality First star levels (completed in 2011).

Ongoing studies and assessments:

- FTF Family and Community Survey – survey of parent's knowledge of child development and perception of the quality and access to early childhood services (second data collection to be completed in 2012).
- Statewide Needs and Assets Reports - Overall assessment of the current state of data on opportunities and challenges for children zero through five and their families (third report to be completed in 2011).
- Regional Needs and Assets Reports - Overall assessment of the current state of data on opportunities and challenges for children zero through five and their families for each Regional Partnership Council (third reports to be completed in 2012).
- Child Care Demand and Capacity Study –study examines regional and statewide family demand for child care (including key factors in selection such as cost, quality,

accessibility, regulation) and the capacity of providers to meet this demand (to be completed in 2012).

- Parent Kit Study – study designed to assess usefulness of Arizona Parent Kit, identify needed improvements, understand how parent use the kit, and assess potential benefits as an educational vehicle in Arizona communities (to be completed in 2012).
- Early Childhood Compensation and Credential Survey- survey to obtain information on compensation, credentials, and employment of early care and education teachers in the state of Arizona (to be completed in 2012).

Projected studies and assessments:

- FTF Children's Budget Update – summary of all state and federal fund expenditures for fiscal years 2005 through 2010 in the state of Arizona for children zero through five and their families (projected update in 2013).
- Arizona Health Survey – a partnership with St Luke's Health Initiatives to survey adult and child health behavior and status (projected second data collection in 2013).
- FTF Partner Survey – survey of early childhood partners' perception of collaboration and quality in services for children and families (projected third data collection in 2012).
- Evaluation of Innovative Family Support Strategies - study to determine the effectiveness, impact and relative merits of regional family support strategies (projected completion in 2014).
- Arizona Early Childhood Workforce Study- Study examines current educational level of early childhood workforce, identifies professional development needs, and assesses the quality, accessibility, and match with community needs of current professional development opportunities within regions and state (projected completion in 2014).

ATTACHMENT P – Board Member Bios: Updated 5 October 2011

ATTACHMENT P – Board Member Bios

FIRST THINGS FIRST

Ready for School. Set for Life.

Board Member Bios

Updated 5 October 2011

Steven W. Lynn, Chair

Steve holds the position of Vice President and Chief Customer Officer at both UniSource Energy Corporation and Tucson Electric Power Company. In that capacity, he is responsible for positioning UniSource Energy and TEP with regulators, customers and the greater community. He oversees customer service, corporate communications, consumer relations, community affairs and government relations functions for both UniSource Energy and TEP. Steve joined UniSource Energy and TEP in 2000.

From February to August, 2005, Steve also served as the Interim President and CEO of Tucson Regional Economic Opportunities, Inc. (TREO). This regional economic development organization is a joint venture of city/county governments and the business community in eastern Pima County.

Prior to joining UniSource Energy and TEP, he spent sixteen years as CEO and owner-partner at Nordensson Lynn & Associates, Inc., one of Arizona's leading marketing communications firms based in Tucson. In 1994, Steve was named Tucson's Advertising Professional of the Year by the Tucson Advertising Federation.

Steve is a graduate of The University of Arizona and holds a Bachelor's degree in Political Science and a Master's degree in Communications. In 2007, he was presented with the "Distinguished Citizen" Award by The University of Arizona Alumni Association and the College of Social and Behavioral Sciences. And in 2009, Steve received a Doctor of Letters degree (Honoris Causa) from The UofA College of Social and Behavioral Sciences and the College of Education.

Active in the community, Steve serves as Chairman of the Arizona Early Childhood Development and Health Board (First Things First), Chairman of The UofA College of Social and Behavioral Sciences Advisory, Board, Past Chairman of Arizona's First Independent Redistricting Commission (2001-2011), Past-Chairman of the Downtown Tucson Partnership, and Past-Chairman of Southern Arizona Leadership Council Board of Directors. He was honored as Tucson's 2007 "Man of the Year" by the Metropolitan Chamber of Commerce and was named the 2008 Arizona Capitol Times' Leader of the Year in Volunteerism.

His many other civic activities, both past and present, include board membership on the Arizona Hospital and Health Care Service Corporation, Downtown Development Corporation, UA Healthcare, University Physicians Healthcare, and the Tucson Regional Economic Opportunities, Inc. He is also a member of the DM – 50 support group, and was a founding board member of the Science Foundation Arizona Board of Directors.

Steve and his wife, Nancy (a retired high school guidance counselor), have been married since 1969 and have two adult daughters. One is a paramedic and Pre-Hospital Specialist at Northwest Hospital in Tucson, and the other is the Talent Supervisor on the popular syndicated television show, 'Dr. Phil', with psychologist Phil McGraw. Steve has lived in Tucson since 1964.

Dr. Eugene W. Thompson, Vice Chair

A son of the Motor City, once recognized as “One of the Top 100 School Executives in America,” Dr. Thompson has led school systems everywhere from Alaska to Alabama.

Born and raised in Detroit, Dr. Thompson attended the Detroit Public Schools, where he was active in leadership as a high school athlete, Boy Scout and church youth leader.

After graduating from Western Michigan University with a B.A. in elementary education, he began his career in the Detroit suburbs as a fourth grade teacher. Following his graduation with a master’s degree from the University of Michigan, he was promoted to elementary school principal. After earning his doctorate from Western Michigan University, he moved to leadership roles including: Director of Curriculum, Director of Research and School District Superintendent in Alaska, Alabama, Indiana and Michigan. He has also served as a university administrator and professor at the University of Alabama at Birmingham, Bowling Green (OH) State University and Western Michigan University.

During his career Thompson was recognized as “One of the Top 100 School Executives in America” by The Executive Educator, for his work leading the quality improvement program of the Manchester (MI) Community Schools.

While serving as a university professor, Thompson formed a consulting company, Apollo International Education Group. He has worked for the United States Department of State and the Southern Association of Colleges and Schools, providing assistance to schools throughout Latin America, Africa and Asia. His work on behalf of American Overseas Schools continues.

He and his wife, Sandra McConnell, Ph.D., live in Prescott with their three horses and one cat. Since moving to Arizona, he has been active in the political arena, served as a church deacon and a member of the Yavapai Community College Foundation Board and plays on a senior softball league team. His hobbies include skiing, golf, riding his horses, photography and reading. He and his wife are parents of four adult children and have five grandchildren.

Dr. Thompson is serving a 6-year term ending on January 21, 2013.

Nadine Mathis Basha

A former teacher, educator, small business owner and volunteer, Nadine Mathis Basha has spent her adult life advocating for Arizona's children, particularly with regard to early childhood education within the state.

Mrs. Mathis Basha developed Proposition 203, which was approved by voters in November 2006 -- a ballot initiative to generate tax funds to establish a comprehensive system of early childhood development and health. The First Things First (FTF) board is in charge of the implementation and oversight of Proposition 203. Mrs. Mathis Basha was appointed as the first chair of the founding board of FTF for its first two years and continues to serve as a member on the board. In 2010, Mrs. Mathis Basha, once again, led a successful ballot initiative campaign preserving the funding for FTF.

Mrs. Mathis Basha has served on numerous boards and committees in conjunction with state and community agencies, the Governor's Office and Arizona State University. In 1989, she founded the Children's Action Alliance, a children's public policy advocacy group that has significantly influenced the policies that enhance educational and medical needs for families with considerable financial constraints.

Her accomplishments in the field of early childhood have been acknowledged by the countless awards she has received over the years.

Mrs. Mathis Basha was presented with an honorary degree of Doctor of Humanities from the University of Arizona in December 2009. She also holds an honorary degree of Doctor of Education from Northern Arizona University as well as Arizona State University's Distinguished Achievement Award. She received a B.S. in Elementary Education from the University of Kansas and a M.Ed. in Early Childhood Education from Arizona State University.

Mrs. Mathis Basha is serving a 6-year term ending on January 21, 2013.

Gayle Burns

Mrs. Burns is currently the Vice President of the Central Arizona Water Conservation District (CAWCD) Board of Directors and chairs their Public Policy Committee. She previously served as the CAWCD representative to the Arizona Water Banking Authority.

Mrs. Burns also is a member of the ADD Water Council (Acquisition, Development and Delivery of New Water Supplies) and the Central Arizona Groundwater Replenishment District.

She owned and operated the Christmas Cottage, a Glendale store specializing in Christmas ornaments and collectables, until 2007. During that time, Mrs. Burns was a member of the Glendale Chamber of Commerce and served as an officer of the Glendale Downtown Development Corporation.

For 27 years prior to that, Mrs. Burns owned and operated preschools. She was responsible for training staff, working with children and counseling parents, an experience that provided her with valuable insight into what parents expect from early childhood development experts and what children need to succeed once they enter kindergarten.

She also worked as assistant office manager for Save-Way Auto Lease from 1967 to 1972.

Mrs. Burns attended Iowa State University and has lived in Arizona for 48 years. She and her husband, Robert Burns, have been married for 50 years and have two grown sons. They reside in Peoria.

Mrs. Burns' term ends January 2013.

Cecil B. Patterson, Jr. (The Honorable)

Appointed by Governor Symington in 2003, Judge Patterson served eight years on the Arizona Court of Appeals. His work at First Things First is one way he continues his distinguished career of public service.

Cecil Patterson, Jr. now practices law in the Phoenix community after having retired from the Arizona Court of Appeals, Division I, on June 30, 2003, after eight years of service. He also served as the Acting Presiding Judge for the Glendale City Court from September 2001 to October 2002; and as Chief Counsel of the Human Services Division for the Office of the Arizona Attorney General from 1991 until his Court of Appeals appointment.

Before his tenure with the Attorney General's Office, Judge Patterson served eleven years as a Maricopa County Superior Court Judge. During part of his time, he acted as Presiding Judge of the Criminal Department. A trial attorney with the Maricopa County Public Defender's Office from 1975 to 1980, Judge Patterson practiced law as a partner with a local firm and with the Phoenix Urban League and the Maricopa County Legal Aid Society from 1971 to 1975. His professional associations include membership in the National Bar Association and its Judicial Council, and the Arizona, Maricopa County and the H.B. Daniels Bar Associations. He also served on the National Association of Attorneys General's Civil Rights Committee. Judge Patterson is Chairman of the Arizona Juvenile Justice commission, and serves on a number of local committees, including: the Tempe Community Council, the City of Phoenix Ad Hoc Use of Force Task Force, Minority Advisory Committee – Arizona State University, the Board of Directors of the Valley of the Sun YMCA and the Valley of the Sun United Way. Other community activities include having served on the Board of Directors of the Maricopa County Branch of the NAACP, the Maricopa County Chapter of the Red Cross and Southminister Social Service Agency.

After serving five years with the United States Air Force, Judge Patterson earned his law degree from Arizona State University in 1971. He graduated with a B.A. in history from Hampton University, Virginia in 1963.

Judge Patterson is married, has two children, and is serving a 6-year term ending on January 19, 2015.

Dr. Pamela Powell

Dr. Powell spent over two decades as an elementary school teacher prior to arriving at Northern Arizona University. Currently, she is dedicated to helping pre-service teachers learn to utilize current, inclusive, and developmentally appropriate practices in their classrooms, which promote better learning for all students.

Dr. Powell received her B.S. Degree from Texas Tech University in Elementary Education, her Master's Degree from Arizona State University in Elementary Education, with a specialization in reading, and a doctorate from Northern Arizona University in Curriculum and Instruction, with a focus on Early Childhood Education.

As an Associate Professor of Literacy and Early Childhood in the NAU College of Education, Dr. Powell and her students frequently participate in practicum experiences in schools in the Flagstaff Unified School District and in child development centers in the area.

In addition, she is very involved in the promotion of quality early learning opportunities for all children in the state of Arizona and our nation. She helped develop summer conferences and institutes in the NAU College of Education for early childhood educators across the state, which have provided a venue for continued conversation regarding quality early learning environments. She also is Northern Arizona AEYC's policy chair, AzAEYC Board's member at large, and participates on various early childhood committees and taskforces at NAU, in the Flagstaff community, and the state of Arizona.

Vivian Saunders

Vivian Saunders currently serves as the Chairperson of First Things First's Communications and Governance Committee. She is the former Chair of the Tohono O'odham Nation and the former Special Assistant for Congressional Legislative Affairs for the Salt River Pima-Maricopa Indian Community. Ms. Saunders has worked in intergovernmental Indian affairs for the last 17 years.

Her service in intergovernmental Indian affairs began with her work as Assistant Dean for Student Affairs at the University of Arizona. She has served on the Northern Arizona University Institute for Native Americans, and most recently as the Chairwoman of the Tohono O'odham Nation, where she was responsible for 30,000 enrolled members with a 2.6 million acre land base and an annual multi-million dollar budget. She is a Past President of the Inter Tribal Council of Arizona, American Indian Alumni Association at UA. She also worked as a former Advisory Board member for the Institute for Native Americans.

She is a recipient of the 2007 Tanner Award for Outstanding American Indian Alumni, presented by the University of Arizona; the Iris Dewhirst Leadership Award presented by the Women on the Move Tucson YWCA; and the Outstanding Public Service Award presented by the University of Arizona Alumni Association.

Vivian earned a Masters in American Indian Studies from the University of Arizona and a Bachelor's Degree in Education from Arizona State University. She lives on the Tohono O'odham Nation with her husband and family.

Clarence Carter, Director, DES

Ex-Officio

Clarence H. Carter**,** Director of the Arizona Department of Economic Security, is a veteran social-service administrator with nearly 20 years of experience at the local, state and federal level. His track record is one of successful innovation in the delivery of entitlement programs, homeless services and prevention, child care services, adult protective services and teen pregnancy prevention.

Prior to coming to Arizona he was Director of the Department of Human Services for Washington, D.C. for 3 1/2 years. He also served as Deputy Administrator for the Food Stamp Program with the United States Department of Agriculture and was Commissioner of the Virginia Department of Social Services.

During his federal tenure he managed the $30 billion federal Supplemental Nutrition Assistance program and implemented the program's provision of emergency food stamp program for victims of Hurricane Katrina.

He also served as Director of the Federal Office of Community Services (OCS), where he managed the development of a new construct for the delivery of human services in the United States.

In Virginia his program was instrumental in an effort to bring more citizens to self-sufficiency. In his first five years, more than 25,000 public assistance recipients obtained gainful employment, earning in excess of $200 million. During his tenure Virginia's public assistance rolls were reduced by more than half, from an all-time high of 74,000 families to a 30-year low of 31,000.

Carter has long been a voice for transformation of the Nation's social safety net from and aggregation of single-purpose programs to an integrated, person-centric model focused on growing the capacity of the socially and economically challenged in our society. His work in the Administration of George W. Bush and the District of Columbia have allowed him to lay the foundation for this transformative model; work he continues in the Department of Economic Security in Arizona.

Carter has testified before Congress, appeared on several public affairs programs including; Crossfire, and BET's Our Voices, and shared his views on America's human services challenges before an International assembly.

Will Humble, Director, DHS

Ex-Officio

Will Humble, Director of the Arizona Department of Health Services (ADHS), has more than 25 years of experience working in the public health sector, 20 of those with ADHS. Appointed by Governor Brewer in 2010, Mr. Humble is responsible for one of the largest state agencies focusing on communicable disease control, public health emergency preparedness, emergency medical services, environmental health, the licensing of healthcare and child care facilities, laboratory management and public health prevention programs.

Prior to his post as Director, Mr. Humble led ADHS's efforts on public health. Under his watch, ADHS improved Arizona's hospital and local health preparedness, initiated a public health volunteer coordination program, improved special needs population readiness, increased laboratory capacity, and improved Strategic National Stockpile readiness.

Mr. Humble's experience dealing with new and emerging infectious diseases proved invaluable as he led ADHS and the state in responding to the recent H1N1 flu pandemic. His decisions and strategies were recognized at a national level where he helped improve pandemic response and its effects on schools and communities.

As Director, one of Mr. Humble's goals is to encourage all Arizonans to improve the decisions they make about food and exercise. He is an advocate for eating the right amount of the right types of foods and living an active and healthy lifestyle. He demonstrates this through his leadership at ADHS, policy recommendations, and everyday actions.

Mr. Humble is an Arizona native who received his Masters Degree in Public Health (MPH) from University of California – Berkeley, a Bachelors of Science in Microbiology from Arizona State University and a Bachelors of Science in Business Administration from Northern Arizona University. Will and his wife Julie are the proud parents of two wonderful children, Luke and Sydney.

John Huppenthal, Superintendent of Public Instruction

Ex-Officio

During Superintendent of Public Instruction John Huppenthal's 26 years in public service, he has established himself as one of Arizona's leading education reformers. As a state legislator, he successfully authored and passed over 200 bills, more bills than any other legislator in state history. A substantial number of those bills focused on improving education. For each of his 18 years in the state legislature, Huppenthal either served on or chaired education committees, ushering in an era of important education reforms, including:

1. Reforming Arizona's Career Ladder Program for public school teachers. It is now recognized as the only Career Ladder Program in the country tied to verifiable academic gains.

2. Spreading teacher performance pay programs across Arizona, ensuring good teachers are rewarded for increasing student achievement.

3. Revamping measures of academic progress and graduation standards.

4. Providing critical resources to special needs children, including children with autism and blind and deaf students.

5. Expanding Arizona's charter school system and Teach for America program.

6. And improving vocational education opportunities for children.

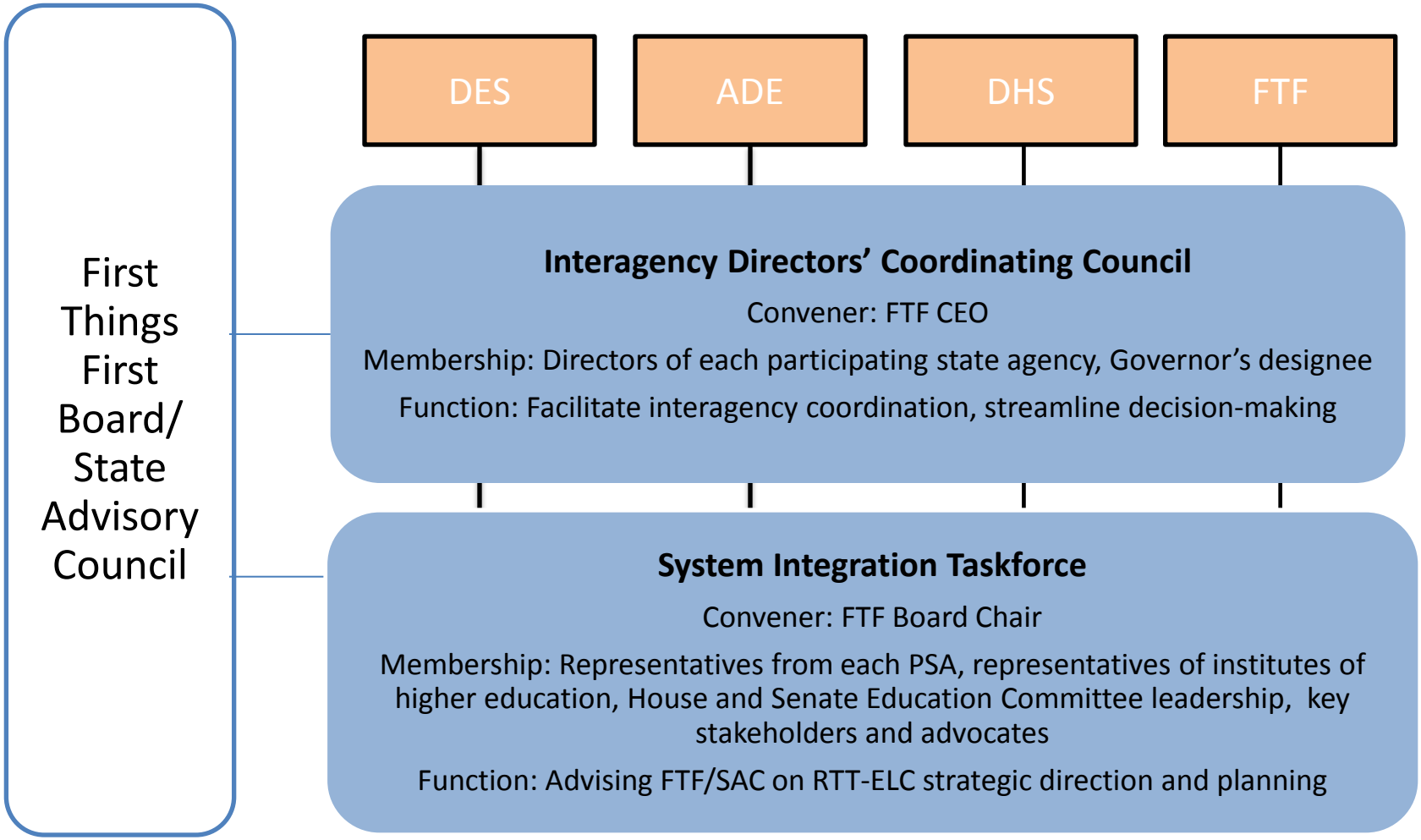
Recently, in 2010, Senator Huppenthal championed common course numbering legislation for Arizona's universities and colleges. He also passed an important school district accountability bill, which will hold school district's performance more accountable with fair, easy-to-understand letter grades.

Since the mid-90's Huppenthal has spent thousands of hours in schools observing best practices and personally implementing important education reforms and programs. His innovative accountability system which ties academic improvement and qualitative measures of excellence with performance pay has shown remarkable success in school districts that have adopted it.

An Arizona resident for over 55 years, Superintendent of Public Instruction Huppenthal was educated throughout Arizona's expansive school system: attending elementary and secondary school in Tucson, earning an engineering degree from NAU in Flagstaff and receiving his MBA from ASU in Tempe.

ATTACHMENT Q – Proposed Organizational Structure

Proposed Race to the Top Organizational Structure



ATTACHMENT R – FTF Responsible Governance Statement

ATTACHMENT R – FTF Responsible Governance Statement

First Things First Governance System
2-102 Responsible Governance Statement

Preamble

We believe that every child in Arizona, regardless of circumstance, deserves the opportunity to arrive at school healthy and prepared to succeed.

Our role is to provide for the advocacy, public policy, means and programs to achieve this vision through a comprehensive, integrated, seamless, transformational approach.

All entities involved in governance of First Things First perform our roles in an open, transparent, responsible, cooperative and respectful manner.

We acknowledge our obligations under state law and will conduct business ethically and with integrity.

We value:

- Innovation
- Cultural responsiveness
- Collaboration
- Inclusiveness
- Accountability
- Accessibility
- Continuous improvement
- Quality
- Recognition of Arizona's unique population
- An iterative, dynamic approach to challenges and opportunities

The Five Components of the First Things First Governance System

I. Responsible Governance Statement — straight-forward model that defines the rationale for governance and distribution of authority; the general tone of the Board's work.
II. Duties — job description for the Board, ED, Staff and Organization, Regional Councils.
III. Principles of Engagement—set of standards for behavior and conduct.
IV. Priorities — set of results the Board identifies for its work over a specified time period.
V. Assessment — willingness by the Board to hold itself vigilant and accountable to the intent stated in the four components and to learn from ongoing assessment.

General Responsibilities of the Board

The Board provides governance leadership, oversight, and vision to First Things First. The Board serves as the policy and oversight entity of First Things First and holds the ultimate responsibility and authority for its operation. We work in partnership with the Executive Director, staff, and other allies of First Things First. The Board achieves the mission and vision through a comprehensive early childhood system that values children as Arizona's greatest asset and recognizes families and communities at the center of decision-making. As both individual

supporters and governors, the Board facilitates the implementation of the First Things First Framework and Strategic Plan Roadmap.

The Board includes three members who are *ex officio* and as such are full members of the Board, as outlined in these governance documents. The only distinction in their responsibilities from other Board members is that they do not vote.

In the "Duties/Job Description" specific tasks of the Board are articulated.

Team Relationship of Board and Staff
This relationship is distinguished by the following characteristics:

- Board and staff always remember we are together, working as a team toward the same goals (for example, collaborative committee work).
- Board and staff operate with an expectation of and within a culture of mutual respect.
- Board and staff together foster cohesive relationships with other entities.
- Board and staff seek and value input from one another and acknowledge their inter-dependence.
- Board and staff consciously work on their relationship to produce a good model (of conduct, culture, results, etc.) for other First Things First entities to emulate.
- Board and staff acknowledge their mutual accountability (for example, the Board communicates the "why" of a certain policy; the staff communicates "why" they are implementing it in a way consistent with the Board's direction).

The Executive Director is the conduit (major connecting point) between the Board and staff.

When necessary, individual Board members provide issue-related support, guidance, direction, and assistance to staff.

Together the Board and staff create a culture that balances independence and mutuality and is productive, efficient, energizing, and satisfying.

Team Relationship of the Board Chair and Executive Director
The Chair/Executive Director relationship is characterized by the following:

- This pair is the heart of the organization with critical, distinct and related roles that empower each other.
- Critical attributes include trust, communication, agreement on expectations, give and take, dialogue, working through difficulties, and balance between governance and management.
- Flexibility is needed as roles (leading, managing, communicating, and planning) are negotiated and executed.

- The Board Chair is chief supporter and partner of the Executive Director and the conduit between the Board and the Executive Director. Provides close up view of Executive Director's performance.
- The Executive Director is the Board's key staffer and chief operator of First Things First within a unique setting. (Role of chief liaison to the Board along with a close working relationship with the Chairman often develops into a personal relationship. At the same time the ED must respect the Chairman's authority and role.)

Operationally, the relationship is dependent on the following:

- Responsiveness of Board Chair to Executive Director and Executive Director to Board Chair.
- As a team we work on these areas:
  - Board managers:
    - Setting the agenda
    - Keeping the Board educated and informed
    - Utilizing the Executive Committee (Chair, Vice-Chair, Program Committee Chair and Finance Committee Chair)
    - Protecting the integrity of the Board
  - Lead Communicators

General Responsibilities of Staff
Staff will have the following responsibilities in the governance system:

- Implement and manage the vision, mission, outcomes, priorities, policies, and strategies established by the Board.
- Continually seek new, innovative activities and approaches in pursuit of the Board's mandates.
- Establish and reflect a culture of quality that is accountable to young children and their families.
- Respond to and be accountable to the Board's leadership, requests, direction, and feedback.
- Provide timely information, perspective, and strategy to the Board.
- Provide reliable research, data, program assessment, best practices, services, and views from activities in the field.
- Provide day-to-day effective management that is accountable to Regional Partnership Councils and the Board.
- Facilitate the Board's work (*i.e.*, staffing committees, facilitating their interaction, helping them be successful, developing policies for Board's consideration, deciding which issues/topics the Board is informed about).

Duties of staff are complementary to the governance and policy duties of the Board:
- Implementing organizational direction and strategy
- Deploying, securing, and accounting for resources.

- Managing day-to-day organizational life.

Staff knowledge and work demonstrates deep policy expertise and a standard of excellence.

General Responsibilities of the Working Groups

The Board may be asked by the Chair to chair a Work Group in the future.

Adopted September 24, 2008

ATTACHMENT S – Early Childhood Development & Health Board Strategic Plan Roadmap

FIRST THINGS FIRST
The right system for bright futures

Early Childhood Development & Health Board Strategic Plan Roadmap

Overview

The Strategic Plan Roadmap illustrates the strategic direction for First Things First.
This plan was approved by the First Things First Early Childhood Development and Health Board in March 2008.

Components of the Roadmap include:

What We Believe and How We Conduct Business - System Framework
The System Framework communicates the Vision, Mission and Principles that guide the work of First Things First, leading to desired long-term System Outcomes.

What We Want – System Outcomes
System Outcomes represent the outcomes desired from the entire early childhood system in Arizona. Contributors to system outcomes include state agencies, community partners, philanthropic and business organizations and the citizens of Arizona. System Outcomes indicate **what we want** the comprehensive early childhood system to look like in 10 years.

Measures of Success – System Measures
System Measures will determine if the comprehensive early childhood system **outcomes have been achieved** within 10 years and indicate if the comprehensive early childhood system is functioning effectively and as envisioned. These Measures will be a component of the long-term evaluation plan to be developed in the near future.

What We Will Do – Goals
Goals are aligned with the System Outcomes and indicate **what FTF will do** as part of the comprehensive early childhood system to make progress toward System Outcomes in the next three to five years. *Each Goal is a piece of a larger picture and is inextricably interrelated and linked with the other Goals.*

What We Want to Change - Key Measures
Key Measures align directly with Goals and indicate **what we want to change**. Many Key Measures listed will indicate whether regular progress toward First Things First Goals will be achieved within three to five years. Other Key Measures listed will provide important data to determine ongoing impact on and progress of the early childhood development and health system.

How We Will Do It - Statewide Strategic Directions
Strategic Directions are strategies which work together and indicate **how we will implement** the Goals. The Strategic Directions represent infrastructure elements of a coordinated, comprehensive early childhood system. The strategies listed **with an asterisk (*)** are receiving First Things First statewide program funds to support their development.

EARLY CHILDHOOD SYSTEMS FRAMEWORK

The First Things First ***Vision*** is that all Arizona children birth through age five are afforded opportunities to achieve their maximum potential to succeed in school and life.

The First Things First ***Mission*** is to increase the quality of, and access to, the early childhood development and health system that ensures a child entering school comes healthy and ready to succeed.

The First Things First Mission and Vision will be attained through a comprehensive early childhood system that values children as our greatest asset, and recognizes families and communities at the center of decision making.

First Things First programs, services and supports will be offered through a high quality, interconnected, comprehensive delivery system that is timely, culturally responsive, family driven, community based, and directed toward enhancing a child's overall development.

First Things First will partner with public and private sectors to ensure a seamless and coordinated system, advocate on behalf of children, and leverage and sustain investments necessary for success.

First Things First will be guided by the following strength-based principles:

- ***Decisions are Made***

  By involving public and private partners and communities

  By focusing on desired outcomes for all children

  By emphasizing local planning and implementation

  By utilizing ongoing and rigorous analysis of qualitative and quantitative data, proven best practices, and system and program outcomes

- ***Programs, Services and Supports are Offered***

  Through an integrated, seamless and accessible system based on high quality standards and proven best practices

  By focusing on the strengths of the whole child

EARLY CHILDHOOD SYSTEMS FRAMEWORK, continued

- **Funding Decisions Are Made**

  By careful planning and long range forecasting to ensure the level and quality of services are sustained over time

  To leverage public and private resources that will enhance the ability to deliver high quality services and supports for children

  By utilizing local decision making for resource allocation

- **Accountability is Achieved**

  By establishing and tracking key measures of early childhood development and health system improvements

  By ensuring a rigorous, independent evaluation of the service delivery system and its outcomes

- **We will know the Mission and Vision are realized if the following First Things First Outcomes are achieved:**

  All children have access to high-quality early care and education.

  All children have access to high-quality preventive and continuous health care.

  All early childhood development and health professionals are well prepared and highly skilled.

  All families actively engage in children's success.

  The early childhood system is coordinated, integrated and comprehensive.

  Arizonans substantially support early childhood development efforts both politically and financially.

FIRST THINGS FIRST STRATEGIC PLAN ROADMAP

VISION
Framework

All Arizona children birth through age five are afforded opportunities to achieve their maximum potential to succeed in school and life.

WHAT WE WANT
System Outcomes

All children have access to high-quality early care and education.

All children have access to high-quality preventive and continuous health care.

All early childhood development and health professionals are well prepared and highly skilled.

All families actively engage in children's success.

The early childhood system is coordinated, integrated, and comprehensive.

Arizonans substantially support early childhood efforts both politically & financially.

MEASURES OF SUCCESS
(System Measures)

These Measures will be a component of the long-term evaluation plan to be developed in the near future.

WHAT WE WILL DO
TO BUILD THE ARIZONA EARLY CHILDHOOD DEVELOPMENT AND HEALTH SYSTEM
Goal Areas and Goals

Quality and Access

1. FTF will improve access to quality early care and education programs and settings.
2. FTF will lead efforts to improve early care and education regulatory and monitoring standards as a foundation for quality in early care and education settings.
3. FTF will increase availability and affordability of early care and education settings.

Health

4. FTF will collaborate with existing Arizona early childhood health care systems to improve children's access to quality health care.
5. FTF will build on current efforts to increase the number of health care providers utilizing a medical and dental home model.
6. FTF will expand use of early screening in health care settings to identify children with developmental delay.
7. FTF will advocate for timely and adequate services for children identified through early screening.

Professional Development

8. FTF will build a skilled and well prepared early childhood development workforce that will address the strengths and needs of the whole child, including cognitive, language, social-emotional, motor development, creativity, and physical health.
9. FTF will increase retention of the early care and education workforce.
10. FTF will enhance specialized skills of the early childhood development and health workforce to promote the healthy social-emotional development of young children.

Family Support

11. FTF will coordinate and integrate with existing education and information systems to expand families' access to high quality, diverse and relevant information and resources to support their child's optimal development.
12. FTF will increase the availability, quality and diversity of relevant resources that support language and literacy development for young children and their families.

Coordination

13. FTF will lead cross-system coordination efforts among state, federal and tribal organizations to improve the coordination and integration of Arizona programs, services, and resources for young children and their families.
14. FTF will collect and disseminate accurate and relevant data related to early childhood development and health.

Communication

15. FTF will expand public awareness of, and financial and political support for, early childhood development and health efforts in Arizona.

FIRST THINGS FIRST STRATEGIC PLAN ROADMAP

WHAT WE WILL CHANGE

KEY MEASURES

Note: Key Measures may be aligned with the **Goal Area** as listed or with any other applicable **Goal Area**.

Quality and Access

a. Total number of early care and education programs participating in the QIRS system
b. Total number of children enrolled in early care and education programs participating in the QIRS system
c. Total number and percentage of early care and education programs participating in the QIRS system with a high level of quality as measured by an environmental rating scale
d. Total number and percentage of early care and education programs participating in the QIRS system improving their environmental rating score
e. Total number of identified improvements in regulatory and monitoring standards
f. Current cost of early care and education for families as a proportion of the median income for a family of four
g. Total number of children enrolled and vacancies in regulated early care and education programs as a proportion of total population birth to age five
h. Number and percentage of early care and education programs with access to a Child Care Health Consultant

Health

a. Total number and percentage of children with health insurance
b. Total number and percentage of children receiving appropriate and timely oral health visits
c. Total number and percentage of children receiving appropriate and timely well-child visits
d. Total number and percentage of health care providers utilizing a medical home model
e. Total number and percentage of oral health care providers utilizing a dental home model
f. Ratio of children referred and found eligible for early intervention

Professional Development

a. Total number and percentage of professionals working in early childhood care and education settings with a credential, certificate, or degree in early childhood development
b. Total number and percentage of professionals working in early childhood care and education who are pursuing a credential, certificate, or degree
c. Total number and percentage of children expelled from early care and education services
d. Retention rates of early childhood development and health professionals
e. Total number and percentage of professionals who work with young children, outside of early care and education, who hold a credential, certificate, or degree in early childhood development or other appropriate specialty area
f. Total number and percentage of professionals who work with young children, outside of early care and education, who are pursuing a credential, certificate, degree in early childhood development or other appropriate specialty area

FIRST THINGS FIRST STRATEGIC PLAN ROADMAP

WHAT WE WILL CHANGE
KEY MEASURES

Note: Key Measures may be aligned with the **Goal Area** as listed or with any other applicable **Goal Area**.

Family Support

a. Percentage of families with children birth through age five who report they are satisfied with the accessibility of information and resources on child development and health
b. Percentage of families with children birth through age five who report they are competent and confident about their ability to support their child's safety, health, and well-being
c. Percentage of families of children birth through age five who report they maintain language and literacy rich home environments (e.g. children hear language throughout the day, children have opportunities for listening and talking with family members, books and other literacy tools and materials are available and accessible to children)
d. Percentage of families with children birth through age five who report reading to their children daily in their primary language

Coordination

a. Percentage of families who report they are satisfied with the level of coordination and communication among agencies serving their children
b. Percentage of families who report they are satisfied with the decision making and planning opportunities in the early childhood system
c. Total number and percentage of public and private partners who report that FTF planning process and activities use family centered practices (e.g. builds on family strengths, connects families with community resources, facilitates family interaction with early care and education professionals, offers the possibility of family and community input at all levels of decision-making)
d. Total number and percentage of public and private partners' who report they are satisfied with the extent and quality of coordination between public, private, and tribal systems
e. Total number and percentage of public and private partnerships using the database who report the information to be accurate
f. Total number and percentage of public and private partnerships using the database who report the information to be helpful in determining outcomes and promoting continuous improvement

Communication

a. Percentage of Arizonans who report that early childhood development and health issues are important
b. Percentage of Arizonans who identify themselves as strong supporters of early childhood and health matters
c. Total funds generated from business, philanthropic, and other public and private sources to support early childhood development and health efforts

FIRST THINGS FIRST STRATEGIC PLAN ROADMAP

HOW WE WILL DO IT
STATEWIDE STRATEGIC DIRECTIONS

(* indicates strategies with statewide funding)

Quality and Access

1. **FTF will improve access to quality early care and education programs and settings.**
   - a. **Establish and implement a comprehensive quality improvement and rating system to improve quality across early childhood education and care settings utilizing public and private funding and resources to develop the statewide infrastructure.***
   - b. **Increase child care health and mental health consultants to improve children's health, safety and quality of interactions with providers and increase early identification of health or developmental concerns.***
   - c. Increase use of screening activities across early care and education settings to improve early identification and receipt of appropriate services.
   - *d. Potential Regional strategies based on Regional Funding Plan.*
2. **FTF will lead efforts to improve early care and education regulatory and monitoring standards as a foundation for quality in early care and education settings.**
   - a. Coordinate and advocate for the improvement and alignment of early care and education regulatory standards and monitoring activities.
   - b. Coordinate use of the Arizona Early Learning Standards across all early care and education to improve quality of curriculum and assessment.
   - *c. Potential Regional strategies based on Regional Funding Plan.*
3. **FTF will increase availability and affordability of early care and education settings.**
   - a. Identify and seek financial incentives (private and public funding for scholarships, tax incentives, tuition stipends to quality settings, etc.) to programs so they can maintain affordable prices while improving quality.
   - b. Advocate for increasing availability of new early care and education settings or expanding existing settings.
   - *c. Potential Regional strategies based on Regional Funding Plan.*

Health

4. **FTF will collaborate with existing Arizona early childhood health care systems to improve children's access to quality health care.**
   - a. Increase outreach and enrollment assistance for public health insurance to eligible but not yet enrolled families.
   - b. Identify and seek opportunities to increase the number of qualified infant mental health and early intervention specialists.
   - **c.** Advocate for and collaborate with Arizona Chapter of the American Academy of Pediatrics, American College of Obstetricians and Gynecologists, Arizona Medical and Dental Universities, AHCCCS and ADHS to increase the percent of children that have an oral health visit by age one.
   - d. Advocate for Increase rate of early and continuous prenatal care through collaboration and coordination with the various state and public health agencies.
   - e. Advocate for medical professional's use of recommended guidelines for preventive medical and oral health care.
   - *f. Potential Regional strategies based on Regional Funding Plan.*
5. **FTF will build on current efforts to increase the number of health care providers utilizing a medical and dental home model.**
   - a. Collaborate with Arizona Chapter of the American Academy of Pediatrics, American Academy of Pediatric Dentistry, American Dental Association, Arizona Department of Health Services, and AHCCCS to increase the use of medical and dental homes.
   - *b. Potential Regional strategies based on Regional Funding Plan.*
6. **FTF will expand use of early screening in health care settings to identify children with developmental delay.**
   - a. Advocate for the expansion of implementation of the Parents' Evaluation of Developmental Status (PEDS) screening for all children to promote the early identification and intervention of children with special needs.
   - *b. Potential Regional strategies based on Regional Funding Plan.*
7. **FTF will advocate for timely and adequate services for children identified through early screening.**
   - a. Advocate for and coordinate with early intervention agencies to increase recruitment and retention of providers of specialized intervention services, such as, occupational and physical therapy, and speech language development therapy.
   - *b. Potential Regional strategies based on Regional Funding Plan.*

FIRST THINGS FIRST STRATEGIC PLAN ROADMAP

HOW WE WILL DO IT
STATEWIDE STRATEGIC DIRECTIONS

(* indicates strategies with statewide funding)

Professional Development

8. **FTF will build a skilled and well-prepared early childhood education and development work force that will address the strengths and needs of the whole child, including cognitive, language, social-emotional, motor development, creativity, and physical health.**
   - **a. Establish and coordinate the implementation of a comprehensive statewide scholarship system to improve quality in the professional workforce. ***
   - b. Advocate and coordinate efforts to increase the number of colleges and universities with formal articulation agreements that share core competencies in early childhood education and health specialties to improve flexibility of educational pathways.
   - *c. Potential Regional strategies based on Regional Funding Plan.*
9. **FTF will increase retention of the early care and education workforce.**
   - a. Design, develop and phase-in a salary incentive program in a sequential and timely manner.
   - *b. Potential Regional strategies based on Regional Funding Plan.*
10. **FTF will enhance specialized skills of the early childhood development and health workforce to promote the healthy social-emotional development of young children.**
   - a. Advocate for coursework and training programs with enhanced focus in the area of social-emotional development of young children to increase qualifications of early childhood development and health professionals.
   - *b. Potential Regional strategies based on Regional Funding Plan.*

Family Support

11. **FTF will coordinate and integrate with existing education and information systems to expand families' access to high quality, diverse and relevant information and resources to support their child's optimal development.**
   - **a. Support statewide distribution of parent education kits to parents of newborns.**
   - b. Expand an existing statewide web-based information and education system to increase access to and coordination of statewide and regional information for families, professionals, and the general public related to early childhood development and health.
   - c. Increase information for families to identify and locate high-quality programs and settings.
   - d. Collaborate with family support and education programs to expand services to include the development, enhancement, or implementation of home visiting programs.
   - *e. Potential Regional strategies based on Regional Funding Plan.*
12. **FTF will increase the availability, quality and diversity of relevant resources that support language and literacy development for young children and their families.**
   - a. Advocate for expanded availability and access to early literacy and adult language acquisition programs.
   - *b. Potential Regional strategies based on Regional Funding Plan.*

FIRST THINGS FIRST STRATEGIC PLAN ROADMAP

HOW WE WILL DO IT
STATEWIDE STRATEGIC DIRECTIONS

(* indicates strategies with statewide funding)

Coordination

13. FTF will lead cross-system coordination efforts among state, federal and tribal organizations to improve the coordination and integration of Arizona programs, services, and resources for young children and their families.

a. Collaborate among all systems to coordinate and improve child find and early intervention efforts.
b. Collaborate with public and private organizations to Identify and apply for grants that support the First Things First goals.
c. Involve families in the development of policies and cross system coordination activities by supporting family representation at all levels of First Things First governance.
d. Coordinate with other agencies to align standards that impact quality practices, program access and service delivery across early childhood systems.
e. Potential Regional strategies based on Regional Funding Plan.

14. FTF will collect and disseminating accurate and relevant data related to early childhood development and health.

a. Develop a statewide database for the collection, dissemination, reporting and accuracy to of data collection.
b. Potential Regional strategies based on Regional Funding Plan.

Communication

15. FTF will expand public awareness of and financial and political support for early childhood development and health efforts in Arizona.

a. Develop an awareness campaign about early childhood development and health. *
b. Leverage private funding to implement a campaign to build and sustain financial and political support for early childhood development and health.
c. Support legislative changes and organizations that positively impact early childhood development and health.
d. Potential Regional strategies based on Regional Funding Plan.

ATTACHMENT T– Quality First Rating Scale

QUALITYFIRST!
Arizona's Quality Improvement & Rating System
A FIRST THINGS FIRST INITIATIVE

RATING SCALE

★ Rising Star	★★ Progressing Star	★★★ Quality	★★★★ Quality Plus	★★★★★ Highest Quality
Demonstrates a commitment to examine practices and improve the quality of care beyond regulatory requirements.	Demonstrates a commitment to provide environments that are progressing in the ability to foster the health, safety and development of young children.	Demonstrates a level of quality that provides an environment that is healthy and safe with access to developmentally appropriate materials. Curriculum is aligned with state standards. Interactions between adults and children are enhanced. Staff qualifications exceed state regulatory requirements.	Demonstrates a level of quality that provides an environment of developmentally appropriate, culturally sensitive learning experiences. Curriculum is aligned with state standards. Relationships between adults and children are nurturing and promote language development and reasoning skills.	Demonstrates a level of quality that provides an environment of lower ratios/group size and higher staff qualifications that supports significant positive outcomes for young children in preparation for school. Curriculum is aligned with state standards and child assessment. Relationships between adults and children are nurturing and promote emotional, social, and academic development.
ERS Average Program Score **1.0 – 1.99**	ERS Average Program Score **2.0 – 2.99**	ERS Average Program Score **3.0 – 3.99** *No classroom score below **2.5***	ERS Average Program Score **4.0 – 4.99** *No classroom score below **3.0***	ERS Average Program Score **5.0 & above** *No classroom score below **3.0***
CLASS N/A	CLASS N/A	CLASS Average Program Score ES 4.5 · CO 4.5 · IS 2.0	CLASS Average Program Score ES 5.0 · CO 5.0 · IS 2.5	CLASS Average Program Score ES 6.0 · CO 6.0 · IS 3.0
Points Scale N/A	Points Scale N/A	Points Scale 6 point minimum SQ 2 · AP 2 · CA 2	Points Scale 10 point minimum SQ 2 · AP 2 · CA 2	Points Scale 12 point minimum SQ 4 · AP 4 · CA 4

Star ratings will not be publicized until July 1, 2012

ERS – Environmental Rating Scales
ECERS – Early Childhood Environment
ITERS – Infant/Toddler Environment
FCCERS – Family Child Care Environment

CLASS – Classroom Assessment Scoring System
ES – Emotional Support Domain
CO – Classroom Organization Domain
IS – Instructional Support Domain

Quality First Points Scale
SQ – Staff Qualifications
AP – Administrative Practices
CA – Curriculum and Assessment

ATTACHMENT U – Arizona Workforce Knowledge Elements and Competencies, and Career Ladder

STATEWIDE CHILD CARE AND EARLY EDUCATION DEVELOPMENT SYSTEM

Core Knowledge Elements and Competencies*

1. Child and Family Development

1.1 Childhood development theories and methods of research as the foundation of early childhood practices

1.Articulates an understanding of developmental stages, processes, theories of development and learning, and their implications for developmentally and individually appropriate practices.

2.Utilizes knowledge of child growth and development to plan and implement activities and curricula appropriate for children in the group.

1.2 Growth and development from conception to age 15; recognition of learning styles and temperament differences

1. **Conception, birth, neonate**
2. **Infant (0 to 1)**
3. **Toddler (1 to 3)**
4. **Preschooler (3 to 5)**
5. **Primary age child (5 to 8)**
6. **Child (8 to 12)**
7. **Adolescent (12 to 15)**

1. Identifies developmentally and individually appropriate behavior and states reasonable expectations for children.

2. Discusses the theories, studies and controversies of the period from prenatal to age fifteen in relation to physical, cognitive, language, social emotional, and creative development.

3. Applies knowledge about child growth and development, developmental differences and methods to support the development of individual children.

4. Demonstrates an awareness of competence by relating how children "grow" versus how they develop with an understanding that development involves both maturation and learning.

5. Demonstrates a developing level of competence by observing and identifying major milestones, typical behaviors and general learning processes for children birth to age fifteen with respect for familial, cultural, linguistic, environmental, individual, and developmental variations.

6. Utilizes knowledge of developmental stages, processes and theories of development and learning as the basis of planning discussions and implementation practices.

1.3 Family dynamics, relationships, formation, and attachment

1. Demonstrates knowledge of theory and its application to family systems and family supports.

2. Understands the importance of family interaction patterns and how they affect growth and development of children.

3. Describes influences on child growth and development including gender roles, parenting styles, siblings, birth order, temperament, child abuse and neglect, child care, schooling, prenatal variables, handicapping effects, family, and community.

4. Demonstrates knowledge of effects of cultural practices and expectations on child development.

1.4 Variations in development: genetic, health, impairment, and mental health

1. Discusses the theories, research and issues relating to the variability in human development and early intervention.

2. Considers the interconnection of a variety of variables that affect children (family situations, peers, personality and temperament).

3. Demonstrates knowledge of typical and atypical physical, social, emotional, cognitive, and language development of children, and of typical and atypical social behavior of children.

2. Family and Community Contacts

2.1 History of early care and education in Arizona

1. Understands the historical changes in early care and education in Arizona in the 20th century.

2. Understands history of state and local policies, programs and regulatory agencies (DES, DHS, ADE, local county health).

2.2 Demographics of local communities

Demonstrates an understanding of age, education, literacy levels, employment status, community industry, culture, language issues, health issues, immigration issues, transportation issues, family size and their relationship to service delivery.

2.3 Building and utilizing community partnerships

1. Demonstrates knowledge of how significant groups can contribute to the well being of the family and to the achievement of specific goals through partnership and collaborative efforts.

2. Demonstrates knowledge of effective communication skills when dealing with children, families, staff, other professionals and resources.

3. Seeks and maintains collaborative relationships with families, community and social support systems.

4. Establishes liaisons with community resources and social services to support needs of individual children and families.

5. Demonstrates knowledge of community resources and actively assists families in seeking them.

6. Provides appropriate referrals to community resources for families needing such support.

2.4 Recognition of and respect for diversity

1. Demonstrates an awareness of the various types of cultural diversity existing within a pluralistic society.

2. Demonstrates an awareness of how the family can help young children understand and appreciate different cultural traditions.

3. Demonstrates knowledge of the criteria for judging a curriculum's anti-bias content (more advanced).

4. Respects variations across cultures in terms of family strengths, expectations, values and child-rearing practices.

5. Understands various cultural contexts influencing child-rearing practices.

6. Recognizes the diversity of families (for example, that children's primary caregivers may be single mothers or fathers, both parents, stepparents, grandparents, uncles, aunts, sisters, foster parents, guardians, and same sex couples).

7. Understands the role of the child's own family's culture.

2.5 Developing and maintaining family partnerships

1. Demonstrates, values, and supports the parent(s) as primary educators of their children.

2. Supports families in making decisions related to their parenting and their child's development and learning.

3. Establishes frequent contact with parents through a variety of communication strategies including communication in the home language of the family when possible.

4. Establishes and maintains effective communication and positive, collaborative relationships with families.

5. Demonstrates knowledge of effective communication skills when dealing with children, families, staff, other professionals and community members.

6. Maintains an open, friendly and cooperative relationship with each child's family, encourages their involvement in the program and supports the child's relationship with his/her family.

7. Involves family members actively and meaningfully in program planning and activities and recognize the valuable contributions of the family.

8. Exhibits the ability to incorporate the families' desires, expectations and goals for their children in the program.

9. Involves families and community members in contributing to the diversity of the learning environment.

10. Demonstrates an understanding of the needs and challenges of families caring for children with special needs.

11. Demonstrates an understanding of how the pressures of parents' circumstances can affect their communication and relationship with their child and other adults.

12. Exhibits an understanding of the effects of family stress on the behavior of young children.

13. Understands that ethical dilemmas may arise in supporting families and works collaboratively with families to resolve these issues.

14. Links to knowledge of and use of organizational and community resources.

3. Professional and Personal Development

3.1 Reflective practice

Practices self-assessment and self-improvement as an early childhood professional on an on-going basis.

3.2 History and foundations of the early childhood profession

1. Articulates and acts based on theory and practice of the early childhood profession, by using a broad approach to child and family education and development, including active learning, developmentally appropriate practice, assessment strategies, and the inclusion of all children.

2. Demonstrates knowledge of early childhood profession, including organizations and publications.

3.3 Personal and professional behavior

3.3.1 Code of conduct and ethics

Adheres to the National Association for the Education of Young Children (NAEYC) professional code of ethics.

3.3.2 Legal considerations of personal and professional behavior

Demonstrates knowledge of the applicable regulations and laws pertaining to the early childhood profession at the local, state and national levels.

3.3.3 Child neglect and abuse; prevention

Identifies, reports and meets the needs of abused and neglected children; implements programs and practices to prevent child abuse.

3.4 Leadership and public policy

Understands public policy, how it is developed, its impact on children and families and acts as an advocate for children and families.

3.5 Commitment to the field

1. Demonstrates a commitment to the profession by advocating for quality programs and services for children and families.

2. Demonstrates continuing commitment to acquire knowledge of the field through participation in training and education.

3.6 Working collaboratively

3.6.1 Teams

1. Demonstrates good working relationships with colleagues, professionals and families.

2. Forms effective partnerships and collaborations with families, other professionals and community representatives.

3.6.2 Communication skills and conflict resolution

Practices effective communication and conflict resolution skills with children and adults.

3.7 Mentoring

1. Serves as a mentor and resource for others in the field.

2. Takes a leadership role in the early childhood community.

3. Promotes and participates in adult learning, development and positive group interaction.

3.8 Wellness

1. Meets personal needs and nurtures self.

2. Maintains energy and enthusiasm to prevent burnout.

3. Balances the responsibilities as a family member and a child care professional.

3.9 Work habits

Demonstrates professional work habits including dependability, time management, independence, teamwork, confidentiality, and responsibility.

3.10 Personal growth

Creates a personal vision, which supports individual growth and includes an increased understanding of self and others.

4. Care and Teaching of Young Children

4.1 Health, safety, and nutrition

4.1.1 Safety practices

1. Supervises children effectively and as appropriate for their age and abilities.
2. Identifies, assesses, and corrects hazards in indoor/outdoor environments.
3. Demonstrates proficiency in creating and following emergency plans.
4. Identifies and assesses basic first aid needs and is able to administer appropriate care.
5. Displays knowledge of Universal Precautions and is able to implement appropriate related practices.
6. Demonstrates the ability to plan and implement developmentally appropriate activities related to children's safety.

4.1.2 Health practices

1. Recognizes signs of child neglect and abuse and implements appropriate referral process.
2. Promotes an environment that contributes to the prevention of illness through implementing general hygiene practices.
3. Identifies strategies for helping children develop good health habits.
4. Understands appropriate health appraisal practices and demonstrates an ability to make referrals as necessary.

4.1.3 Feeding, eating, and nutrition for young children

1. Understands eating and feeding practices for young children.
2. Identifies strategies to promote children's knowledge of good nutrition.
3. Understands developmentally and individually appropriate practices as they relate to meal times.
4. Demonstrates the ability to plan health and nutrition activities that integrate the child's culture.

4.2 Developmentally/individually appropriate curriculum content and practice

4.2.1 Inclusion principles and practices

1. Demonstrates an ability to adapt curriculum to meet the needs of all children including the integration of IEP and/or IFSP goals.
2. Demonstrates an ability to adapt environment and equipment as necessary for children's individual needs.
3. Selects materials and designs experiences in all curriculum areas that are reflective of the child's culture, community, and abilities.

4.2.2 Motor skills and physical fitness

1. Defines milestones of physical development of children birth to age fifteen.
2. Selects appropriate indoor and outdoor materials and activities that encourage large muscle development, coordination, and balance.
3. Selects and designs materials and activities that encourage fine motor development.

4.2.3 Social/Emotional skills

1. Defines milestones and characteristics in the area of social-emotional development.
2. Understands the importance of developing a nurturing relationship with young children.
3. Is able to support development of self-worth and competence in children.
4. Identifies strategies and activities that promote the development of cooperative play and interactions among children.
5. Identifies methods for encouraging feelings of empathy and mutual respect among children and adults.

4.2.4 Creative expression: arts, music and dramatic play

1. Understands the importance of process-oriented activities over product-oriented activities.
2. Is aware of the stages of creative development in young children.
3. Selects and designs activities and experiences that nurture children's creative expression in the areas of music, art, and dramatic play.
4. Understands the principles of sensory learning and play.

4.2.5 Language, literacy, and literature

1. Understands and is able to implement activities and interactions that encourage children's vocabulary development, listening and speaking skills, and exposure to the written word.
2. Identifies criteria for selecting developmentally appropriate classroom materials that encourage language/communication among children.
3. Understands the teacher's role in communicating and providing opportunities for children to communicate thoughts and feelings.
4. Demonstrates the ability to plan activities that enhance children's interest in and enjoyment of stories, books, and other forms of printed materials.
5. Understands the principles of providing a print-rich environment for young children.
6. Identifies criteria for selecting developmentally appropriate children's literature.

4.2.6 Mathematics and science

1. Understands the teacher's role of asking open-ended questions to support cognitive development.
2. Is able to plan and implement science and discovery activities that encourage children's inquiry, explorations and problem solving skills.
3. Is able to plan and implement activities that encourage individually and developmentally appropriate math skills and concepts (i.e., classification, seriation, spatial and time relationships).
4. Identifies criteria for selecting developmentally appropriate materials that encourage children's discovery, problem solving and math skills.

4.2.7 Technology

1. Understands the principles of developmentally appropriate use of technology with young children.
2. Identifies criteria for selecting developmentally appropriate materials that encourage children's use and understanding of technology.

4.2.8 Social studies and anti-bias curriculum

1. Demonstrates an awareness of children's diverse needs and backgrounds as they relate to curriculum development.

2. Is able to develop and implement activities that integrate children's home experiences and cultural values.

3. Is able to develop and implement activities that encourage children's understanding of family, culture, and community.

4. Identifies criteria for selecting materials that are free of stereotypes and biases.

4.3 Curriculum Development Design

4.3.1 Observation and assessment

1. Knows the procedures and purposes of child assessment.

2. Observes and records child behavior in a bias free manner.

3. Uses a variety of techniques and instruments to gather information on child performance (e.g., anecdotal records, checklists, time samples, portfolios, formal assessments).

4. Applies observation and assessment information in planning appropriate programs, environments, interactions, and adaptations.

4.3.2 Classroom planning and record keeping

1. Plans and implements curriculum and instructional practices based on knowledge of individual children and the group as a whole.

2. Plans well-balanced schedules and daily routines that contain developmentally and individually appropriate activities. Time allocations fit for the ages and abilities of the children.

3. Includes family input and resources in curriculum development.

4. Participates in the development and implementation of Individual Education Plans (IEP's) and Individual Family Service Plans (IFSP's) for children with special needs.

5. Maintains required data and records.

6. Disseminates data and records, as required, to appropriate personnel and maintain the confidentiality of these records.

4.3.3 Curriculum

1. Plans a comprehensive and integrated curriculum from a wide variety of resources that utilizes sound principles of child development and education.

2. Offers opportunities for active exploration, social interactions, creative expression, representation and construction of knowledge through play.

3. Offers opportunities that support the development of children's language, deduction, induction, problem solving, exploration, classification, space-time relationships, cause and effect and divergent thinking.

4. Selects toys, art experiences, pretend play props, stories, drama, sand/water, music and movement, activities (indoor and outdoor) appropriate to the developmental abilities and interests of the children.

5. Plans a curriculum that shows evidence of adaptation for the specialized needs of individual children.

6. Plans a curriculum that reflects family diversity, culture and community.

7. Understands when and how academic concepts and skills are introduced to young children in developmentally appropriate ways.

4.3.4 Instructional strategies

1. Asks children open ended questions and encourages conversations about their observations and experiences.
2. Recognizes differences in individual learning styles and finds ways to work effectively with each child.
3. Joins children's play to support learning as a facilitator and partner.
4. Recognizes readiness for more complex learning and extends and develops learning experiences.
5. Adjusts planned curriculum in response to unanticipated events and children's interest.

4.4 Guidance and relationship development

4.4.1 Management of activities and daily schedules

1. Schedules activities, routines and transitions that are consistent with developmentally appropriate practice.
2. Allows children to make choices and determine individual levels of participation.
3. Demonstrates understanding of how disabilities might affect play, choice making, social interactions and friendships.

4.4.2 Physical spaces for developmentally appropriate practice

1. Arranges the physical space and materials (indoor and outdoor) to create a dynamic, safe, secure, aesthetic and simulating environment.
2. Arranges physical space in ways that promote participation, good choice making, self-management and independence.
3. Adjusts classroom set-up over time to increase the range of options in the environment.
4. Adapts physical space, materials, and procedures to increase access and participation to accommodate individual differences.

4.4.3 Engaging and interacting with children

1. Understands the relationships between positive guidance strategies and stages of children's growth and development.
2. Provides a caring, bias-free climate that supports children's feelings of competence and self-worth.
3. Promotes a sense of group membership by: enhancing cultural awareness, b) valuing diversity, and c) appreciating differing abilities and learning styles.
4. Helps each child feel accepted in the group; helps each child learn to communicate his/her feelings and needs and to get along with others.
5. Demonstrates strategies that support developing social skills, self-control, self-regulation, and empathy.
6. Provides physical and emotional security for each child and helps them to know, accept and take pride in themselves and to develop a sense of independence.

4.4.4 Partnering with families

1. Understands and applies family systems theory as it relates to dynamics, roles and relationships with families and communities.
2. Collaborates with family members in individual planning and problem solving.

5. Administration and Management
5.1 Leadership
5.1.1. Vision and Mission 1. Articulates program philosophical base, history, and goals. 2. Develops and implements a clear mission statement. 3. Engages in basic strategic planning processes.
5.1.2 Philosophy Develops and implements a management philosophy based on child development principles, the organization's values, and the needs expressed by families in the community.
5.1.3 Public policy 1. Senses and responds to environmental influences and to stakeholder, both external and internal. 2. Demonstrates knowledge of current child care policies, including regulatory policies, funding policies, and governmental structure. 3. Is familiar with legislative processes and how to participate in them.
5.2 Collaboration
5.2.1 Site-based collaboration 1. Develops and implements strategies for management and decision-making which build teamwork and participation of staff. 2. Makes effective use of time and other resources. 3. Engages in short-term problem solving and long-term planning. 4. Exhibits ability to work with and contribute to board development (in organizations that have boards) and to develop advisory groups where applicable. 5. Facilitates the development of community among staff, children, families, and the board or advisory group. 6. Creates collaborative systems for developing and implementing curriculum that addresses all aspects of development for each child. 7. Establishes and maintains relationships with families, respecting their values and cultures. 8. Communicates regularly with families, in their home language, through a variety of media.
5.2.2 Resource development 1. Facilitates access to social services and health care and other providers of functions appropriate to the needs of families and the program. 2. Demonstrates knowledge of strategies for acquiring needed resources, including the use of donations, fundraising, marketing, unrelated business income, and governmental grants or purchase-of-service agreements.

5.3 Facility and physical plant management

1. Creates systems for maintaining all aspects of the physical facility in a safe and healthy condition, and in a creative design that contributes to learning and teaching.

2. Motivates and challenges people and sets a high standard.

3. Communicates clear expectations for performance and ensures that goals and objectives are met.

4. Demonstrates the ability to maintain and develop the facility.

5. Has the knowledge and skills to establish procedures to monitor and correct in order to maintain compliance with all applicable codes – fire, safety, health, sanitation, building, and zoning.

6. Maintains all equipment to ensure safe working conditions and have knowledge of procedures for maintenance and repair.

7. Establishes and maintains safe security practices and equipment at all times.

8. Ensures appropriate room arrangement/space design and supports the design and redesign of effective space, based on knowledge of environmental psychology and early childhood education.

5.4 Finance and budgeting

5.4.1 Long range planning

1. Writes business plans and marketing plans.

2. Directs the accountant enrollment or other financial staff on how to present figures on income, expenditures, enrollment and other information, in ways that inform decision-making.

3. Maintains accurate and complete financial expenditure records.

4. Uses financial tools in planning.

5. Sets an annual budget and projections.

6. Conducts deviation analysis.

7. Conducts functional cost analysis (cash flow projection and break-even analysis).

5.4.2 Staffing and staff compensation

1. Establishes a staffing pattern for each room.

2. Develops a compensation structure that rewards retention and increased knowledge and skills of staff.

5.4.3 Fee structures

1. Develops and implements fee policies that fit the needs of the organization.

2. Provides for staffing and staff compensation.

5.4.4 Fund raising

1. Identifies federal, state, and local funding sources, both public and private.

2. Understands fund raising principles and practices.

5.5 Legal issues in care and education

5.5.1 Personnel laws

1. Understands labor laws that affect child care.
2. Understands anti-discrimination laws that affect child care and employee rights.

5.5.2 ADA

Understands applicable regulatory standards and concepts, including the rights of licenses.

5.5.3 Insurance

1. Understands liability issues.
2. Understands health insurance rules.
3. Understands the basics of contracts that affect the center.

5.5.4. Consumer issues

1. Understands custody issues that affect child care.
2. Understands confidentiality laws that affect child care.

5.5.5 Legal form of the organization

Understands the legal form of the organization and the implication for program operations and financial operations.

5.6 Program evaluation and continuous improvement

5.6.1 Planning and implementation

1. Is able to evaluate the program and all of its components, and use this evaluation to change and improve the program.
2. Gathers needed information through regular communication with all staff and families.
3. Maintains personal stability and confidence, self-awareness, desire for growth, and the ability to change.
4. Ensures appropriate room arrangements/space design and supports the design and redesign of effective space, based on knowledge of environmental psychology.
5. Fosters good community relations to influence child care policy that affects the program.
6. Demonstrates the ability to give and receive feedback.
7. Facilitates the development of community among staff, children, families, and the board or advisory group.
8. Creates and implements systems for recruiting, accepting and retaining a diverse group of staff.

5.6.2 Accreditation

Understands various accreditation models and the specific guidelines in those most appropriate for a particular program.

5.7 Marketing/Community relations

5.7.1 Customer service

Develops and implements strategies to recruit and enroll children, with attention to separation issues for children and families.

5.7.2 Print/media

1. Has effective skills in communication, public speaking, and written word.
2. Demonstrates an understanding of basic marketing concepts.

5.8 Child care and education regulations, and regulatory agencies

1. Demonstrates knowledge of all applicable rules and regulations.
2. Demonstrates ability to provide nutrition and food service management. (CACFP)

5.9 Staff

5.9.1 Recruitment

1. Creates systems for recruiting, accepting and retaining a diverse group of staff members.
2. Demonstrates the skills needed to hire the right person, including interviewing skills.
3. Develops and implements strategies to recruit, accept and retain a diverse group of staff members.

5.9.2 Staff development and support

1. Observes objectively and gives positive and negative feedback in a way that helps individuals to improve.
2. Motivates and challenges people and sets a high standard.
3. Possesses effective training skills and knowledge of training methods.
4. Has the skills needed to hire the right person, including interviewing skills.
5. Supervises performance over time, with follow through, so that poor performance leads to termination and good performance is recognized.
6. Has knowledge of different supervisory styles and methods to meet individual needs of persons supervised, appropriate to classroom staff and also appropriate for the cook, maintenance staff, office staff, and other non-classroom roles.
7. Models appropriate behavior.
8. Understands different cultural styles of interacting, leading, and participating.

5.9.3 Retention

1. Creates effective staff performance recognition systems.
2. Facilitates the development of community among staff.

5.9.4 Supervision

1. Motivates and challenges people and sets a high standard.
2. Is cognizant of different supervisory styles and methods to meet individual needs of staff, appropriate to classroom staff and also appropriate for the cook, maintenance staff, office staff, and other non-classroom roles.
3. Exhibits ability to work with different cultural styles of interacting, leading, and participating.
4. Develops and implements strategies that build teamwork and participation of staff; makes effective use of time and other resources; engages in short-term problem solving and long-term planning.

STATEWIDE CHILD CARE AND EARLY EDUCATION DEVELOPMENT SYSTEM

PRACTITIONER CAREER LEVELS

LEVEL I
Age: 16
Work Status: Student and/or working in the field
Education/Training:

- Meets licensing and/or certification requirements

LEVEL II – A
Age: 18
Work Status: Student and/or working in the field
Education/Training:

- Meets licensing and/or certification requirements
- High School diploma or equivalent
- Plus participating in S☆CCEEDS

LEVEL II – B
Age: 18
Work Status: Student and/or working in the field
Education/Training:

- Meets licensing and/or certification requirements
- High school diploma or equivalent
- Plus either
  - 3 credit hours in early childhood education or child development, OR,
  - 60 clock hours of approved training

LEVEL III – A
Age: 18
Work Status: Student and/or working in the field
Education/Training:

- Meets licensing and/or certification requirements
- High school diploma or equivalent
- Plus either:
  - CDA credential, CCP, CPC, NAC or equivalent, OR,
  - 12 credit hours in early childhood education or child development, OR,
  - 180 clock hours of approved training

LEVEL III – B
Age: 18
Work Status: Student and/or working in the field
Education/Training:

- Meets licensing and/or certification requirements
- High school diploma or equivalent
- Plus either
  - Certificate of completion in early childhood education or child development from a community college, OR,
  - 30 credit hours in early childhood education or child development, OR,
  - 450 clock hours of approved training

LEVEL IV – A
Age: 18
Work Status: Student and/or working in the field
Education/Training:

- Meets licensing and/or certification requirements
- Either:
  - Associate's degree that includes at least 15 credit hours in early childhood education child development, OR,
  - Associate's degree and 225 clock hours of approved training

LEVEL IV – B
Age: 18
Work Status: Student and/or working in the field
Education/Training:

- Meets licensing and/or certification requirements
- Either:
  - Associate's degree that includes at least 15 credit hours in early childhood education or child development, OR,
  - Associate's degree and 225 clock hours of approved training
- Plus Either:
  - An additional 15 credit hours in early childhood education or child development, OR,
  - An additional 225 clock hours of approved training

LEVEL IV – C
Age: 18
Work Status: Student and/or working in the field
Education/Training:

- Meets licensing and/or certification requirements
- Either:
  - Associate's degree that includes at least 15 credit hours in early childhood education or child development, OR,
  - Associate's degree and 225 clock hours of approved training
- Plus Either:
  - An additional 30 credit hours in early childhood education or child development, OR,
  - An additional 450 clock hours of approved training

LEVEL V – A
Age: 18
Work Status: Student and/or working in the field
Education/Training:

- Meets licensing and/or certification requirements
- Either:
  - Bachelor's degree in early childhood education or child development, OR,
  - Bachelor's degree with either 18 credit hours in early childhood education or child development or 270 clock hours of approved training

LEVEL V - B
Age: 18
Work Status: Student and/or working in the field
Education/Training:

- Meets licensing and/or certification requirements
- Either:
  - Bachelor's degree in early childhood education or child development, OR,
  - Bachelor's degree with either 18 credit hours in early childhood education or child development or 270 clock hours of approved training
- Plus either:
  - An additional 15 credit hours in early childhood education or child development, OR,
  - An additional 225 clock hours of approved training

LEVEL V – C
Age: 18
Work Status: Student and/or working in the field
Education/Training:

- Meets licensing and/or certification requirements
- Either:
  - Bachelor's degree in early childhood education or child development, OR,
  - Bachelor's degree with either 18 credit hours in early childhood education or child development or 270 clock hours of approved training
- Plus Either:
  - An additional 30 credit hours in early childhood education or child development, OR,
  - An additional 450 clock hours of approved training

LEVEL VI – A
Age: 18
Work Status: Student and/or working in the field
Education/Training:

- Meets licensing and/or certification requirements
- Either:
  - Master's degree in early childhood education or child development, OR,
  - Master's degree with either 18 credit hours in early childhood education or child development or 270 clock hours of approved training

LEVEL VI – B
Age: 18
Work Status: Student and/or working in the field
Education/Training:

- Meets licensing and/or certification requirements
- Either:
  - Master's degree in early childhood education or child development, OR,
  - Master's degree with either 18 credit hours in early childhood education or child development or 270 clock hours of approved training
- Plus Either:
  - An additional 15 credit hours in early childhood education or child development, OR,
  - An additional 225 clock hours of approved training

LEVEL VI – C
Age: 18
Work Status: Student and/or working in the field
Education/Training:

- Meets licensing and/or certification requirements
- Either:
  - Master's degree in early childhood education or child development, OR,
  - Master's degree with either 18 credit hours in early childhood education or child development or 270 clock hours of approved training
- Plus Either:
  - An additional 30 credit hours in early childhood education or child development, OR,
  - An additional 450 clock hours of approved training

LEVEL VII
Age: 18
Work Status: Student and/or working in the field
Education/Training:

- Meets licensing and/or certification requirements
- Either:
  - Doctorate in early childhood education or child development, OR,
  - Doctorate with either 30 credit hours in early childhood education or child development or 450 clock hours of approved training

ATTACHMENT V– EMPOWER Center Standards: 10 Ways to Empower Children to Live Healthy Lives

ATTACHMENT V– EMPOWER Center Standards: 10 Ways to Empower Children to Live Healthy Lives

Empower Center Standards
10 Ways to Empower Children to Live Healthy Lives
All of these recommendations should be adapted to meet the needs of children of all ages.

1. Facilities should encourage physical activities as part of their curriculum by scheduling at least 60 minutes of planned activity (which can be broken up in shorter time periods) per day. Encourage "sun safe" physical activities.
2. Limit kids' screen time* to under one hour a day.
3. Avoid more than 60 minutes of sedentary activity at a time, except while the child is sleeping.
4. Offer water at least 4 times during the day.
5. Serve 1% low fat or fat free milk for all children over two years of age.
6. Serve only 100% percent fruit juice (with no added sugars), and limit kids to 4 to 6 ounces per day.
7. Serve meals family style** and let the child decide how much to eat. Avoid rewarding good behavior or a clean plate with foods of any kind.
8. If able, participate in the USDA Child and Adult Care Food Program.
9. Facilities and homes should be totally (24-hour) smoke-free campuses.
10. All families should receive education and referrals regarding tobacco prevention cessation and second hand smoke at least 4 times per year.

*Screen time includes: TV/DVD, Computer, and Video Games.

**Family-style meal service means serving foods in bowls or dishes (of any kind) on the table. Children are encouraged to serve themselves or serve themselves with help from an adult. Caregivers eat the same food, promote healthy eating habits, and create a positive meal-time environment. Enough food must be placed on the table to provide the full required portion size for all the children at the table.

Note: Programs operating 6 hours or less would alter the activity schedule, screen time, and the number of times water is offered by ½.

For Information on Applying for the Program, please contact:
Call Child Care Licensing at (602) 364-2539
8 a.m. to 5 p.m., leave message if after hours

This program addresses obesity in young children through various channels. After the legislature cut funding that paid to license child care centers, licensing fees increased for the first time in 30 years, putting some centers at risk of closure. ADHS found federal Title V grant funds and Proposition 302 dedicated tax funds that had served a similar purpose, to supplement the increased fees for those who participate.

For Information on the Empower Care Standards or Packet, please contact:

Wayne Tormala, Chief
Arizona Department of Health Services
Bureau of Tobacco and Chronic Disease
150 North 18th Avenue, Suite 310
Phoenix, AZ 85007 (602) 364-0834
wayne.tormala@azdhs.gov
www.tobaccofreearizona.com

Karen Sell, R.D., Chief
Arizona Department of Health Services
Bureau of Nutrition and Physical Activity
150 North 18th Avenue, Suite 310
Phoenix, AZ 85007
602 542-2826
sellk@azdhs.gov
http://www.azdhs.gov/phs/bnp/index.htm
www.eatwellbewell.org

ATTACHMENT W– Quality First Component Overview FY 13

QUALITY FIRST COMPONENT OVERVIEW

FY 13

CHILD CARE SCHOLARSHIPS

- Available for all programs in Full Participation
- Determined by program size and Star Rating
- Higher quality programs receive higher reimbursement for each scholarship and higher number of scholarships

FINANCIAL INCENTIVES

- Amount determined by licensed capacity for children 0-5.
- Used for purchasing materials, equipment and resources
- Support professional development opportunities
- Available annually throughout Quality First enrollment
- DHS Licensure Fee Assistance

COACHING

- Individualized guidance and support
- Monthly on-site visits
- Targeted training and technical assistance



STAR RATING

- Recognizes quality early care and education programs using a five-star system of quality standards.
- Support parents in selecting quality setting for their young children.
- Ratings will be made public beginning July 1, 2012

SPECIALIZED TECHNICAL ASSISTANCE

- Warm-line contact with expert consultants:
  - Mental Health
  - Inclusion/Special Needs
  - Child Health
  - Instructional Support

T.E.A.C.H. EARLY CHILDHOOD ARIZONA SCHOLARSHIPS

- Formal Education: Child Development Associate or Degree in ECE or related field
- Educational Scholarships: Support for tuition, books, a travel stipend, and paid release time
- Compensation: Providing an incentive in the form of a bonus and/ or raise
- Commitment: Working at current program for a specific period

PROGRAM ASSESSMENT

- Valid and reliable assessment tools focus on Environment and Adult-Child Interactions:
  - Environment Rating Scales
  - Classroom Assessment Scoring System
- Quality First Point Scale
- Annually for 1 and 2 Stars
- Every two years for 3—5 Stars

CHILD CARE HEALTH CONSULTATION

- Onsite and telephone guidance and consultation
- Staff training on health and safety
- Nutrition and physical activities information
- Connections to community resources
- Information for families

QUALITYFIRST!
Arizona's Quality Improvement & Rating System
A FIRST THINGS FIRST INITIATIVE

ATTACHMENT X – Tables Used in B(5)

ATTACHMENT X – Tables Used in B(5)

Tables Used in B(5)

Table 1. *Internal Consistency of ERS*

	Intra-class correlations	Alpha	Alpha
	ECERS-R	ITERS-R	FCCERS-R
Space and Furnishings	.76	.47	.71
Personal Care Routines	.72	.56	.46
Language-Reasoning	.83	.79	.83
Activities	.88	.79	.88
Interaction	.86	.80	.84
Program Structure	.77	.70	.62
Parents and Staff	.71	.68	.39
Total	.92	.93	.90

Table 2: *CLASS Domains and Dimensions*

Domain	Dimension	Description
Emotional Support	Positive Climate	Reflects the overall emotional tone of the classroom and the connection between teachers and students.
	Negative Climate	Reflects overall level of expressed negativity in the classroom between teachers and students (e.g., anger, aggression, irritability).
	Teacher Sensitivity	Encompasses teachers' responsivity to students' needs and awareness of students' level of academic and emotional functioning.
	Regard for Student Perspectives	The degree to which the teacher's interactions with students and classroom activities place an emphasis on students' interests, motivations, and points of view, rather than being solely teacher-driven.
Classroom Management	Behavior Management	Encompasses teachers' ability to use effective methods to prevent and redirect misbehavior, including presenting clear behavioral expectations and minimizing time spent on behavioral issues.
	Productivity	Considers how well teachers manage instructional time and routines so that students have the greatest number of opportunities to learn.

	Instructional Learning Formats	The degree to which teachers maximize students' engagement and ability to learn by providing interesting activities, instruction, centers, and materials.
Instructional Support	Concept Development	The degree to which instructional discussions and activities promote students' higher-order thinking skills versus focus on rote and fact-based learning.
	Quality of Feedback	Considers teachers' provision of feedback focused on expanding learning and understanding (formative evaluation), not correctness or the end product (summative evaluation).
	Language Modeling	The quality and amount of teachers' use of language-stimulation and language-facilitation techniques during individual, small-group, and large-group interactions with children.

ATTACHMENT Y – Recommended Panel Advisory Members

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ATTACHMENT Y – Recommended Advisory Panel Members

The recommended* Panel Advisory members are:

W. Steven Barnett, Ph.D.
Clancy Blair, Ph.D.
Noel A. Card, Ph.D.
Greg Duncan, Ph.D.
Claude Goldenberg, Ph.D.
Neal Halfon, MD, MPH
John Love, Ph.D.
Dawn Mackety, Ph.D.
Pamela Powell, Ed.D.
Eva Marie Shivers, J.D., Ph.D.
Catherine Elizabeth Snow, Ph.D.
Eugene W. Thompson, Ph.D.

*Advisory Panel Members will be recommended to the FTF Board Fall 2011. All have agreed to serve.

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First Things First Research and Evaluation National Advisory Panel



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W. Steven Barnett, Ph.D.

W. Steven Barnett is a Board of Governors Professor and Director of the National Institute for Early Education Research (NIEER) at Rutgers University. His research includes studies of the economics of early care and education including costs and benefits, the long term effects of preschool programs on children's learning and development, and the distribution of educational opportunities. Dr. Barnett earned his Ph.D. in economics at the University of Michigan. He has authored or co-authored over 160 publications including 16 books. Research interests include the economics of human development and practical policies for translating research findings into effective public investments. His best known works include: reviews of the research on long-term effects; benefit-cost analyses of the Perry Preschool and Abecedarian programs; randomized trials comparing alternative approaches to educating children including length of day, monolingual versus dual-language immersion, and the Tools of the Mind curriculum; and, the series of State Preschool Yearbooks providing annual state-by-state analyses of progress in public pre-K. Recent publications include “Effectiveness of early educational intervention” in the journal Science and “Four reasons the United States should offer every child a preschool education” in The pre-k debates: current controversies and issues from Brookes Publishing, edited by Edward Zigler, Walter Gilliam, & Steven Barnett.

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Email: clancy.blair@nyu.edu

Clancy Blair, Ph.D.

Clancy Blair is a developmental psychologist who studies self-regulation in young children. His primary interest concerns the development of cognitive abilities referred to as executive functions and the ways in which these aspects of cognition are important for school readiness and early school achievement. He is also interested in the development and evaluation of preschool and elementary school curricula designed to promote executive functions as a means of preventing school failure.

In 2002, Blair and his colleagues at Penn State University and at the University of North Carolina at Chapel Hill received funding from the National Institute of Child Health and Human Development for a longitudinal, population-based study of family ecology and child development beginning at birth. In his part of the project, Blair is examining interaction between early experiential and biological influences on the development of executive functions and related aspects of self-regulation.

Ultimately, Blair and his colleagues plan to follow this sample through the school years and into young adulthood. Prior to coming to NYU, Blair spent ten years as an assistant and then associate professor in the department of Human Development and Family Studies at Penn State. He received his doctorate in developmental psychology and a master's degree in public health from the University of Alabama at Birmingham in 1996.

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Email: ncard@email.arizona.edu

Noel A. Card, Ph.D.

Dr. Card's research and teaching is at the interface between developmental science and quantitative methodology. It pursues three broad goals: to improve understanding of child and adolescent social development; to advance methods of quantitative analysis based on the unique research questions relevant to developmental science; and to promote the use of the best quantitative techniques.

Dr. Card's research focus is to advance basic scientific understanding of human development to better inform prevention and intervention efforts. His research specifically promotes understanding of child and adolescent peer relations and aggression. His quantitative research attempts to improve the tools for scientific understanding of human development more generally. His areas of expertise include:

- Child and adolescent aggression and victimization
- Child and adolescent peer relations
- Longitudinal modeling of developmental processes
- Analysis of interdependent (e.g., dyadic, small group) data
- Meta-analysis

Dr. Card's Current Projects include:

- Who aggresses against whom, and how?: Forms and functions of aggressor-victim relationships during early adolescence (PI, National Institutes of Health)

- The emergence of cyberbullying from middle childhood through adolescence: A prospective longitudinal study (co-PI with Sheri Bauman, National Science Foundation).

- Consultant on six additional grants (total funding approximately $9 million).

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Greg Duncan, Ph.D.

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Greg Duncan comes to the University of California, Irvine from Northwestern University, where he served as the Edwina S. Tarry Professor in the School of Education and Social Policy and Faculty Affiliate in the Institute for Policy Research. He spent the first 25 years of his career at the University of Michigan working on and ultimately directing the Panniel Study of Income Dynamics (PSID) data collection project. He has published extensively on issues of income distribution, child poverty and welfare dependence. He is co-author with Aletha Huston and Tom Weisner of Higher Ground: New Hope for the Working Poor and Their Children (2007) and co-editor with Lindsay Chase Lansdale of For Better and For Worse: Welfare Reform and the Well-Being of Children and Families (2001). With Jeanne Brooks-Gunn, he co-edited two books on neighborhood poverty and child development: Consequences of Growing up Poor (Russell Sage, 1997) and the two-volume Neighborhood Poverty (Russell Sage, 1997), which was also co-edited with Lawrence Aber. The focus of his recent research has shifted from these environmental influences to the comparative importance of the skills and behaviors developed during childhood. In particular, he has sought to understand the relative importance of early academic skills, cognitive and emotional self-regulation, and health in promoting children's eventual success in school and the labor market.

Duncan was elected president of the Population Association of America for 2007-08 and president of the Society for Research in Child Development for 2009-2011. He was elected to the American Academy of Arts and Sciences in 2001 and to the National Academy of Sciences in 2010.

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Claude Goldenberg, Ph.D.

Claude Goldenberg's areas of research and professional interest center on promoting academic achievement among language minority children and youth. A native of Argentina, Goldenberg is currently Professor of Education at Stanford University. He was previously at California State University, Long Beach, where he was Professor of Teacher Education, Associate Dean of the College of Education, and Executive Director of the Center for Language Minority Education and Research (CLMER).

Goldenberg received his A.B. in history from Princeton University and M.A. and Ph.D. from Graduate School of Education, UCLA. He has taught junior high school in San Antonio, TX, and first grade in a bilingual elementary school in the Los Angeles area.

Dr. Goldenberg has published extensively; his most recent books include Promoting Academic Achievement among English Learners: A Guide to the Research, co-authored with Rhoda Coleman (Corwin, 2010) and Language and Literacy Development in Bilingual Settings, co-edited with Aydin Durgunoglu (Guilford, 2010). His other publications have appeared in academic and professional journals, and he has also served on the editorial boards of Language Arts, The Elementary School Journal, Reading Research Quarterly, American Educational Research Journal, and Literacy, Teaching and Learning. His current projects focus on improving literacy achievement among English learners in elementary and middle school, language and literacy development among Mexican children in Mexico, and development of a measure of classroom quality for English learners.

Goldenberg was on the National Research Council's Committee for the Prevention of Early Reading Difficulties in Young Children and on the National Literacy Panel, which synthesized research on literacy development among language-minority children and youth.

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Neal Halfon, MD, MPH

Neal Halfon, MD, MPH is director of the UCLA Center for Healthier Children, Families and Communities, and also directs the Child and Family Health Program in the UCLA School of Public Health, and the National Center for Infant and Early Childhood Health Policy. Dr. Halfon is professor of pediatrics in the David Geffen School of Medicine at UCLA; community health sciences in the UCLA School of Public Health; and public policy in the UCLA School of Public Affairs. He is also a consultant in the Health Program at RAND.

Dr. Halfon's primary research interests include the provision of developmental services to young children, access to care for low-income children, and delivery of health services to children with special health care needs — with a particular interest in abused and neglected children in the foster care system. Beginning in 1998, Dr. Halfon constituted and led a collaborative team – that included representatives from the American Academy of Pediatrics, National Center for Health Statistics, Maternal and Child Health Bureau, and CDC's National Immunization Program -- to develop, design, launch, and analyze the 2000 National Survey of Children's Health (NSECH).

Dr. Halfon's recent conceptual work attempts to define a developmentally-focused model of health production across the life course and to understand the implications of life course health development for the delivery and financing of health care. His Life Course Health Development model has been used to inform new approaches to health promotion, disease prevention, and developmental optimization.

Dr. Halfon has also served as a domestic policy and health care advisor to former Vice President Al Gore, providing guidance in 1998 and 1999 on the development of several new initiatives focused on family-centered community building. He continues to work with former Vice President Gore on a recently launched initiative examining new approaches to health care reform in the US.

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John M. Love, Ph.D.

John Love retired in June 2010 after 18 years with Mathematica Policy Research, where he was a senior fellow and area leader for early childhood research. He now provides consulting in early care and education research, program evaluation, and policy. He has been involved in teaching, research, and evaluation studies of programs for children birth to age 8 and their families since the mid-1960s. He began his program evaluation career in 1972 with a randomized evaluation of the Home Start Demonstration Program for what was then the Office of Child Development in the U.S. Department of Health, Education, and Welfare. He followed this with many multisite studies of Head Start programs (including studies of Project Developmental Continuity and Free to Grow), Early Head Start, child care, and prekindergarten programs. In the 1980s, he addressed issues in early childhood assessment through the Head Start Measures Project and a decade later participated in the planning phase of the Early Childhood Longitudinal Study-Kindergarten cohort. Dr. Love has been a key player in the EHS research and evaluation project, which began in 1995 and has continued through its prekindergarten and fifth-grade follow-up phases. The final report of the EHS study he directed was awarded a DHHS award for excellence in "Program Improvement 2002" because its "soundness of design, methodology, appropriateness of conclusions, and significance and usefulness of findings" created "outstanding potential for use by the larger health and human services community."

Recently, Dr. Love directed studies of the Los Angeles County First 5 Children and Family Commission's (First 5 LA's) universal preschool program, noteworthy for the highly diverse population it serves. He was a principal investigator for Mathematica's evaluation of the Bill & Melinda Gates Foundation's Early Learning Initiative in Washington state, and he directed a multisite experimental study of preschool curricula (PCER) funded by the Institute of Education Sciences in the U.S. Department of Education. He consults with Mathematica on its study of the Harlem Children's Zone early childhood programs and assists First 5 LA with meetings of its Research Advisory Committee. He serves on Secretary Sebelius's Head Start Research and Evaluation Advisory Committee and serves on the Board of ZERO TO THREE.

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Dawn M. Mackety, Ph.D.

Dawn M. Mackety is NIEA's Director of Research, Data, and Policy. Dr. Mackety has extensive experience conducting education research, evaluation, program development, and technical assistance in community and educational settings, including Native education settings. Her work at NIEA focuses on furthering NIEA's mission through educational research, data collection and analysis, and national policy advancement. She leads NIEA's efforts to inform a national Native education research agenda, provides research based data to inform national policy recommendations and decisions, and serves as an expert advisor on several national Native research collaborations and projects. She also speaks across the country about Native education issues including tribal education departments, culturally based education, family and community engagement, academic achievement, graduation, and indigenous research designs.

Prior to NIEA, Dr. Mackety was a Principal Researcher at Mid-continent Research for Education and Learning (McREL) where she planned, designed, and managed applied education research and evaluation projects. Her work included a series of studies on Native American education topics for the Central Regional Educational Laboratory at McREL and technical assistance for the North Central Comprehensive Center at McREL. Prior to McREL Dr. Mackety served as the Michigan State University Extension Service's liaison to Native American communities throughout the state facilitating collaborations and conducting research, evaluations, and technical assistance. In this role Dr. Mackety worked with tribal leaders and Extension staff to improve their collective abilities to conduct needs assessments and deliver culturally based educational programs and services to tribes and their youth and adult members. Dr. Mackety is an enrolled member of the Little Traverse Bay Bands of Odawa Indians in Michigan.

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Pamela Powell, Ed.D.

Dr. Powell spent over two decades as an elementary school teacher prior to arriving at Northern Arizona University. Currently, she is dedicated to helping pre-service teachers learn to utilize current, inclusive, and developmentally appropriate practices in their classrooms, which promote better learning for all students.

Dr. Powell received her B.S. from Texas Tech University in Elementary Education with a physical education specialization, her Master's Degree from Arizona State University in Elementary Education, with a specialization in reading, and a doctorate from Northern Arizona University in Curriculum and Instruction, with a focus on Early Childhood Education.

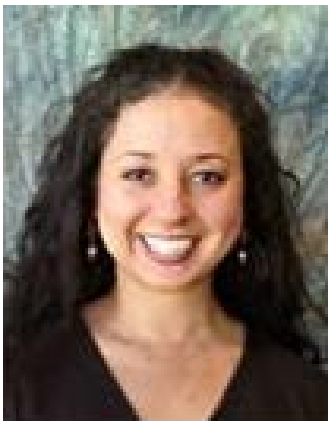
As an Associate Professor of Literacy and Early Childhood in the NAU College of Education, Dr. Powell participates in NAU's Early Childhood Task Force, teaches courses in early childhood education and literacy, and is an active member of the Commission on Disability, Access and Design, and the Commission on the Status of Women.

In addition, she is very involved in the promotion of quality early learning opportunities for all children in the state of Arizona and our nation. She helped develop summer conferences and institutes in the NAU College of Education for early childhood educators across the state, which have provided a venue for continued conversation regarding quality early learning environments. She also is Northern Arizona AEYC's policy chair, AzAEYC Board's member at large, and participates on various early childhood committees and taskforces at NAU, in the Flagstaff community, and the state of Arizona.

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Eva Marie Shivers, J.D., Ph.D.

Eva Marie Shivers, J.D., Ph.D. is the director of the Institute for Child Development Research & Social Change, a non-profit action research firm at the Indigo Cultural Center, which focuses on the developmental niche of child care to explore and understand families' culturally adaptive responses to poverty and social injustice. She has served as Principal Investigator on many child care studies that involve collaborating with community agencies. Dr. Shivers received her Ph.D. from UCLA, Psychological Studies in Education, where she studied with Dr. Carollee Howes. Dr. Shivers also holds a law degree from Howard University School of Law in Washington, D.C.

Prior to relocating to Arizona, Dr. Shivers was a faculty member in the School of Education at the University of Pittsburgh. She received her Ph.D. in Applied Developmental Psychology from UCLA's Department of Education. Dr. Shivers also holds a law degree from Howard University School of Law, and a BA in English Literature from Arizona State University.

Her research interests include: child care workforce issues; provider-child attachment relationships in child care; and other child care issues involving race, culture and family sensitive care.

Dr. Shivers, a Zero to Three Leadership Fellow (Class 2005) also serves as faculty in the Harris Infant and Early Childhood Mental Health Training Institute at Southwest Human Development.

She is currently working on a federally funded grant to study the effect of cultural continuity between home and school on young children's transition to kindergarten. For the past seven years, Dr. Shivers also provides child care policy consultation on Family, Friend and Neighbor child care issues and Culture and Diversity in child care issues to national, state and local government agencies and administrators throughout the country.

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Catherine Elizabeth Snow, Ph.D.

Catherine Snow is the Patricia Albjerg Graham Professor of Education at the Harvard Graduate School of Education. She received her Ph.D. in psychology from McGill and worked for several years in the linguistics department of the University of Amsterdam. Her research interests include children's language development as influenced by interaction with adults in home and preschool settings, literacy development as related to language skills and as influenced by home and school factors, and issues related to the acquisition of English oral and literacy skills by language minority children. She has co-authored books on language development (e.g., Pragmatic Development with Anat Ninio) and on literacy development (e.g., Unfulfilled Expectations: Home and School Influences on Literacy, with W. Barnes, J. Chandler, I. Goodman & L. Hemphill), and published widely on these topics in referred journals and edited volumes.

Snow's contributions to the field include membership on several journal editorial boards, co-directorship for several years of the Child Language Data Exchange System, and editorship of Applied Psycholinguistics. She served as a board member at the Center for Applied Linguistics and a member of the National Research Council Committee on Establishing a Research Agenda on Schooling for Language Minority Children. She chaired the National Research Council Committee on Preventing Reading Difficulties in Young Children, which produced a report that has been widely adopted as a basis for reform of reading instruction and professional development. She served on the NRC's Council for the Behavioral and Social Sciences and Education, and as president of the American Educational Research Association.
A member of the National Academy of Education, Snow has held visiting appointments at the University of Cambridge, England, Universidad Autonoma in Madrid, and The Institute of Advanced Studies at Hebrew University in Jerusalem, and has guest taught at Universidad Central de Caracas, El Colegio de Mexico, Odense University in Denmark, and several institutions in The Netherlands.

FIRST THINGS FIRST

Ready for School. Set for Life.

First Things First Research and Evaluation National Advisory Panel



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Eugene W. Thompson, Ph.D.

A son of the Motor City, once recognized as "One of the Top 100 School Executives in America," Dr. Thompson has led school systems everywhere from Alaska to Alabama. Born and raised in Detroit, Dr. Thompson attended the Detroit Public Schools, where he was active in leadership as a high school athlete, Boy Scout and church youth leader.

After graduating from Western Michigan University with a B.A. in elementary education, he began his career in the Detroit suburbs as a fourth grade teacher. Following his graduation with a master's degree from the University of Michigan, he was promoted to elementary school principal. After earning his doctorate from Western Michigan University, he moved to leadership roles including: Director of Curriculum, Director of Research and School District Superintendent in Alaska, Alabama, Indiana and Michigan. He has also served as a university administrator and professor at the University of Alabama at Birmingham, Bowling Green (OH) State University and Western Michigan University.

During his career Thompson was recognized as "One of the Top 100 School Executives in America" by The Executive Educator, for his work leading the quality improvement program of the Manchester (MI) Community Schools.

While serving as a university professor, Thompson formed a consulting company, Apollo International Education Group. He has worked for the United States Department of State and the Southern Association of Colleges and Schools, providing assistance to schools throughout Latin America, Africa and Asia. His work on behalf of American Overseas Schools continues.

Dr. Thompson is serving a 6-year term on the First Things First Board ending on January 21, 2013.

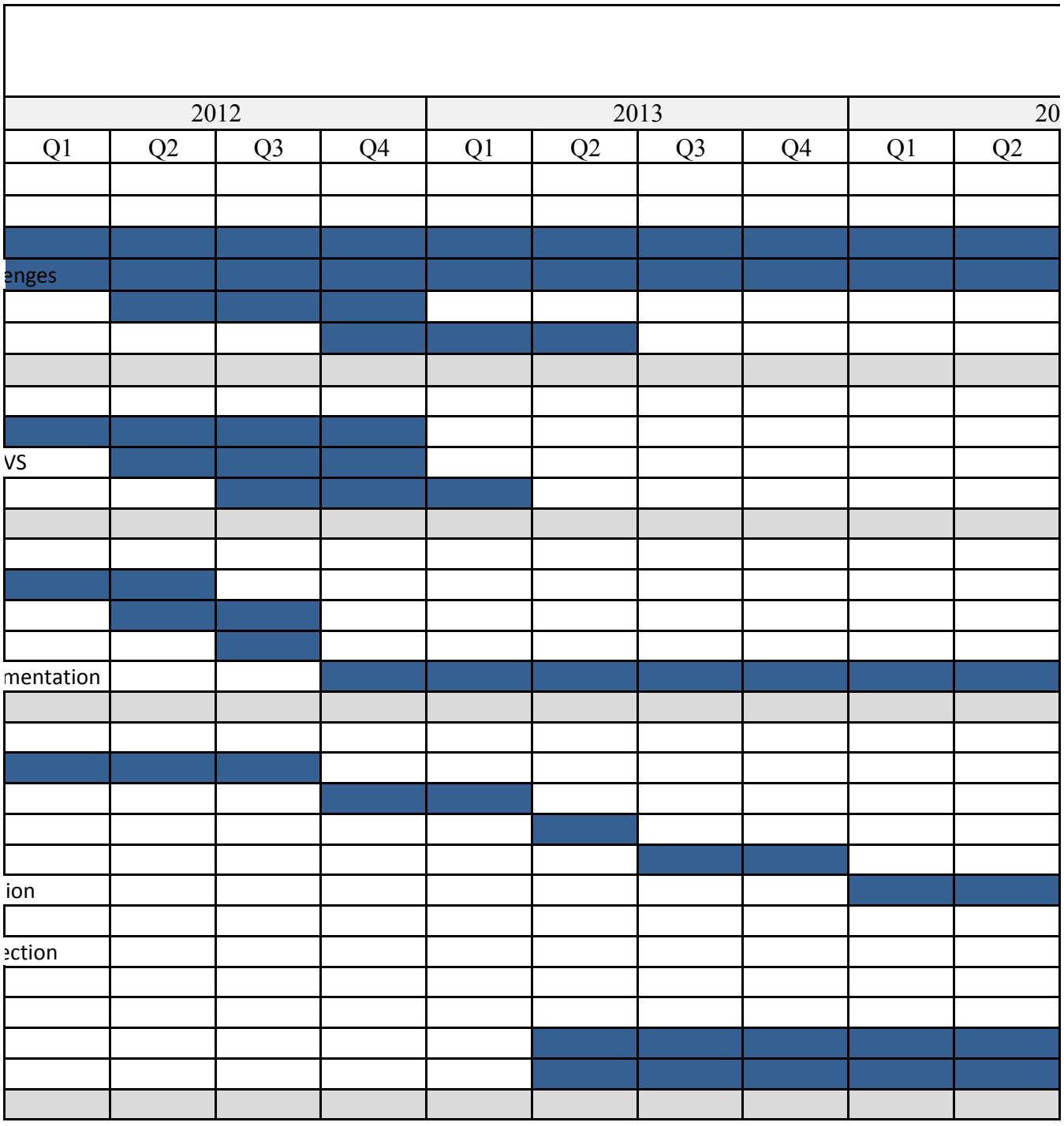
ATTACHMENT Z – Quality First Validation Study

ATTACHMENT Z – Quality First Validation Study

Quality First Validation Study (QFVS)

Activities

Internal FTF Quality First Data Monitoring, Evaluation and Reporting
Ongoing Quality First data collection, entry, reporting and quality checks
Ongoing internal FTF review of Quality First data collection: patterns of improvement, maintenance, and/or challe
Identify any modifications/additions to Quality First data system needed for QFVS
Implement identified modifications/additions to Quality First data system needed for QFVS
FTF Internal Baseline Assessment and Review
Compile and review findings from relevant FTF-sponsored research and evaluation projects
Develop a data analysis and synthesis plan based on existing FTF and Quality First research for integration into QF
Consolidate and synthesize baseline/existant data for integration into QFVS
FTF National Advisory Council
Engage National Advisory Council
Council review of data analysis and synthesis plan developed based on FTF internal and Quality First research
Council review of QFVS scope of work
Review and incorporate Advisory Council recommendations in the Quality First Validation Study design and imple
Quality First Validation Study (QFVS)
Develop QFVS overall study plan, scope of work, and deliverables
Engage in national Request for Proposal, review proposals, select research/evaluation team(s)
Exchange of existant baseline data and kickoff of QFVS
Methodology and design development/refinement
First Wave data collection: child readiness, Quality First implementation, and other identified primary data collect
Preliminary analyses and progress reporting on QFVS
Second Wave data collection:child readiness, Quality First implementation, and other identified primary data colle
Final data analysis
Final synthesis and reporting
Ongoing integration of FTF-initiated Quality First data collection with QFVS efforts
Ongoing FTF monitoring of QFVS contract


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ATTACHMENT AA – School Readiness Indicators

FIRST THINGS FIRST
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School Readiness Indicators

1. **#/% children demonstrating school readiness at kindergarten entry in the development domains of social-emotional, language and literacy, cognitive, and motor and physical**
   - **Intent** of indicator is to increase the number of children with equal opportunity to be successful and school and close the achievement gap before kindergarten entry.
   - **Aligned to Priority Roles** in Early Learning, Professional Development, and Family Support and Literacy

2. **#/% of children enrolled in an early care and education program with a Quality First rating of 3-5 stars**
   - **Intent** of indicator is to increase the number of children with access to affordable high quality early learning programs.
   - **Aligned to Priority Role** in Early Learning

3. **#/% of children with special needs/rights enrolled in an inclusive early care and education program with a Quality First rating of 3-5 stars**
   - **Intent** of indicator is to increase in the number of children with special needs/rights who enroll in high quality inclusive early learning programs.
   - **Aligned to Priority Role** in Early Learning

4. **#/% of families that spend no more than 10% of the regional median family income on quality care and education with a Quality First rating of 3-5 stars**
   - **Intent** of indicator is to increase the number of families that can afford high-quality early learning programs by reducing the tuition cost per child so that it is no higher than 10% of the regional median family income.
   - **Aligned to Priority Role** in Early Learning

5. **% of children with newly identified developmental delays during the kindergarten year**
   - **Intent** of indicator is to decrease the number of children who are not screened and identified with developmental delays until after they have already entered their kindergarten year. Use of the term "developmental delay" is not intended as a narrowly defined eligibility category; rather it is used in the broadest sense to include preschool moderate or severe delay in cognitive, physical, communication, social/emotional or adaptive development, and preschool speech language delay. It is also likely that this indicator will initially trend upward as awareness increases about the importance of early identification and intervention.
   - **Aligned to Priority Roles** in Early Learning, Health and Family Support

6. **# of children entering kindergarten exiting preschool special education to regular education**
   - **Intent** of indicator is to increase the number of children who transition to kindergarten without an indentified special need due to timely screening, identification and delivery of effective intervention services prior to their kindergarten year.
   - **Aligned to Priority Role** in Early Learning

7. **#/% of children ages 2-5 at a healthy weight (Body Mass Index-BMI)**
   - **Intent** of indicator is to increase the number of children who maintain a healthy body weight.
   - **Aligned to Priority Role** in Health

8. **#/% of children receiving timely well child visits**
   - **Intent** of indicator is to increase the number of children with consistent well child visits where there is higher opportunity for immunizations, appropriate screenings and early identification of development delays, other medical healthcare, and support for family members to understand their child's health.
   - **Aligned to Priority Role** in Health

9. **#/% of children age 5 with untreated tooth decay**
   - **Intent** of indicator is to increase the number of children who begin at an early age and regularly visit an oral health professional to receive preventive oral healthcare and services necessary to treat tooth decay.
   - **Aligned to Priority Role** in Health

10. **% of families who report they are competent and confident about their ability to support their child's safety, health and well being**
    - **Intent** of indicator is to increase the number of families who report they are competent and competent to support their child.
    - **Aligned to Priority Role** in Family Support and Literacy

ATTACHMENT BB – Arizona State Literacy Plan

ATTACHMENT BB – Arizona State Literacy Plan (Abridged)

Language-Literacy-College-Careers

Arizona

State Literacy

Plan

Language-Literacy-College-Careers

Arizona State Literacy Plan

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Outline of the Components

of

Arizona's State Literacy Plan

I. Arizona's Story
- **A. Executive Summary**
- **B. Introduction**
- **C. Current and Historical Perspective**
- **D. Current Literacy Achievement in Arizona**

II. Literacy Framework
- **A. Definition of Literacy**
- **B. Belief Statements**
- **C. Language and Literacy Continuum of Development**
- **D. Age and Grade Spans: Instructional Components and Strategies**

III. Common Structural Components
- **A. Leadership**
- **B. Direct and Explicit Systematic Instruction**
- **C. Text Complexity**
- **D. Rigor**
- **E. Assessment and Data Based Decisions**
- **F. RTI and Intervention**
- **G. At Risk Learners: English Language Learners and Special Education**
- **H. Parent Engagement Academic Parent Teacher Teams**

IV. Implementation
- **A. Theory of Action State Level**
- **B. Stages of Implementation**
- **C. System Models by Age and Grade Span: A Look at the School or Center**
- **D. Parent Engagement Model**
- **E. Professional Development**
  1. **Introduction to Professional Development: What does it mean to be an expert teacher of literacy?**
  2. **Topics for Professional Development Birth-Toddlers and Pre-K**
  3. **Topics for Professional Development K-5 and Adolescents**
  4. **Professional Development for Academic Parent Teacher Teams**
  5. **IDEAL Online Courses, Open Entry/Open Exit, Just in Time Learning Modules**
  6. **The Arizona Department of Education Professional Development Course of Study for Literacy Instruction**

V. References

VI. Appendices

- **A. Supporting Document**
  1. **Monitoring Quality Implementation**
  2. **Job Descriptions**
  3. **Alterable Variable Charts**
  4. **Early Childhood Stages of Reading and Writing Development**
  5. **Data Meeting Example Agendas**
  6. **Arizona Statutes and Policy**
  7. **Early Learning Standards**
  8. **2010 Arizona English Language Arts Standards**
  9. **English Proficiency Standards**
  10. **Language Density and Complexity**
  11. **Holistic Rubric Based on Six Traits Writing**
  12. **Teaching Reading is Rocket Science**
- **B. Internet Resources**

Arizona State Literacy Plan

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Executive Summary

In October 2010, Arizona received a federal Department of Education Striving Readers grant to develop a State Literacy Plan. While there have been many successful initiatives and projects across the state that have improved literacy achievement over the years, the opportunity to connect, coordinate, and establish a cohesive Literacy Plan extending from birth through grade twelve was embraced with enthusiasm. Certainly research and evidence based best practice has indicated that a state wide literacy plan serves to guide ongoing improvement in literacy achievement for all students.

To assist the state in developing a plan, the Arizona Department of Education convened a State Literacy Team. Members represent multiple areas of experience and expertise including classroom and district educators, teachers of diverse learners, coaches, and early childhood leaders. The inclusion of state and school library, higher education, and community and family literacy professionals extends the collaborative partnership to truly encompass birth through grade twelve developments. The formation of a State Literacy Team provides the impetus for literacy experts from across the field to gather together to design a cohesive, comprehensive literacy plan, that builds upon Arizona's past successes and initiatives. The State Literacy Plan provides Arizona with an excellent opportunity to formulate a unifying state plan for literacy instruction that will ensure all of our students will learn to read by third grade and, in turn, graduate as literate citizens.

The purpose of the Arizona State Literacy Plan is to create a cohesive, seamless roadmap for parents, educators, professionals, policy makers, and community stakeholders that clearly and articulately outlines the stages of literacy development from birth through grade twelve. In addition, the Arizona State Literacy Plan provides guidance on the support that is required at all stages of growth, to ensure that learning is maximized. The State Literacy Plan transitions logically from a literacy framework to an articulated, comprehensive action plan that defines performance measures and specific outcomes. The intended outcome of the Plan is that Arizona's high school graduates will have developed a deep well of specific skills, content knowledge and expertise that clearly demonstrates a fluid integration of oral language and literacy skills. Proficiency in listening, speaking, reading, and writing across the content areas will ensure our graduates are well prepared for the 21st century.

It is important to note that Arizona has significant components in place to support literacy development. The state has successfully implemented a substantial Reading First grant and Early Reading First grant. There is legislation supporting an Early Childhood agency, effective K-3 reading instruction, and high stakes literacy assessments for graduation. Student achievement on state assessments in reading and writing have steadily improved since 2005, with at least 70% of students meeting or exceeding across all grades from 3rd to high school. NAEP results for our diverse learners are showing encouraging improvement. The challenge remains in scaling up these best practices beyond specific grants or projects.

In its initial work, the State Literacy team examined a significant body of research regarding language and literacy development and instruction along with participating in discussions with national experts. As a result of this careful study, a conceptual framework was developed that represents the layers of support necessary for all children and youth to ensure they develop the necessary deep literacy skills they will need for future success. Leading research on language and literacy instruction along with the practical application of evidence based best practices, shaped the foundation of Arizona's State Literacy Implementation Plan. This document is intended to assist families, educators and communities members in implementing a comprehensive literacy program in local communities across the state. Important components in the framework include:

- A definition of literacy in the 21st century
- Shared belief statements about learning
- A comprehensive language and literacy development continuum
- Key instructional components and strategies across specific age and grade spans

Additional components of the Arizona State Literacy Implementation Plan include:

- Stages of implementation
- Model systems by age and grade spans birth-grade 12
- Model system for effective parent engagement
- Professional development guidance
- Detailed supporting documents and web resources

Arizona's State Literacy Plan through its framework and implementation outline, is meant to provide information and support to all critical stakeholders who are influential in the language and literacy development of Arizona's young children and youth. The responsibility of raising up literate human beings is indeed a shared responsibility and a successful outcome must be non-negotiable if our communities are to remain successful. It's important that this essential work of language and literacy development drives critical conversations, dialogues and forward thinking problem solving both at the state and local levels. As a sound system of language and literacy instruction for all students is propelled forward across the state, effective action steps will continue to be reflected in the State Literacy Plan allowing it to remain fluid, current and responsive to the needs of each student, teacher and community in our state.

Introduction

First and foremost, we must recognize that we are a literacy-driven society. In the simplest of terms, across the span of our history, we have sought to understand each other, and in return, be understood. Through the act of listening and speaking in conversation, to the more independent interaction of reading and writing, we learn, think and respond to each other. The 21st century, though, has changed the breadth and scope of our communication, bringing a unique sense of urgency to the need for deep, rich language development. In these rapid-changing, fast paced, sometimes chaotic times, it is critically important that citizens in our communities have high level literacy skills that allow them to fully participate in the world around them. It is the responsibility, of most of us, to ensure that the children and youth in our state develop the necessary literacy skills to allow them to contribute as adults and have a fulfilling, productive life. Effective human communication has always propelled change forward at the personal, community and world levels. We must ensure our children are ready for the challenges and exciting opportunities that will surely be theirs to own.

The purpose of the Arizona State Literacy Plan is to create a cohesive, seamless roadmap for parents, educators, professionals, policy makers, and community stakeholders that clearly and articulately outlines the stages of literacy development from birth through grade twelve. In addition, the Arizona State Literacy Plan will provide guidance on the support that is required at all stages of growth, to ensure that learning is maximized. The State Literacy Plan will transition logically from a literacy framework to an articulated, comprehensive action plan that defines performance measures and specific outcomes. The intended outcome of the Plan is that Arizona's high school graduates will have developed a deep well of specific skills, content knowledge and expertise that clearly demonstrates a fluid integration of oral language and literacy skills. Proficiency in listening, speaking, reading, and writing across the content areas will ensure our graduates are well prepared for the 21st century.

These goals are critically important because much will be expected from the 21st century learner. Students must be prepared to effectively participate in a global economy with a diverse, integrated skill set. The need to be literate has moved well beyond basic reading and writing skills. Successful 21st century citizens will not only have to, effectively navigate through rigorous standards in the traditional 3 R's (reading, writing, and mathematics), but will also be skilled in the newly defined 4 C's: critical thinking and problem solving, communication, collaboration, along with creativity and innovation.

In October 2010, Arizona received a USDOE Striving Readers grant to develop a State Literacy Plan. While there have been many successful initiatives and projects across the state that have improved literacy achievement over the years, the opportunity to connect, coordinate, and establish a cohesive Literacy Plan extending from birth through grade 12 was embraced with enthusiasm. Certainly research and evidence based best practice has indicated that a state wide literacy plan serves to guide ongoing improvement in literacy achievement for all students.

It is important to note that Arizona has significant components in place to support literacy development. The state has successfully implemented a substantial Reading First grant and Early Reading First grant. There is legislation supporting an Early Childhood agency, effective K-3 reading instruction, and high stakes literacy assessments for graduation. Student achievement on state assessments in reading and writing have steadily improved since 2005, with at least 70% of students meeting or exceeding across all grades from 3rd to high school. NAEP results for our diverse learners are showing encouraging improvement. The challenge remains in scaling up these best practices beyond specific grants or projects. To assist the state in developing a plan, a State Literacy Team was convened. Team members represent multiple areas of experience and expertise including classroom and district educators, teachers of diverse learners, coaches, and early childhood leaders. The inclusion of state and school library, higher education, and community and family literacy professionals extends the collaborative partnership to truly encompass birth through grade 12 development.

The formation of a State Literacy Team provides the impetus for literacy experts from across the field to gather together to design a cohesive, comprehensive literacy plan, that builds upon Arizona's past successes and initiatives. The State Literacy Plan provides Arizona with an excellent opportunity to formulate a unifying state plan for literacy instruction that will ensure all of our students will learn to read by third grade and, in turn, graduate as literate citizens.

As previously mentioned, Arizona already has key frames established and an important task of the Literacy Team is to connect present work to the newer, broader based literacy plan. This new and more comprehensive State Literacy Plan provides the field with a visual representation of the layers of support necessary to provide effective instruction along with significantly improving student achievement across all grade levels.

Current and Historical Perspective

For more than a decade, Arizona's Legislature has responded to the leading research on literacy development in the early grades. As the instructional focus shifted nationally, from a remediation model to a prevention model, Arizona established a state reading initiative, AZREADS. The cornerstone of this initiative is Arizona revised statute (A.R.S.) 15-704 , which passed with broad-based support in the spring of 2001.This legislation holds districts and schools accountable for implementing a comprehensive K-3 assessment system, a research based reading curriculum, explicit instruction and intensive intervention to students reading below grade level. For several years the legislation appropriated one million dollars to support professional development for K-3 teachers of reading.

Arizona Revised Statute (A.R.S.) 15-701 clearly defines the urgency and seriousness of ensuring all students are reading proficiently by the end of third grade. Students who fall far below on the 3rd grade state reading assessment (AIMS) are to be retained and provided intensive intervention both during the school day and in extended learning opportunities. While there are good cause exemptions, the expectation is that schools will establish an effective instructional program for literacy so as to minimize or avoid altogether the need to retain 3rd grade students.

On the opposite end of the spectrum, Arizona Revised Statute (A.R.S.) 15-701.01 establishes the high school state reading and writing assessments (AIMS) as high stakes tests and meeting or exceeding established benchmarks is necessary for graduation. By 2013 high school students will be required to earn four credits in English and Mathematics and, three credits in both Social Studies and Science. Literacy is and will remain an essential component of the high school curriculum, across all major content areas.

Arizona is committed to closing the language gap with students identified as English Language Learners. Arizona Revised Statute (A.R.S.) 15-756 provides a prescriptive approach to language instruction for ELL students while allowing flexibility. The goal is for ELL students to become fluent English proficient in a period "not normally to exceed one year." Students receive four hours of intensive language intervention each day in the components of oral language (listening and speaking), reading, writing and grammar.

In November 2006 in a statistical landslide, Arizona voters passed Proposition 203; a citizen's initiative that funds quality early childhood development and health. In state law specifically, Chapter 13 Title 8, under the title Arizona Early Childhood Development and Health Board, Arizona's newest state agency, First Things First (FTF) has been established with the primary goal of helping young children be ready to enter kindergarten with the necessary skills. First Things First is responsible for ensuring that funds are directed to programs that have a proven track record in improving educational outcomes for young children. Regional FTF councils are responsible for administrating education and health programs that best address the needs of their communities with the end goal remaining consistent across the state – all children ready for school by the age of five.

The Arizona State Board of Education (SBE) remains a committed collaborative partner in improving literacy achievement across all grades. In June of 2010 the Board adopted the rigorous common core English Language Arts standards fully recognizing that while there is a high degree of alignment between the new and previous standards, students will be challenged with expectation of increased text complexity and the development of content area literacy. The SBE fully supports the implementation of rigorous ELA standards that are designed to prepare all students for college and career options.

Acknowledging the complex nature of teaching literacy and providing effective intervention, the SBE voted to increase the rigor of required coursework to earn an Arizona Reading Endorsement. Educators must earn 24 credit hours from a prescribed course outline that includes; theoretical and research foundations of language and literacy, essential elements of reading and writing, elements of content literacy, reading assessment

systems and intervention, literacy leadership and a supervised practicum. Educators must hold a valid Reading Endorsement to be in a position of literacy coach or interventionist.

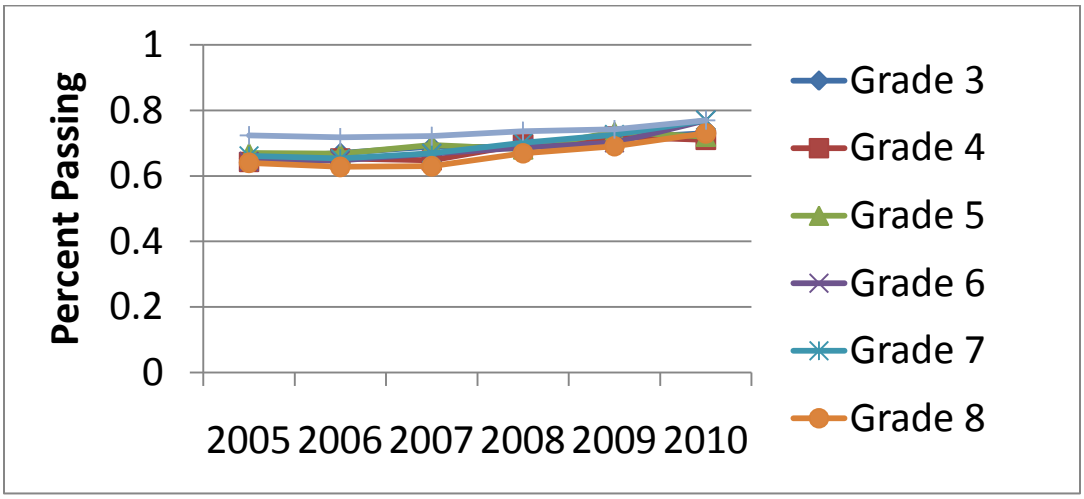
In 2004 the State Board of Education extended the explanations in A.R.S. 15-704 by: 1) defining the selection and use of screening, diagnostic, motivation and progress monitoring assessments and 2) defining the provision of intensive instruction for each student not meeting the standard in third grade AIMS Reading, the state assessment. These definitions and accompanying guidance documents continue to guide districts and schools in designing an effective early literacy program.

In the spring of 2002 Arizona was awarded a substantial one hundred thirty million dollar Reading First grant to extend over a six year period. The purpose of the grant was to support schools in transferring scientific reading research to classroom practice with the goal that all students would be reading by the end of 3rd grade. The grant provided extensive professional development to educators in effective reading instruction, purposeful intervention strategies and the intentional use of assessment data. All 151 schools receiving funds had high rates of poverty and low test results on the 3rd grade AIMS reading assessment. The challenges were great, the implementation was intensive and the outcomes were impressive. Most Reading First districts went district-wide with the program once they saw the results. Arizona's Reading First results supported the research that clearly states, an explicit, systematic, comprehensive approach to literacy instruction in K-3 classrooms makes a substantial difference in the learning outcomes of young students.

AIMS Results (Arizona Instrument to Measure Standards)

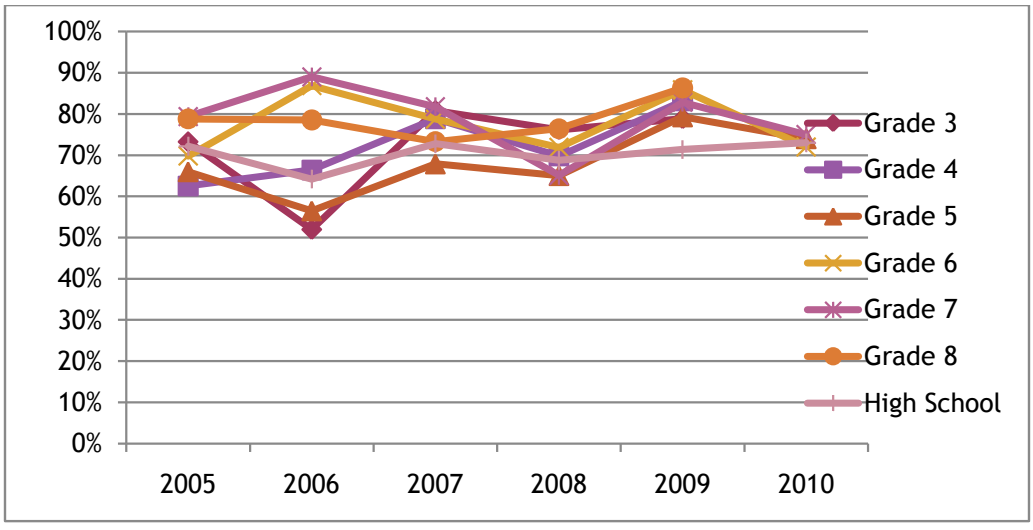
Student achievement results on Arizona's state assessment, AIMS Reading, indicates steady improvement from 2005 through to 2010. Most recently, in 2010, the percent passing at the grade level ranged from 71% in fourth grade to 77% in 6th, 7th and 10th grade. In 2005 the state average for reading was 65%. While there is still work to be done, the upward trajectory is encouraging. Clearly, Arizona has an opportunity to build on a sound foundation of instructional practice as educators strive for a higher success rate.

Reading Assessment Results



In writing, the scores on the state assessment (AIMS Writing) have fluctuated considerably in the past years. In 2010 the writing test was administered only in grades 5, 6, 7 and 10. The percent passing ranged from 72% in sixth grade to 75% in seventh grade.

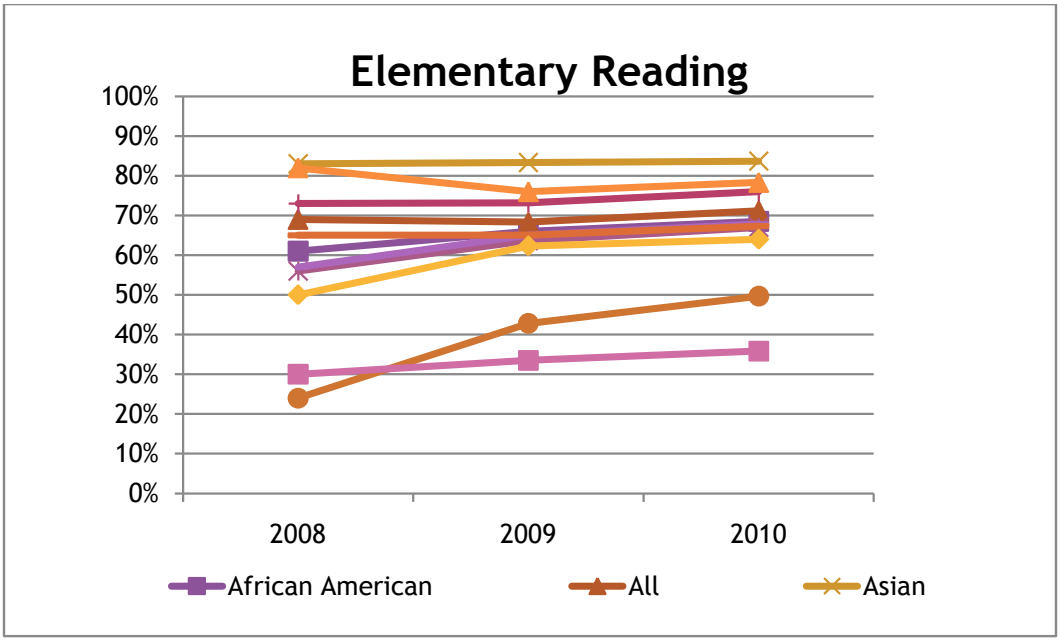
Writing Assessment Results



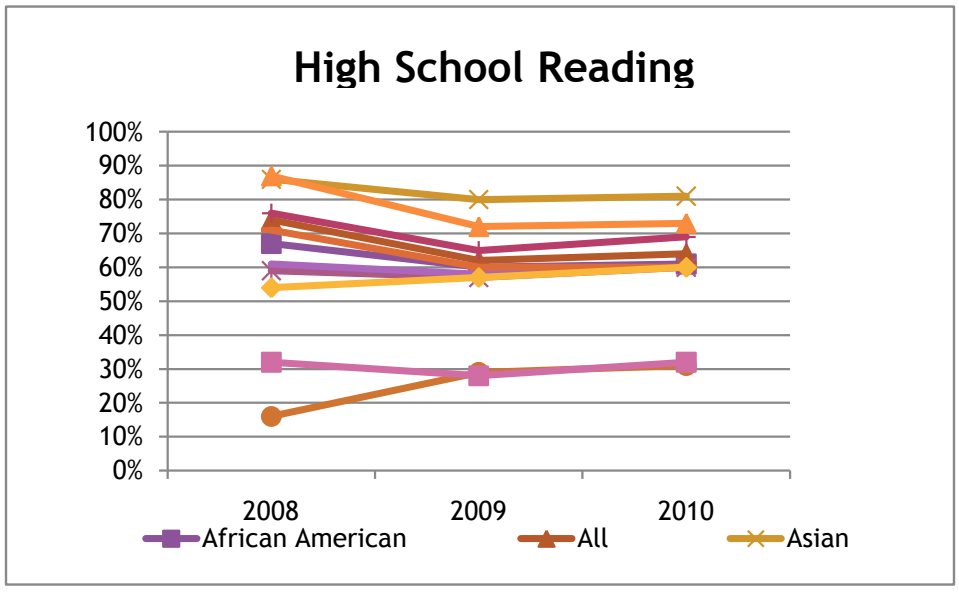
Disaggregated Data

When the state wide results are disaggregated, the lowest performing group of students consistently remains those receiving special education services. English Language Learners also demonstrate limited results but it is important to note these students are identified as second language learners still requiring intensive intervention to close their English language acquisition gap. Native American students, while still the lowest performing ethnic group is demonstrating steady improvement. Students identified as living in poverty are also showing some improvement across the years but certainly there is significant work still to be done.

Disaggregated Elementary Reading Assessment Results



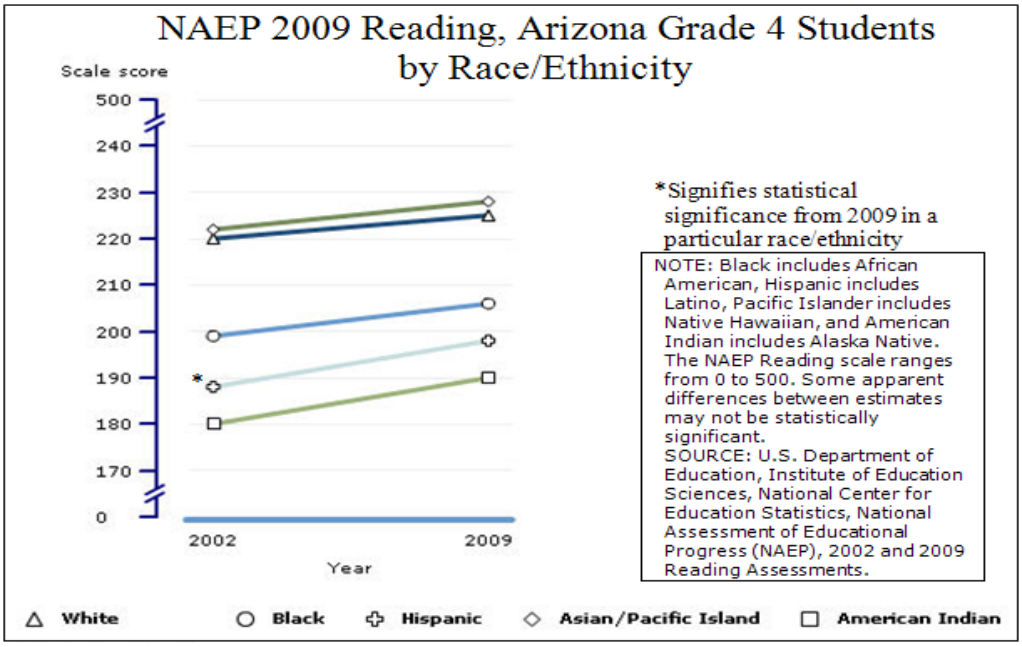
Disaggregated High School Reading Assessment Results

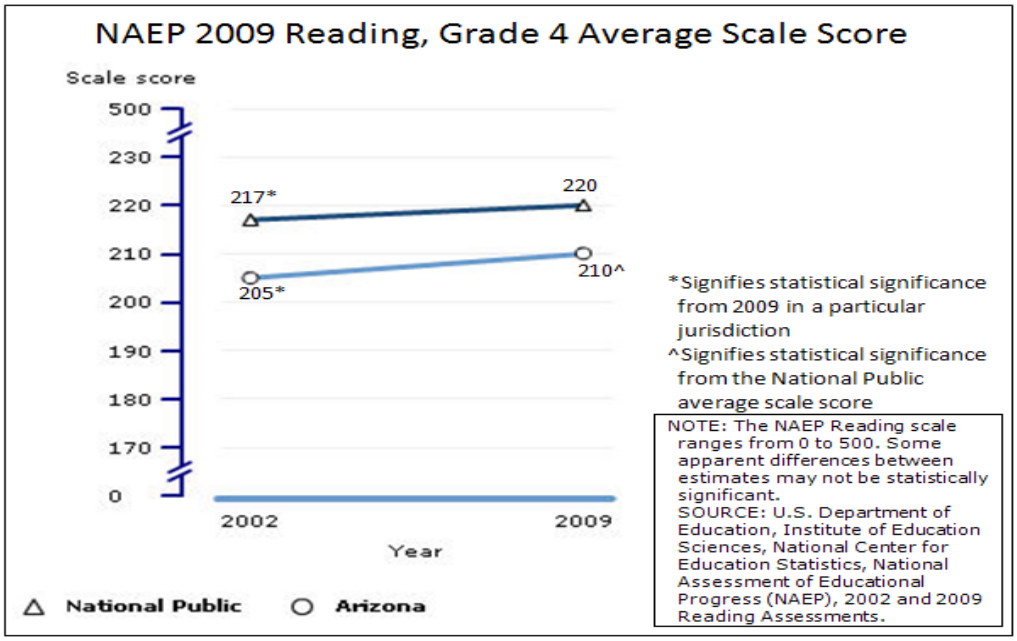


Arizona NAEP Results

Arizona Grade 4 students have shown greater growth in Reading than what we saw on a national level across the years[1]. Average scale scores overall for Grade 4 has increased and specifically among our Hispanic students since 2002[2]; however, we are still trailing the nation in average scale scores. We've also seen an upward achievement level shift in our Grade 4 Hispanic students in Reading[3].

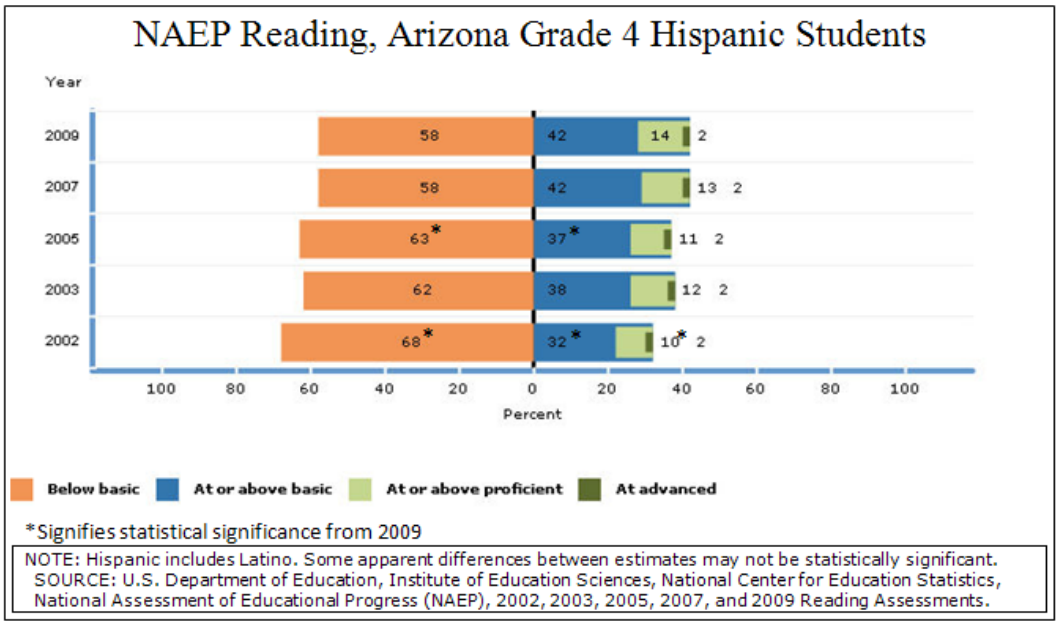
At Grade 8, when the NAEP data is disaggregated by race/ethnicity we see that our students scored at the national average with their peers except for Arizona Native American students[4]. On NAEP Writing, Arizona Grade 8 students showed an increase in average scale scores and achievement levels since 2002[5,6]; yet still trail the national average. Arizona White students had the second highest growth rate out of participating states since 2002 in Writing. Arizona Hispanic students were sixth of participating states and Arizona students eligible for the National Lunch Program were seventh of participating states for growth in Writing since 2002.



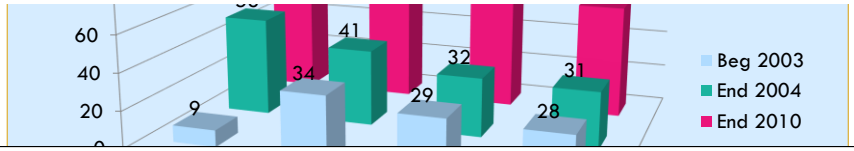


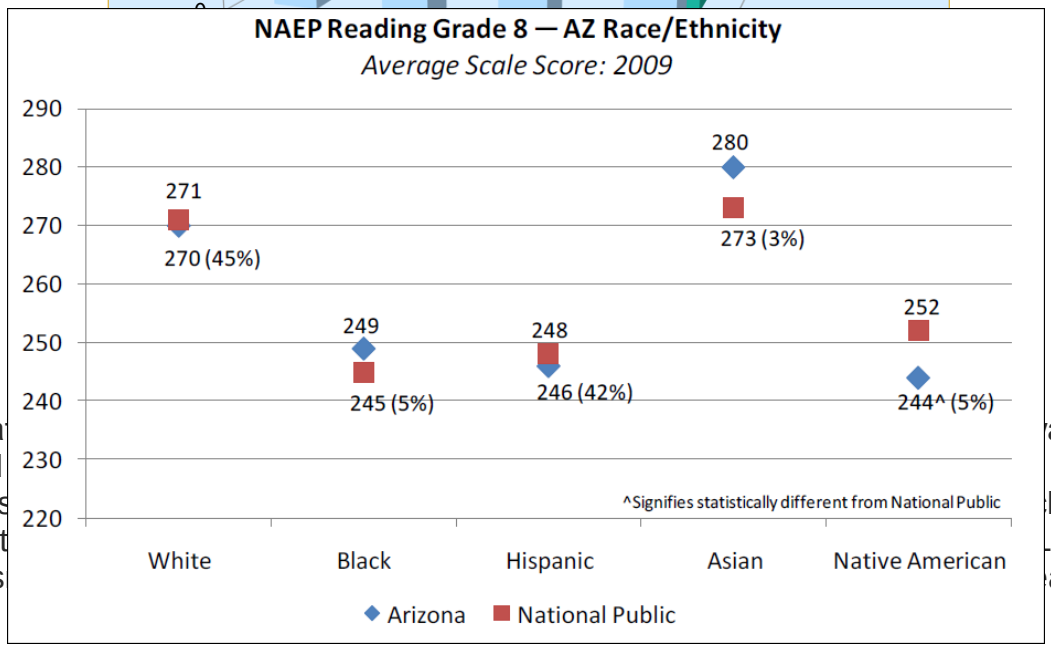
Arizona Reading First Results

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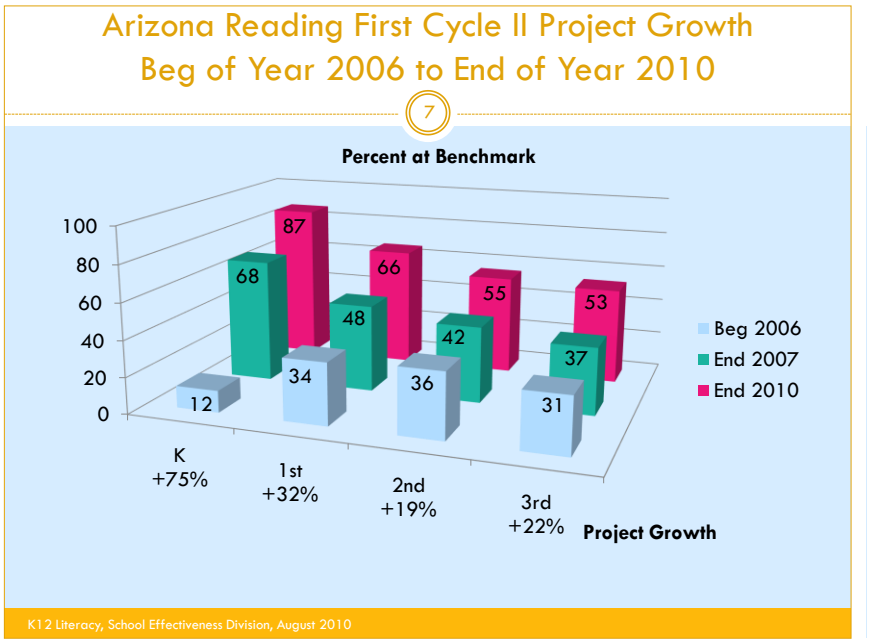
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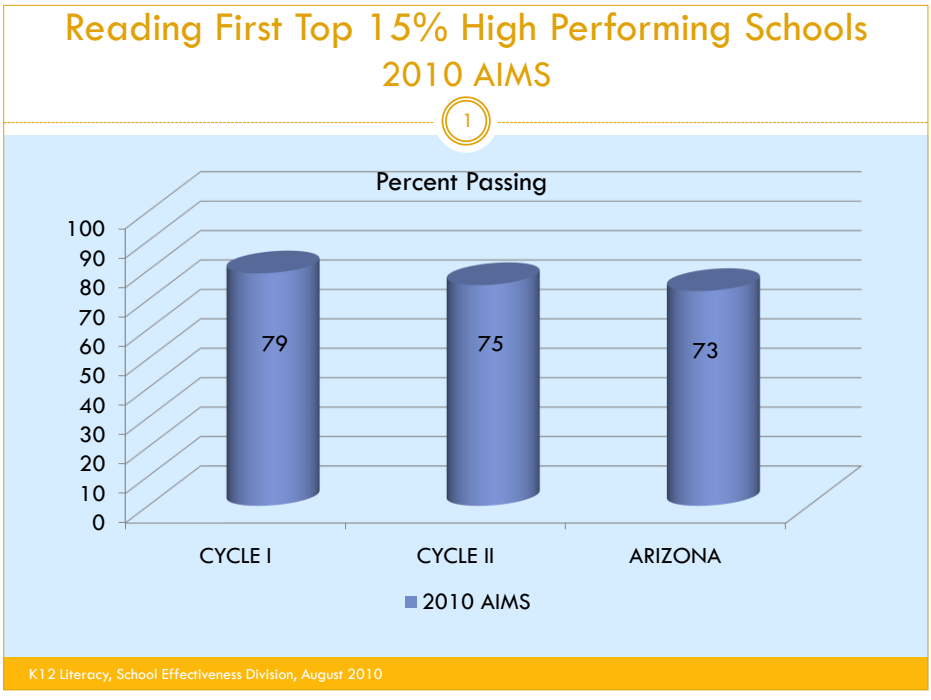


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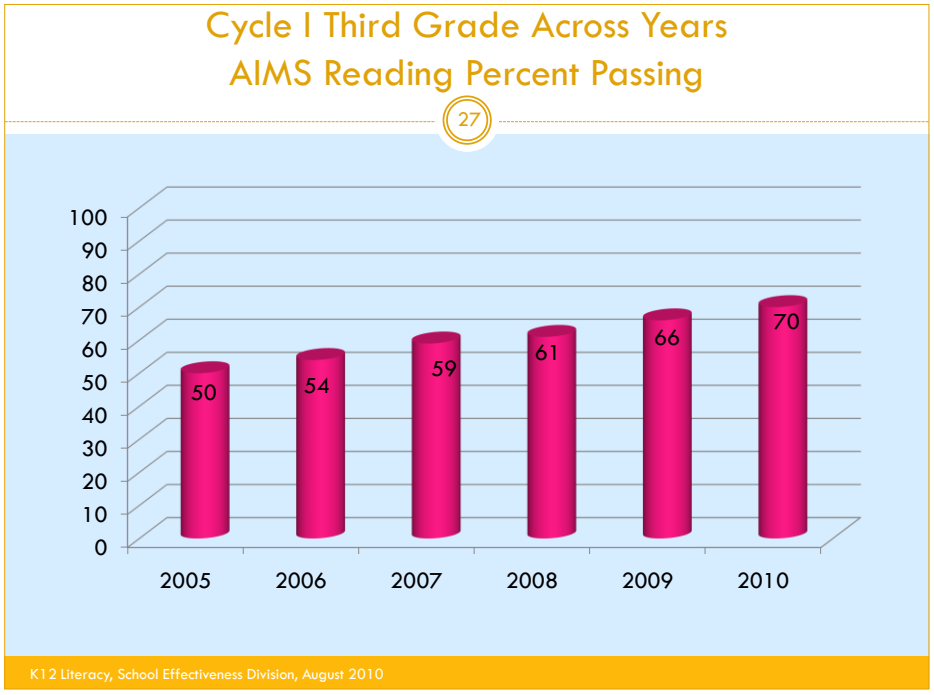
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High performing Reading First schools were identified across both implementation cycles by taking into consideration both student achievement data and quality of program implementation. When a comprehensive, systematic and explicit instructional program is implemented to teach K-3 students to read proficiently, the results are very encouraging.



Schools that have continued to implement Reading First continue to demonstrate a steady improvement in the percentage of students successfully meeting or exceeding the 3rd grade AIMS reading assessment.


Cycle I Third Grade Across Years
AIMS Reading Percent Passing
27
100
90
80
70
60
50
40
30
20
10
0
50
54
59
61
66
70
2005
2006
2007
2008
2009
2010
K12 Literacy, School Effectiveness Division, August 2010

Definition of Literacy:

Within the context of the Arizona State Literacy Plan, the term literacy is defined as the ability to effectively communicate in a wide variety of complex settings through:

* the utilization of visual literacy
* perceptive thinking and listening skills
* articulate and fluent language and speaking skills
* proficient and comprehensive reading skills
* and convincing, powerful, and compelling writing skills.

The integration of these language processes provides learners, in a continuum of development, the opportunity to think deeply while actively acquiring, constructing, and expressing an understanding of the world around them.

In this State Literacy Plan the application of literacy competencies includes and extends beyond text to visual, audio and technological sources of information.

Belief Statements:

1. The foundation for lifelong literacy skills begins in infancy.
2. Literacy is the most important skill learners acquire that will benefit them throughout life.
3. A student's rate of growth is related to the quality of instruction and support students experience.
4. Establishing a collaborative system among education and health professionals, family, and community is essential to improved student literacy achievement.
5. An integrated system of delivery of instruction provides for high-quality learning experiences based on Arizona's Standards for all learners (Infants/Toddlers, pre-school, K-12 students, English Language Learners, and Special Education students).
6. Intervention that is matched to learners' academic, social-emotional and behavioral needs is essential.
7. Continuous collection and use of valid and reliable benchmark, progress-monitoring, and diagnostic literacy data informs and promotes decision making.
8. Purposeful, direct, explicit and systematic instruction and evidence based effective practices across the curriculum will support all learners in experiencing academic growth.
9. Student learning and motivation are enhanced by a connection to cultural experience and personal relevance.
10. Literacy instruction is supported by informed leadership consisting of parents, caregivers, community members, teachers, principals and district and state leaders.

"The most expensive burden we place on society is those students we have failed to teach to read well. The silent army of low readers who move through our schools, siphoning off the lion's share of administrative resources, emerge into society as adults lacking the single prerequisite for managing their lives and acquiring additional training. They are chronically unemployed, underemployed, or unemployable. They form the single largest identifiable group of those whom we incarcerate, and to whom we provide assistance, housing, medical care, and other social services. They perpetuate and enlarge the problem by creating another generation of poor readers." (Fielding, L., Kerr, N., & Rosier, P. 1998, p. 6-7).

Language and Literacy Development

Arizona is committed to closing the gap between what we know from research to be best practice and what we do in our classrooms as it relates to literacy instruction. We believe to be effective, teachers of reading must know how language develops, how the English language is organized, how reading is acquired, and we must understand the reciprocal relationship between reading and writing and how to develop academic language, the language of instruction and text. Effective teachers also must know how to implement a comprehensive literacy program, know why some students struggle in learning to read, how to identify the students who are at risk for learning to read, know how to prevent reading failure, and know how to intervene effectively. The role of leadership is critical. "Effective school leadership is essential to the impact classroom and teacher practices have on student reading achievement. While teacher effectiveness is absolutely necessary, it is not sufficient for sustained improvement in reading proficiency. In fact, without leadership to establish the implementation and professional development, conditions under which optimal reading instruction takes place, the impact of effective teachers, evidence-based instructional programs, and robust data systems will be compromised." Lyon & Weiser (in press). Evidence-based Leadership. Impact on Student Learning and Achievement Across the Content Areas. Baltimore: Paul H. Brookes. Older struggling students present an additional challenge and effective leadership and teachers must know how to support students' understanding of the complex text they encounter in grade level content reading. Teachers must know how language, writing and reading are intertwined and how to make this transparent to their students.

The following serves to develop a common understanding regarding the development of language and the acquisition of literacy. This lays the foundation for the Arizona Literacy Plan.

The convergence of research evidence over the last 30 years serves to shape our understanding of language acquisition and provides direction in framing the most effective instructional support systems from the earliest stages of literacy development to the advanced levels necessary for college and career readiness. This document outlines many factors influencing the **acquisition** of literacy skills across the stages and phases of development and guides teachers and practitioners in the use of effective instructional practices, matching what we do to what the student or child is telling us they need. Detailed information on assessment, use of data, instructional components and strategies, along with information for intervention and teaching at-risk learners, can be found in this document. The Arizona Literacy Plan is intended to be a living document, responsive to the latest research and evidence based findings so as to provide all stakeholders with a meaningful plan of action to meet our state's goal: highly literate 12th grade graduates.

"Literacy is an achievement that rests on all levels of linguistic processing, from the elemental sounds to the most overarching structures of text." (Moats, L. 2001, p. 1)

The Arizona Literacy plan recognizes that learning starts at birth and that the child's oral language proficiencies lay the foundation for further literacy development. A child's language develops naturally through his or her interaction with others. Numerous factors influence our language facility, including our unique neurological

make up and the social environment in which we interact. Research studies have examined and analyzed language development and the environment of young children to inform our understanding of the necessary and optimal conditions for language learning to occur. From the earliest coos and babblings of an infant, to the one word and two word stages of toddlers, to the sentence levels, language builds upon language. Ample and rich interactive language experiences impact the language and vocabulary development of a child, and has far reaching consequences. The research of Hart and Risley (1995) provides strong evidence of this in their studies of vocabulary development found in their book entitled Meaningful Differences in the Everyday Experiences of Young Children in America. Baltimore: Paul H. Brookes. The Birth through age 5 section of the Arizona State Literacy Plan outlines some of the developmental milestones of this age span and the necessary conditions for learning and instruction. This important period of development cannot be over emphasized, as it is critical for further cognitive development and learning. It is during this brief period of time that language learning lays the foundation for literacy acquisition.

The richer the vocabulary, background knowledge and linguistic skills a student brings to the literacy experience, the better prepared he or she will be to not only learn to read but also to learn from the text they hear during read-alouds or learn from what they read as they decode. Distinguishing and manipulating sounds, forming meaningful words, arranging thoughts within the confines of grammar and structure, and using language to express thoughts and interact with others all have a significant relationship to understanding the printed word and our written language system. As stated in the 2010 Arizona English Language Arts Standards, "Children's oral language competence is strongly predictive of their facility in learning to read and write: listening and speaking vocabulary and even mastery of syntax set boundaries as to what children can read and understand no matter how well they can decode." (2010 Arizona English Language Arts Standards, Appendix A, p. 27)

"What children bring to the printed page, or to the tasks of reading and writing, is knowledge of spoken language." (Moats, L. 2001, p. 2)

Students throughout the pre-K to 5th grade span must be immersed in purposeful, engaging oral language instruction that provides plenty of opportunity to develop their listening and speaking skills. This continues to be essential foundational learning for the necessary mastery of written language.

	Receptive Language	**Expressive Language**
Oral Language	Listening	Speaking
Written Language	Reading Decoding and Comprehension	Writing Handwriting, Spelling, Written Composition

Receptive language is language that is heard, processed and understood. **Expressive** language is language that is generated and produced by an individual. In general, receptive abilities develop first and as we become familiar with the pronunciation and meaning of a word, our ability to use it purposefully improves.

During the early instructional years, a student's listening comprehension develops through structured and intentional discussions and instruction that has rich vocabulary, language and writing opportunities. The instructional components of listening and speaking are critical to literacy development because these experiences provide a familiarity with different types of text structures and provide a solid foundation for comprehending text they will read. With exposure to rich literature, informational, complex text and

sophisticated vocabulary, students are hearing and acquiring language. The Arizona 2010 English Language Arts Standards require opportunities for classroom interactions and discussions which are well designed in order to develop language. Experiencing opportunities for verbal reasoning and expression through discussions, questioning, and structured writing all contribute to this language knowledge. Through thoughtful lesson planning and learning experiences, students have opportunities to speak in complex ways about what they are learning. They can use complex oral and written sentence structures, answer higher level questions, and write expressively in response to these experiences and others, continuing to lay a foundation for higher level reading and writing skills. Students rely heavily on their background knowledge, vocabulary and oral language, both for what they bring to the classroom and what the teacher intentionally builds, to make sense of text as they hear it or read it.

Older students continue to develop more sophisticated language skills and in turn apply what they know about language to the cognitive demands of reading and writing more complex text.

In the later elementary years, (2010 Arizona English Language Arts Standards Speaking and Listening) building on previous language skills, students in grades 4 and 5 are expected to engage effectively in collaborative discussions, build on others' ideas and express their own ideas clearly. They are expected to elaborate on the remarks of others, draw conclusions, summarize and explain how each claim is supported by reasons and evidence. These tasks illustrate the increasingly complex demands of oral language which are building over the course of the elementary career.

Middle and High School (2010 Arizona English Language Arts Standards) students continue to practice and develop their oral language skills through purposeful and extended academic discussions, expressing their ideas clearly and persuasively around common text, subject and collaboration with peers, building their Vocabulary/Knowledge and becoming "competent, independent word learners." (Graves, M. F. 2006, p. 91) Vocabulary development continues to be addressed at these levels through direct teaching, indirect teaching and through developing word consciousness so students will learn new vocabulary independently.

"Whether the task is comprehending a challenging text, composing an essay for a state writing assessment, or participating in a class wide discussion on any given topic, students require proficiency in oral academic language. Oral language proficiency is a multidimensional construct that includes various aspects of vocabulary knowledge, grammar, and listening comprehension. There is a well demonstrated relationship between oral language skills, particularly vocabulary, and reading comprehension among both native English speakers (e.g., Freebody and Anderson,1983) and English language learners (see Geva, 2006 for a review)." Torgesen, J. K., Houston, D. D., Rissman, L. M., Decker, S. M., Roberts, G., Vaughn, S., Wexler, J. Francis, D. J, Rivera, M. O., Lesaux, N. (2007), p. 95.

"Teachers need the concepts and technical language that illuminate the interplay between spoken and written language and, more importantly, between natural and academic language." (Henry, M. 2008)

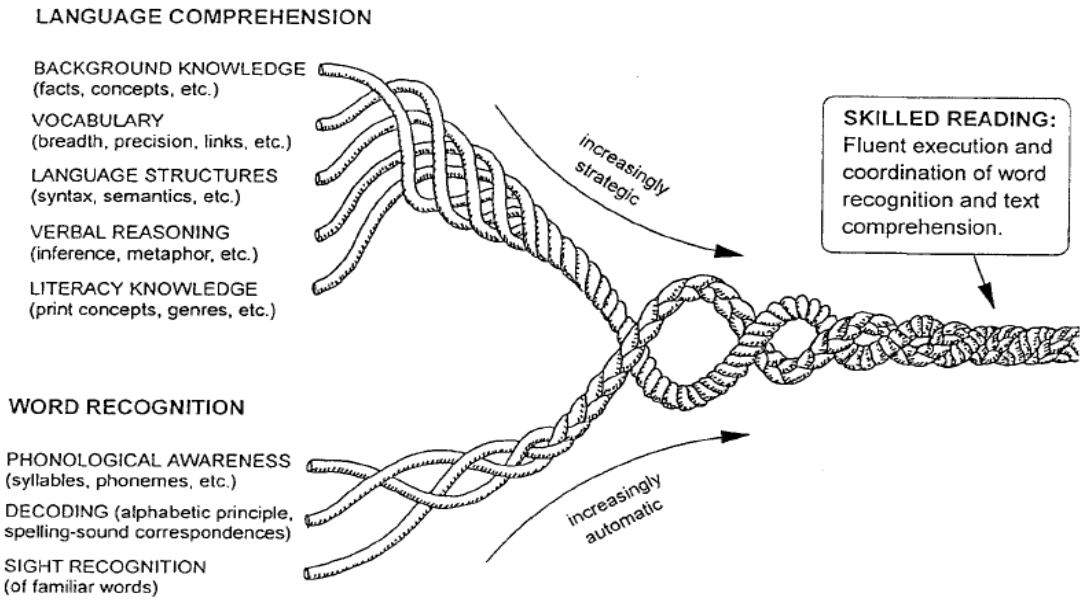
This academic language, or the more formal language of text and instruction, begins early and continues throughout a student's school career. Teachers who are cognizant of the differences between conversational and academic language prepare students to be successful by making the two transparent and by using academic language effectively in instruction while requiring students to practice in kind. Our literacy plan calls for academic language and discourse to become a part of the students' repertoire, preparing them for the increasing demands of content literacy, increasing text complexity, school, and workplace communication and language demands of the 21st century.

E. D. Hirsch discusses the importance of knowledge when he states, “Specific, subject-matter knowledge over a broad range of domains is the key to language comprehension--and as a result, to a broad ability to learn new things, [which is]... the cornerstone of competence and adaptability in the modern world.” (American Educator, Winter, 2009-2010, p. 8). The level of language and knowledge a student brings to the literacy learning environment impacts literacy in profound ways. Background knowledge, and depth and breadth of vocabulary increasingly impact comprehension. As the differences between natural and academic language grow, students experience increasingly complex and different language structures across all content areas. At the earliest grade levels, teachers need to intentionally build deep vocabulary and concept knowledge enabling students to effectively use academic language to make connections and inferences both orally and in writing.

Student comprehension of advancing text complexity includes the challenge of embedded linguistic structures. The vocabulary and linguistic structures of oral language and communication are quite different from what we see in text and hear in formal discussion about text and learning.

From a recent webinar by the Center on Instruction, Barbara Foorman, Director, shared how breakdowns in reading comprehension can occur. Foorman cited syntax, vocabulary and decontexualization as factors that may jeopardize the integration of information across pages of text. Dr. Foorman stressed that **academic language** can impact comprehension for all students even those who do not struggle with oral language. The problem is compounded for those students who aren’t familiar with specific vocabulary or terms used in text and/or the language of instruction encountered daily in the classroom.

The work of Hollis Scarborough (2001) deepens our understanding of the complexities involved in learning to read. His research assists in the understanding that language has multiple and simultaneous processes which are developing gradually over years of instruction and practice. Effective readers use these components concurrently to rapidly and automatically recognize the alphabetic code to comprehend the text they are reading. The illustration below depicts and ‘pulls apart’ the component pieces and emphasizes where possible breakdowns in the process may occur. This enables teachers and interventionists to effectively determine areas of need for struggling readers. When any single element is deficient, a breakdown in comprehension can occur.



Scarborough, H.S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. B. Neuman & D. K. Dickinson (Eds.), Handbook of early literacy research, vol. 1 (pp. 97-110). New York: Guilford.

Language Comprehension

Background knowledge, vocabulary, language structures, verbal reasoning and literacy knowledge are all critical pieces in the development of comprehension skills and have implications for instruction. Based on research and illustrated within Scarborough's rope model (Scarborough, 2001 p. 98), comprehension is multifaceted. Life experiences (knowledge of the world), language experiences (events, activities and meaningful conversation), mental models (visual images, metacognitive recall of relevant knowledge) culture, family values, and geographical location all contribute to the *background knowledge* that a reader brings to the text. The more a student knows about the topics they are reading, the more the student will learn *through* reading. One has to know something to learn something. "Many of the cognitive skills we want our students to develop — especially reading with understanding and successfully analyzing problems — are intimately intertwined with knowledge of content. Background knowledge is absolutely integral to effectively deploying important cognitive processes." Daniel Willingham, *Knowledge in the Classroom* (2006).

The depth and breadth of an individual's *vocabulary* (oral and print, listening and speaking, reading and writing, and receptive and expressive) and word knowledge impacts their understanding or comprehension. There are multiple ways to know a word and this has implications for instruction. How a word is pronounced, spelled, the part of speech it plays, its morphological features, whether it is informal or academic language, its synonyms and antonyms, related concepts, and the multiple meanings of the word are just a few of the ways to *know* a word (Nation,1990; Nagy & Scott, 2000; Beck, McKeown & Kucan, 2002). For our youngest (pre K and younger children) it is through extended, responsive conversations *and* wide reading for different purposes that they acquire most of the *new* vocabulary they learn. For school age students, however, word learning is both intentional as well as incidental. Because vocabulary instruction is so important for comprehension, experts in reading recommend some form of vocabulary instruction. According to M. Graves (2000), there are four components of an effective vocabulary program:

(1) wide or extensive reading (listening or independent),
(2) instruction in specific words to enhance comprehension of text,
(3) instruction in independent word-learning strategies, and
(4) word consciousness and word-play activities

In addition to vocabulary knowledge, the knowledge of *language structure* impacts comprehension as the text itself increases in complexity. Helping students understand meaning at the phrase and sentence levels, idiomatic expressions and how to construct and deconstruct more complicated (compound/complex) sentences is critical for comprehension for all students including English language learners. Students need to learn meaning across sentences (example: understanding referents) and across paragraphs and texts. Explicitly teaching text structure supports student understanding of text demands. Reading (decoding) and writing (encoding) are mutually supportive and instruction with grammar, syntax and semantics should be embedded during both reading and writing. Sentence combining is one way to increase students' development of both oral and written language. Attention to the linguistic structures of language in instruction will help demystify the complexity of text and help students see meaningful connections which will support their understanding.

Teachers must also explicitly explain the difference between surface level meaning and the deeper intended meaning of the author. In order to comprehend as we read, we use the language skills of *verbal reasoning*, analyzing and synthesizing information we read, using inference skills and connecting ideas across paragraphs, across texts with the knowledge we bring to the text we are reading. A student in 7th grade will be expected to 'trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claim,' according to the 2010 Arizona English Language Arts Standards.

Literacy knowledge includes knowledge of print concepts, simple to complex. Beginning at letter recognition and moving to the more complex print concept of discourse structure and all those in between; students need to understand that in English we read from left to right and that literary texts and informational texts are organized differently. Knowledge about text structure and genre develop early and continue to develop over time through explicit instruction and learning experiences with wide a variety of texts. It is particularly important that content teachers understand and teach the discipline specific literacy skills for thinking, reading and responding (verbal and in writing) in their subject areas.

The more experienced/skilled reader who reads and comprehends text uses written language to learn and build new knowledge, uses language to learn about language and learning. The 2010 Arizona English Language Arts Standards call for students to "read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text." As stated in the writing standards, "Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources." More detailed information on instructional components and strategies for reading and writing are found in the grade level strands of this Arizona State Literacy Plan and in the 2010 Arizona English Language Arts Standards.

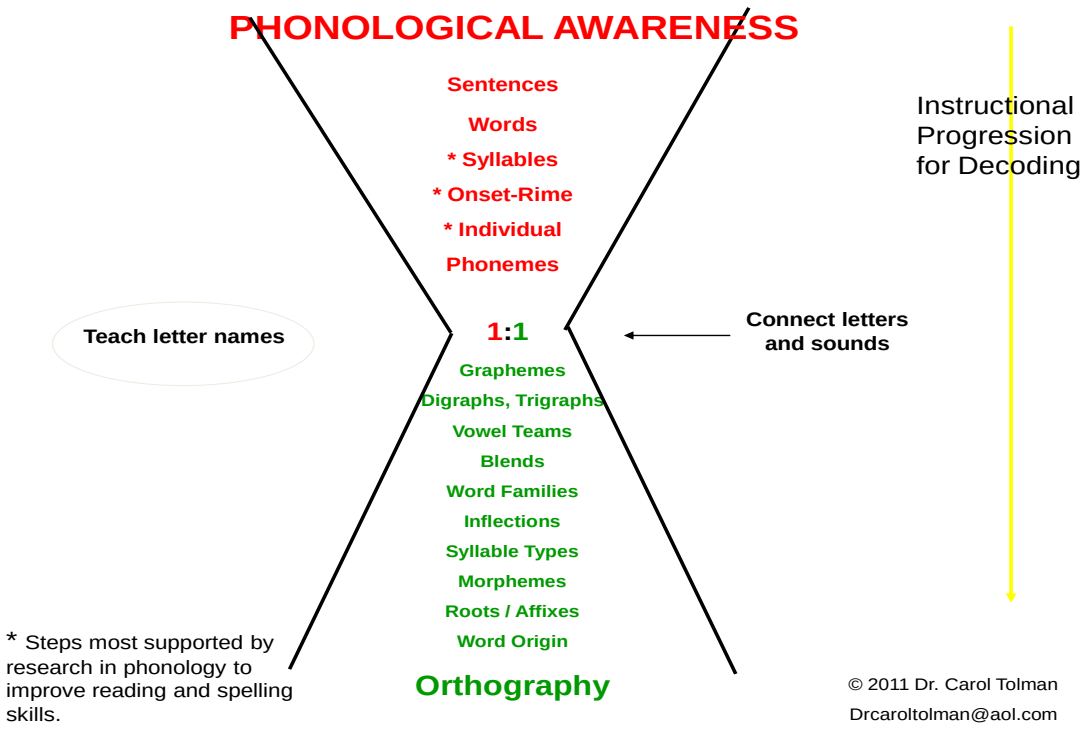
The process of finding and making meaning must be made transparent with think-alouds to students to ensure they develop the skills and strategies necessary to read and comprehend (increasingly sophisticated text) automatically, strategically, and independently. Students learn to use comprehension strategies to understand what they are reading, and monitor their thinking about their thinking as they are reading (metacognition). Through monitoring of their understanding as they read, students ask themselves if it makes sense, then reread for clarification when they realize they don't understand, connect what they read to what they already know, and develop an awareness of knowing what it is they don't know. Helping students learn to monitor and *reflect on their comprehension* as they are reading is critical in their development of literacy.

"Learning to read is a complex task that requires teaching different reading skills in an integrated fashion. While the development of phonemic awareness and decoding skills are essential for proficient reading, they, in and of themselves, are not sufficient for reading comprehension. Understanding what is read requires the ability to read text accurately and fluently, knowledge of vocabulary relevant to what is read, and the ability to employ multiple cognitive strategies to reinforce understanding." Reid Lyon, (personal communication May 13, 2011)

While students are steadily developing deep vocabulary knowledge, knowledge of increasingly complex language structures, listening comprehension skills, and critical thinking and reasoning skills, automaticity and fluency in reading words, phrases, sentences and passages must also continue to be developed.

Word Recognition

While a child who comes to school with an enriched oral language foundation and is ready to learn to read and write, they may not understand the alphabetic principal, that the alphabet letter or combination of letters (grapheme) are used to represent segmented speech sounds (phoneme) in our English language. Gaining an understanding of both the phonological awareness and orthography is critical for early reading success.



The Progression of Mapping Speech to Print Used with permission by Dr. Carol Tolman

Phonological awareness contributes to our ability to recognize words, hear discrete differences between words; (specific/pacific), spell words and develop vocabulary. Research has shown that most students who struggle with learning to read have difficulty with phonological skill development. (Shankweiler, D., Crain, S., Katz,L., Fowler, A. M., Liberman, A. M. Brady, S. A., 1995). Some of the skills developed through phonological awareness include the ability to hear/discriminate the larger chunks of sound in a word (syllables and rhyme) and the ability to discern the smallest units of sound in a word, the phonemes. While students are developing their phonological and phonemic awareness skills, they identify and manipulate

spoken language and use this knowledge of the sounds to decode the written language (alphabetic principal).

As students develop **decoding skills** (applying the alphabetic principle to read and spell) they are learning to unlock the orthographic system; the written system of English language. Beginning readers and spellers need to learn the relationship between the 40+ speech sounds (phonemes) and the more than 100 spellings (graphemes) used to represent them. They need phonics instruction that teaches skills for quick, automatic word reading (high frequency words and irregular words), explicit and systematic phonics instruction that show the relationship between letters and sounds, written words with letter patterns; along with dictating and spelling of words, phrases and sentences. Reaching the level of automaticity is critical (Morris et al. 1998; NICHD, 2000; Stahl, 2004; Wolf, M. et al., 2003) and these skills must be mastered. Information on the sequence of skill development of phonological and phonemic awareness, alphabetic principle, orthographic knowledge, high frequency word reading, reading comprehension strategies, benchmarks for fluency, and instructional strategies can be found in the age and grade spans of this State Literacy Plan and in the Foundations section of the 2010 Arizona English Language Arts Standards.

As students progress through the grades, they learn about increasingly complex structures of words. Orthographic knowledge of syllable types (spelling patterns), morphological knowledge or knowledge of meaningful word parts (prefixes, suffixes and roots), and word origin (Latin, Greek) all support the students in

comprehending, learn vocabulary and spelling or writing. The fluent student is using their decoding skills for increasingly complex words and text, recognizing words and reading at a more automatic level *(sight recognition),* 'freeing up their cognitive desk space' to concentrate on meaning as they read through the text.

Students who possess foundational language skills have the keys to unlock the challenges of twenty first century literacy. Therefore; teachers must possess the knowledge from research to instruct with the rigor and relevance that is required by the new Arizona English Language Arts Standards for college and career readiness.

Age and Grade Span

Birth to age 5

The Arizona Literacy Plan has been developed to provide a framework for the planning of quality literacy experiences for all children birth to age five, regardless of the environment where a child spends their first years of life. Arizona's youngest children are developing early literacy skill at home with families, in licensed early care and education facilities, with family child care providers, in libraries, museums and other areas of the community. The recommendations outlined in this plan cover a broad range of skill development and provide useful strategies for all children from diverse backgrounds and diverse abilities. This framework is intended for use by all who touch the lives of young children in urban, suburban, rural, and tribal communities.

The portion of the Arizona Literacy Plan that focuses on birth through five years of age is based on the findings from *Developing early literacy: Report of the national early literacy panel* (NELP, 2008), the guidance from the National Association for the Education of Young Children, evidenced-based research reflected in the Arizona Early Learning Standards (2005) and the *Head Start Child Development and Early Learning Framework* (2011). The National Early Learning Panel was convened to address the literacy gap discussed in the *Report of the National Reading Panel: Teaching Children to Read* (NICHD, 2000). This report illustrates how early instructional practices implemented by encouraging adults could better support emerging literacy skills of children from birth to age five. In order to eliminate learning gaps, adults must understand child development and strategies to encourage optimal growth. The Arizona Literacy Plan intends to eliminate this gap and establish a trajectory of literacy success for *all* children beginning at birth.

Young children need many opportunities and thoughtfully orchestrated experiences to practice their escalating language skills in all areas: listening, speaking, reading, and writing. This is best achieved by capitalizing on a child's natural approaches to learning such as initiative and curiosity, persistence and attentiveness, creativity, confidence and problem solving. The most effective instructional strategy for young children is play. All areas of development and literacy can be supported through varied, engaging, and active play.

As children get closer to formalized school experience there is a shift towards more intentional instruction that will lead to school readiness. Although not all of Arizona's children attend early care and education programs, for those that do, a high quality early education program recognizes and understands how children's goals for learning are framed within the context of learning standards and aligns planning of activities and design of environment to stimulate children's learning across content and domain areas (social-emotional, language and literacy, mathematics, science, social studies, physical development and health and fine arts). Literacy development in the early years, such as listening and speaking, lays the foundation for later success in reading and writing.

Young Infants (Birth - 8 months): Babies use sounds, facial expressions and movements to communicate their needs and feelings. They develop different types of cries to express different needs (Wolfe & Nevills, 2004). They show particular interest in the people around them. They like to look, listen and follow the mother's or father's voice. They look intently at light and dark contours of their environment. Around the first two months of life, infants mature enough to begin cooing, then babbling, then later making sounds that imitate the tones and rhythms of adult talk. During this stage, babies begin to participate in 'conversation turn-taking' i.e. the child vocalizes as the adult listens and in turn the adult responds back to the child using facial expressions, replicating the sounds of the child, or other babbling sounds.

A critical part of infant development is the creation of connections in the brain. Connections are made when a child has interactions and experiences with adults in a caring environment. When an infant has expressed needs, then an adult must meet their needs in order for optimal development to occur. Although some brain development occurs naturally; stimulation, nurturing, and strong relationships must be present.

Language and literacy development begins for a child during these first months of life by listening to the sounds of words being spoken by the adults around them. Oral language development is a foundation for reading, writing, and spelling. According to the National Institute for Literacy, oral language is the "engine of learning and thinking" (*Learning to Talk and Listen*, NIL, 2009). "Long before infants can focus their eyes on the pictures, turn the pages, and understand the words you are saying they can begin to associate books with the pleasant feelings they have when you hold them on your lap and share a book" (Dodge, Rudick, & Berke, 2006).

Strategies: According to *ZERO TO THREE: National Center for Infants, Toddlers and Families* (2011), adults foster the social relationship and communication development through their continuous interactions with infants and toddlers in a safe, caring environment. While the children may not understand initially, they are developing the brain structures necessary for later language literacy. For young babies, hearing language means learning language.

Strategies for adults to use:

- Hug, cuddle, hum, sing and kiss your baby
- Talk to your child in a soothing voice
- Respond to an infant naturally, authentically and immediately. (You will not spoil your child by responding to their needs)
- Utilize those times when the baby is naturally awake and alert to directly engage the baby through talking, singing or reading
- Model and label objects and actions repeatedly. Example: The adult taps their nose and says "nose". Then touches the child's nose and says "nose".
- Encourage infants to focus and attend to objects
- Talk through the day. Describe what is happening to the child, around the child, and any other stories you create, for example: "You have a wet diaper, let's go and change it. Oh, look at the dog in the park!"
- Have a variety of mirrors, fabric scraps, objects and print placed in the line of sight to encourage curiosity and exploration
- Include washable, sturdy, chewable books made of cloth, plastic or vinyl. Books should have highly contrasting pictures, simple illustrations and photos with one or two objects per page and things to feel and move

Older Infants (6 months to 18 months): The mobile baby learns about their world through exploration of their environment and interactions with adults. The brain continues periods of rapid growth during this stage of life. Mobile infants imitate expressions, sounds and words. They mimic what they see and experience such as holding a comb to a doll's head after they had their hair combed.

During this period of development, infants create mental images of how things work and the sequences of adult behaviors. It is during this time that infants move from using gestures and vocalizations to using deliberate actions to convey meaning. They are both practicing independence and exploring ways to stay connected to those they love and trust. Eye contact, vocalizing and gestures take on added importance as tools for maintaining connection. They begin to understand the meaning of words in their environment (et al., hot, no, dad, mommy, bath, book).

According to the NELP (2008), oral language development includes skills that help children to communicate and to understand the meaning of words and concepts that they hear or read. Children obtain new information about things they want to learn about and express their own ideas and thoughts using specific language.

A significant focus throughout the Arizona Literacy Plan is the importance of developing oral language skills (receptive and expressive language -including vocabulary). *Receptive language* is the ability to understand what is spoken while *Expressive language* is the ability to use word approximations, words and gestures to convey meaning. According to *The Program for Infant Toddler Care* (PITC) (2001), infants have a receptive vocabulary of 60 to 150 words. At 18 months a child will typically have about a 25 spoken word vocabulary. As

children progress through this developmental phase, it is expected that children will begin to string multiple words together. Example: child may say “go bye-bye” or “all gone”.

During this stage of growth, the beginning of writing development is occurring in tandem with language development. (Please see appendix for writing stages). Even the youngest child can develop writing skills. For these young children, this includes the physical development of their motor skills. Children should have opportunities to handle writing instruments such as crayons, washable markers and should have access to large pieces of paper on which to experiment with paint and other media.

Strategies for adults to use:

- Provide language modeling and encouragement to mobile infants by making eye contact while talking and gesturing
- Encourage or model finger pointing to objects and labeling. Example: when a child looks at a spoon, the adult response by picking up the spoon and saying “This is a spoon. I use it to cook with”
- Expand, repeat, label and use words from the infant’s primary language. Example: the child approximates the word “gog”. Adult response is “oh, you are right. That is a dog. It has a lot of soft fur”
- Provide an environment that offers a variety of different smells, textures and visuals to help to promote curiosity
- Make language a part of play time. Example peek-a-boo
- Have a variety of board books, objects and print available for children to touch and explore
- Provide large pieces of paper, jumbo crayons, large pieces of chalk, play dough and finger-paints
- Use large paint brushes to paint with water

Toddlers (15 months- 36 months): Toddlers are egocentric and frequently test barriers. They are learning how to be safe, how to use peers and adults as resources, they are learning the speech sounds of new words, how to use words and how to act appropriately in different situations. Adults must intentionally assist toddlers in becoming aware of print and how a book is read. Adults must also foster a joy of reading. Adults should expect to reread a favorite story multiple times. After numerous readings of a story, children may spontaneously imitate book reading.

The toddler years are a window of opportunity for language and vocabulary development. The toddler’s receptive vocabulary grows even more rapidly. They continue to combine words into phrases and sentences (Hart & Risley, 2003). During this time of development, vocabulary rapidly increases from around 25 words at 18 months to approximately 900 words by the time a child is three years old (PITC, 2001). During this stage toddlers can follow 2-3 phrase commands, imitate the actions of adults and playmates and articulate a wide range of emotions although they may not have the vocabulary to verbally express themselves.

Children should continue to have opportunities to handle writing instruments such as crayons, pencils, washable markers and should have access to large pieces of paper to experiment with paint and other media. Adults must continue to support writing development for this age group by providing intentional opportunities and encouraging the physical development.

Strategies for adults to use:

- Continue to reinforce the toddler’s language practice by labeling or naming objects and feelings and describing events to help children learn new words
- Continue to expand and extend the toddler’s language by utilizing increasingly complex sentence structure and vocabulary
- Set up a special time to read and interact with books together

- Employ *Parallel Talk* where the adult describes what the child is doing. "The most important aspect of talk is its ***amount***. Adults who just talk as they go about their daily activities expose their children to 1,000 to 2,000 words every hour. (Hart & Risley, 2003)
- Model reading stories and use of manipulatives to support comprehension. ~~For~~ Example: using puppets and props while you read a story or retell a story
- Intentionally explain book handling skills such as turning pages, directionality and following along with the words
- Include wait time for child to respond to the adult communication
- Interact with the child using finger-play activities, rhymes and songs
- Develop background knowledge as well as vocabulary through enriching experiences such as libraries, museums, zoos, bookstores, and community activities
- Provide toddlers with opportunities to practice their language skills through play
- Provide opportunity for imitative play such as playing *Follow the Leader* where the child is the leader
- Provide enriching and sustained opportunity for Dramatic Play (make-believe and fantasy play)
- Have a variety of board books, picture books, magazines and print available for children to touch and explore. Books should have simple plots and few words. Suggested book themes include: families and feelings, animals, and everyday experiences. Books should have pictures that introduce basic concepts
- Provide large pieces of paper, large crayons, washable markers, play dough, and finger-paints
- Model authentic writing samples such as lists and notes, taking dictation for a child's picture or experience
- Point out environmental print. Example: when driving by a stop sign an adult says "Oh, I have to stop because there is a stop sign"

Preschooler (3 years – 5 years): The preschoolers' increased language capacity enhances their ability to think, reason and problem-solve which are critical to code focused instruction as well as literacy comprehension. According to NELP (2008), the six crucial literacy skills that will prepare children for later reading are:

1. **Alphabet knowledge (AK)**: knowledge of the names and sounds associated with printed letters
2. **Phonological awareness (PA)**: the ability to detect, manipulate, or analyze the auditory aspects of spoken language (including the ability to distinguish or segment words, syllables, or phonemes), independent of meaning
3. **Rapid automatic naming (RAN) of letters or digits**: the ability to rapidly name a sequence of random letters or digits
4. **RAN of objects or colors**: the ability to rapidly name a sequence of repeating random sets of pictures of objects (e.g., "car," "tree," "house," "man") or colors
5. **Writing or writing name**: the ability to write letters in isolation on request or to write one's own name
6. **Phonological memory**: the ability to remember spoken information for a short period of time.

Additional early literacy skills are:

1. **Concepts about print**: knowledge of print conventions (e.g., left-right, front-back) and concepts (book cover, author, text)
2. **Print knowledge**: a combination of elements of AK, concepts about print, and early decoding
3. **Reading readiness**: usually a combination of AK, concepts of print, vocabulary, memory, and PA
4. **Oral language**: the ability to produce or comprehend spoken language, including vocabulary and grammar
5. **Visual processing**: the ability to match or discriminate visually presented symbols.

As children become preschoolers, there is a refining of their motor development. Some still need gross motor skills practice, but many children are gaining the control of their fine motor skills that allows them to scribble, approximate letters, and write their name. (Please see the writing stages in the Appendix). Children should have increasing opportunities to handle writing instruments such as crayons, pencils, washable markers and should have access to varying types and sizes of unlined paper on which to write. Again, as children move closer to formalized education, they must have intentional writing experiences. Instructional strategies that support writing development should include adult dictation, modeled writing, shared writing, interactive writing, and independent writing.

Strategies for adults to use:

- Scaffold the child's ability to articulate their needs, feelings, or wishes by providing phrases, explanations or examples.
- Scaffold Dramatic Play (make-believe) to strengthen a child's memory, logical reasoning, imagination, creativity and background knowledge.
- Play listening games to build auditory discrimination skills.
- Incorporate experiences to enhance children's ability to actively listen, observe and inquire, for example: children listening to a peer describe an event and then asking questions for clarification or responding with their own ideas.
- Model a range of strategies for communication such as asking questions, making suggestions, or providing opportunities for children to collaborate with peers.
- Use a variety of methods to represent their experiences (e.g. dictating, writing, drawing, clay models).
- Use environmental print by pointing out print in familiar objects in the environment (e.g. Toys R Us, Target, Cheerios, Leap Frog, Stop signs or street signs).
- Provide a literacy-rich environment using picture books, charts, magazines, newspapers, and children's names in print.
- Create an interactive and engaging word wall.
- Read every day using a variety of books (fiction, non-fiction) with increasing text complexity in various settings (whole group, guided reading, listening stations) to model different purposes for reading.
- Point to printed words while you read aloud focusing on particular letter names and letter-sound combinations, recognizing that words are meaningful to them.
- Reflect the diversity of their population. Books and pictures should include people of different races, age, gender and abilities in various roles.
- Ask open-ended questions that will yield a child's expanded response. Example: "What was your favorite part of the story?" "Tell me about your picture".
- Use singing, rhyming, and alliteration games, activities and opportunities.
- Encourage and validate approximations of writing.
- Provide varied and meaningful uses of print and opportunities to write. Example: opportunity to write their own name.
- Intentionally support alphabet knowledge in authentic ways. Letters have names and sounds and symbols. Example: using letter name knowledge during transitions- Adult holds up a letter B and says "everyone whose name starts with /b/ wash their hands".
- Utilize extended responsive conversations and books with increasing complexity to expand vocabulary acquisition including tiered words and academic vocabulary.

A.R.S. §15-704.

A. Each school district or charter school that provides instruction in kindergarten programs and grades one through three shall select and administer screening, ongoing diagnostic and classroom based instructional reading assessments, including a motivational assessment, as defined by the state board of education, to monitor student progress. Each school shall use the diagnostic information to plan appropriate and effective intervention.

B. Each school district or charter school that provides instruction for pupils in kindergarten programs and grades one through three shall conduct a curriculum evaluation and adopt a scientifically based reading curriculum that includes the essential components of reading instruction. All school districts and charter schools that offer instruction in kindergarten programs and grades one through three shall provide ongoing teacher training based on scientifically based reading research.

C. Each school district or charter school that provides instruction in kindergarten programs and grades one through three shall devote reasonable amounts of time to explicit instruction and independent reading in grades one through three.

D. A pupil in grade three who does not meet or exceed the reading standards measured by the Arizona instrument to measure standards test administered pursuant to section 15-741 shall be provided intensive reading instruction as defined by the state board of education until the pupil meets these standards.

E. The governing board of each school district and the governing body of each charter school shall determine the percentage of pupils at each school in grade three who do not meet the reading standards prescribed by the state board of education and measured by the Arizona instrument to measure standards test administered pursuant to section 15-741. If more than twenty per cent of students in grade three at either the individual school level or at the school district level do not meet the standards, the governing board or governing body shall conduct a review of its reading program that includes curriculum and professional development in light of current, scientifically based reading research.

F. Based on the review required in subsection E of this section, the governing board or governing body and the school principal of each school that does not meet the reading standards, in conjunction with school council members, if applicable, shall develop methods of best practices for teaching reading based on essential components of reading instruction and supported by scientifically based reading research. These methods shall be adopted at a public meeting and shall be implemented the following academic year.

G. Subsections E and F of this section shall be coordinated with efforts to develop and implement an improvement plan if required pursuant to section 15-241.

H. For the purposes of this section:

1. "Essential components of reading instruction" means explicit and systematic instruction in the following:

(a) Phonemic awareness.

(b) Phonics.

(c) Vocabulary development.

(d) Reading fluency.

(e) Reading comprehension.

2. "Reading" means a complex system of deriving meaning from print that requires all of the following:

(a) The skills and knowledge to understand how phonemes or speech sounds are connected to print.

(b) The ability to decode unfamiliar words.

(c) The ability to read fluently.

(d) Sufficient background information and vocabulary to foster reading comprehension.

(e) The development of appropriate active strategies to construct meaning from print.

(f) The development and maintenance of a motivation to read.

3. "Scientifically based reading research" means research that meets all of the following:

(a) Applies rigorous, systematic and objective procedures to obtain valid knowledge relevant to reading development, reading instruction and reading difficulties.

(b) Employs systematic empirical methods that draw on observation or experiment.

(c) Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn.

(d) Relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations.

(e) Has been accepted by a peer reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review.

(f) Contains all of the elements of the essential components of reading instruction.

Sec. 5. Laws 1998. Chapter 231 section 5 is amended to read:

Sec. 5 Appropriation: purpose

A. the sum of $1,000,000.00 is appropriated from the state general fund to the sate board of education in fiscal year 2002-2003 to assist school districts in the initial training and continued development of teachers in reading instruction and scientifically based reading research pursuant to section 15-704.

STATE BOARD OF EDUCATION POLICY IMPLEMENTING A.R.S. § 15-704

Pursuant to A.R.S. §15-704(A), the State Board of Education defines the selection and administration of reading assessments as follows:

I. Definition of Terms

A. **Screening assessment:** Brief assessment that focuses on critical reading skills strongly predictive of future reading growth and development and conducted at the beginning of the school year with all children in grades K-3 to identify children likely to need extra or alternative forms of instruction.

B. **"Ongoing diagnostic" or "diagnostic" assessment:** An assessment conducted at any time during the school year when more in-depth analysis of a student's reading skills, strengths and weaknesses is needed to guide instruction.

C. **"Classroom based instructional reading assessment" or "Progress monitoring assessment":** Assessment conducted a minimum of three times per year or on a routine basis (i.e. weekly, monthly or quarterly) using comparable and multiple test forms to (a) estimate rates of reading improvement, (b) identify children who are not demonstrating adequate progress and therefore require additional or different instructional practices, and/or (c) compare the efficacy of different instructional practices to design more effective, individualized instruction for at-risk learners.

D. **Outcome assessment**: Assessment for the purpose of determining whether students have met grade-level achievement expectations or have improved toward meeting those expectations and provides a bottom-line evaluation of the effectiveness of the reading program/instruction.

E. **Motivational assessment**: Assessments that are used to measure student interest in reading, value placed on reading, and perceptions of self as a reader to inform instruction.

II. Assessment Criteria

A. School districts and charter schools shall select and administer screening, diagnostic, progress monitoring and motivational assessments. Motivational assessments may be selected by districts and charter schools based on the definition provided in Section I. above. The remaining assessments shall be selected as a comprehensive system of reading assessments and shall meet the following criteria:

1. Assessments shall be valid and reliable. Validity and reliability shall be demonstrated by assessments that:

(a) possess the technical merits defined by the National Reading First Assessment Committee in the most current version of their report, *An Analysis of K-3 Reading Assessments*, or

(b) have been accepted by the National Reading First Review Panel for approved State Reading First plans.

2. Assessments shall measure all five components of reading (phonemic awareness, phonics, vocabulary, fluency and comprehension);

3. Assessments shall be aligned with Arizona's Articulated Reading Standard;

4. Assessments shall be provided by vendors who offer adequate training or training materials for administration and use of these assessments.

1. Assessments shall include a data management system that will provide data in a timely manner to allow classroom teachers to make instructional decisions about the student in the classroom.

III. Selection of Assessments

A. Each school district or charter school shall select an assessment system that meets one of the following:

1. Has been determined by the Arizona Department of Education to meet the above listed criteria in accordance with a State-conducted procurement and has been approved by the State Board of Education; or

2. Arizona Reading First Program assessment system, the *Dynamic Indicators of Early Reading Skills* (DIBELS); or

3. Otherwise meets the assessment criteria listed in Section II above, as determined by the school district or charter school in accordance with competitive purchasing requirements.

IV. Use of Assessment Data

A. Pursuant to A.R.S. §15-704(A), each school shall use the diagnostic information obtained from these assessments in order to plan appropriate and effective intervention.

V. Effect on Special Education Requirements

A. Nothing in this policy or these definitions affects the requirements of the federal Individuals with Disabilities Education Act (IDEA) or Arizona state laws concerning the provision of special education to students with disabilities. The obligations imposed by A.R.S. §15-704 are in addition to, and not a substitute for, special education laws and requirements.

Pursuant to A.R.S. §15-704(D), the State Board defines the provision of intensive reading instruction as follows:

I. Definition of Terms test

A. **"Accelerated intensive instructional plan"** is a document that shall be written by teachers and implemented for each student not meeting the Arizona Articulated Reading Standards as measured by the third grade AIMS test.

II. Accelerated Intensive Instructional Plan Criteria

A. An accelerated intensive instructional plan shall meet all of the following:

1. be based on ongoing progress monitoring data obtained from valid and reliable assessments; and

2. address the skills not met within the five essential components of reading(phonemic awareness, phonics, vocabulary, fluency and comprehension); and

3. provide coordinated program/material/strategies; and

4. include the frequency of assessment.

III. Effect on Special Education Requirements

A. Nothing in this policy or these definitions affects the requirements of the federal Individuals with Disabilities Education Act (IDEA) or Arizona state laws concerning the provision of special education to students with disabilities. The obligations imposed by A.R.S. §15-704 are in addition to, and not a substitute for, special education laws and requirements.

A.R.S. §15-756.

Identification of English language learners

A. The primary or home language for all new pupils who enroll in a school district or charter school shall be identified in a manner prescribed by the superintendent of public instruction.

B. The English language proficiency of all pupils with a primary or home language other than English shall be assessed through the administration of English language proficiency assessments in a manner prescribed by the superintendent of public instruction. The test scores adopted by the superintendent as indicating English language proficiency shall be based on the test publishers' designated scores. The department shall annually request an appropriation to pay for the purchase of all language proficiency assessments, scoring and ancillary materials as prescribed by the department for school districts and charter schools.

C. If it is determined that a pupil is not English language proficient, the pupil shall be classified as an English language learner and shall be enrolled in an English language education program pursuant to section 15-752 or 15-753.

A.R.S. § 15.701

15-701. Common school; promotions; requirements; certificate; supervision of eighth grades by superintendent of high school district; high school admissions; academic credit

A. The state board of education shall:

1. Prescribe a minimum course of study, as defined in section 15-101 and incorporating the academic standards adopted by the state board of education, to be taught in the common schools.

2. Prescribe competency requirements for the promotion of pupils from the eighth grade and competency requirements for the promotion of pupils from the third grade incorporating the academic standards in at least the areas of reading, writing, mathematics, science and social studies. Notwithstanding section 15-521, paragraph 3, the competency requirements for the promotion of pupils from the third grade shall include the following:

(a) A requirement that a pupil not be promoted from the third grade if the pupil obtains a score on the reading portion of the Arizona instrument to measure standards test, or a successor test, that demonstrates that the pupil's reading falls far below the third grade level.

(b) A mechanism to allow a school district governing board or the governing body of a charter school to promote a pupil from the third grade who obtains a score on the reading portion of the Arizona instrument to measure standards test, or a successor test, that demonstrates that the pupil's reading falls far below the third grade level for any of the following good cause exemptions:

(i) The pupil is a child with a disability as defined in section 15-761 and did not take the Arizona instrument to measure standards test, or a successor test.

(ii) The pupil is a child with a disability as defined in section 15-761, has taken the Arizona instrument to measure standards test, or a successor test, and has been previously retained in a grade.

(iii) The pupil is an English learner or a limited English proficient student as defined in section 15-751 and has had fewer than two years of English language instruction.

(iv) The pupil has a reading deficiency and has been previously retained twice in a grade.

(v) The pupil has demonstrated reading proficiency on an alternate assessment approved by the state board of education.

(vi) The school district governing board or the charter school governing body accepts a parent's request for an exemption for a pupil who does not meet any of the good cause exemptions prescribed in items (i) through (v) of this subdivision. Within thirty days after receipt of notification that the pupil will not be promoted from the third grade, a parent may submit a written request to the school district governing board or the charter school governing body for an exemption pursuant to this item. The written request shall include documentation showing that the promotion of the pupil is appropriate based on the pupil's academic record and shall include

academic progress reports, the pupil's individualized education plan, if applicable, and letters from the pupil's teacher and the principal of the school recommending that the pupil be promoted from the third grade. The school district governing board or the charter school governing body shall issue a written acceptance or rejection of the parent's exemption request pursuant to this item within thirty days after receipt of the parent's request.

(c) Intervention and remedial strategies developed by the state board of education for pupils who are not promoted from the third grade. A school district governing board or the governing body of a charter school shall offer at least one of the intervention and remedial strategies developed by the state board of education. The parent or guardian of a pupil who is not promoted from the third grade and the pupil's teacher and principal may choose the most appropriate intervention and remedial strategies that will be provided to that pupil. The intervention and remedial strategies developed by the state board of education shall include:

(i) A requirement that the pupil be assigned to a different teacher for reading instruction.

(ii) Summer school reading instruction.

(iii) In the next academic year, intensive reading instruction that occurs before, during or after the regular school day, or any combination of before, during and after the regular school day.

(iv) Online reading instruction.

3. Provide for universal screening of pupils in preschool programs, kindergarten programs and grades one through three that is designed to identify pupils who have reading deficiencies pursuant to section 15-704.

4. Distribute guidelines for the school districts to follow in prescribing criteria for the promotion of pupils from grade to grade in the common schools. These guidelines shall include recommended procedures for ensuring that the cultural background of a pupil is taken into consideration when criteria for promotion are being applied.

B. Beginning in the 2010-2011 school year, school districts and charter schools shall provide annual written notification to parents of pupils in kindergarten programs and first, second and third grades that a pupil who obtains a score on the reading portion of the Arizona instrument to measure standards test, or a successor test, that demonstrates the pupil is reading far below the third grade level will not be promoted from the third grade. If the school has determined that the pupil is substantially deficient in reading before the end of grade three, the school district or charter school shall provide to the parent of that pupil a separate written notification of the reading deficiency that includes the following information:

1. A description of the current reading services provided to the pupil.

2. A description of the available supplemental instructional services and supporting programs that are designed to remediate reading deficiencies.

3. Parental strategies to assist the pupil to attain reading proficiency.

4. A statement that the pupil will not be promoted from the third grade if the pupil obtains a score on the reading portion of the Arizona instrument to measure standards test, or a successor test, that demonstrates the pupil is reading far below the third grade level, unless the pupil is exempt from mandatory retention in grade three or the pupil qualifies for a good cause exemption pursuant to subsection A of this section.

5. A description of the school district or charter school policies on midyear promotion to a higher grade.

C. Pursuant to the guidelines that the state board of education distributes, the governing board of a school district shall:

1. Prescribe curricula that include the academic standards in the required subject areas pursuant to subsection A, paragraph 1 of this section.

2. Prescribe criteria for the promotion of pupils from grade to grade in the common schools in the school district. These criteria shall include accomplishment of the academic standards in at least reading, writing, mathematics, science and social studies, as determined by district assessment. Other criteria may include additional measures of academic achievement and attendance.

D. The governing board may prescribe the course of study and competency requirements for promotion that are in addition to or higher than the course of study and competency requirements the state board prescribes.

E. A teacher shall determine whether to promote or retain a pupil in grade in a common school as provided in section 15-521, paragraph 3 on the basis of the prescribed criteria. The governing board, if it reviews the decision of a teacher to promote or retain a pupil in grade in a common school as provided in section 15-342, paragraph 11, shall base its decision on the prescribed criteria.

F. A governing board may provide and issue certificates of promotion to pupils whom it promotes from the eighth grade of a common school. Such certificates shall be signed by the principal or superintendent of schools. Where there is no principal or superintendent of schools, the certificates shall be signed by the A

G. A governing board may request certificates of promotion from the county school superintendent. If a governing board requests these certificates from the county school superintendent, the county school superintendent shall furnish and sign the certificates.

H. Within any high school district or union high school district, the superintendent of the high school district shall supervise the work of the eighth grade of all schools employing no superintendent or principal.

I. A school district shall not deny a pupil who is between the ages of sixteen and twenty-one years admission to a high school because the pupil does not hold an eighth grade certificate. Governing boards shall establish procedures for determining the admissibility of pupils who are under sixteen years of age and who do not hold eighth grade certificates.

J. The state board of education shall adopt rules to allow common school pupils who can demonstrate competency in a particular academic course or subject to obtain academic credit for the course or subject without enrolling in the course or subject.

A.R.S. § 15.701.01

15-701.01. High school; graduation; requirements; community college or university courses; transfer from private schools; academic credit

A. The state board of education shall:

1. Prescribe a minimum course of study, as defined in section 15-101 and incorporating the academic standards adopted by the state board of education, for the graduation of pupils from high school.

2. Prescribe competency requirements for the graduation of pupils from high school incorporating the academic standards in at least the areas of reading, writing, mathematics, science and social studies.

3. Develop and adopt competency tests pursuant to section 15-741 for the graduation of pupils from high school in at least the areas of reading, writing and mathematics and shall establish passing scores for each such test. For the purposes of satisfying the graduation requirements of this paragraph, a minimum score as determined by the state board of education on one or more nationally recognized college entrance examinations selected by the state board of education, if examination information may be accessed at no cost to this state, may be substituted for passing scores on the Arizona instrument to measure standards test if a pupil who is in grade twelve has previously taken the Arizona instrument to measure standards test at each administration of the test. For the purposes of satisfying the graduation requirements of this paragraph, a score as determined by the state board of education on a board examination prescribed in article 6 of this chapter may be substituted for passing scores on the Arizona instrument to measure standards test if a pupil who is in grade twelve has previously taken the board examination and has not achieved the minimum score required to earn a Grand Canyon diploma. A pupil shall not be required to pass the competency test required in this paragraph to graduate from high school if the pupil transfers into the district from out-of-state and has successfully passed a statewide assessment test on state adopted standards that are substantially equivalent to the state board adopted academic standards.

B. If the state board of education adopts a competency test as a graduation requirement for a child with a disability as defined in section 15-761 or a child who receives special education pursuant to section 15-763, pupils with individualized education programs shall not be required to achieve passing scores on competency tests in order to graduate from high school unless the pupil is learning at a level appropriate for the pupil's grade level in a specific academic area and unless passing scores on a competency test are specifically required in a specific academic area by the pupil's individualized education program as mutually agreed on by the pupil's parents and the pupil's individualized education program team or the pupil, if the pupil is at least eighteen years of age. These competency tests shall be administered to pupils in a manner prescribed in the pupil's individualized education program, and school districts and charter schools shall make specific and appropriate accommodations for pupils with individualized

education programs. Pupils with section 504 plans as defined in section 15-731 shall not be required to achieve passing scores on competency tests in order to graduate from high school unless the pupil is learning at a level appropriate for the pupil's grade level in a specific academic area and unless passing scores on a competency test are specifically required in a specific academic area by the pupil's section 504 plan that is developed in consultation with the pupil's parents. These competency tests shall be administered to pupils in a manner prescribed in the pupil's section 504 plan, and school districts and charter schools shall make specific and appropriate accommodations for pupils with a section 504 plan. A pupil with an individualized education program or a section 504 plan who graduates from high school but who is not required to achieve a passing score on a competency test in order to graduate from high school shall receive the standard diploma issued by the school district or charter school.

C. The governing board of a school district shall:

1. Prescribe curricula that include the academic standards in the required subject areas pursuant to subsection A, paragraph 1 of this section.

2. Prescribe criteria for the graduation of pupils from the high schools in the school district. These criteria shall include accomplishment of the academic standards in at least reading, writing, mathematics, science and social studies, as determined by district assessment. Other criteria may include additional measures of academic achievement and attendance.

D. The governing board may prescribe the course of study and competency requirements for the graduation of pupils from high school that are in addition to or higher than the course of study and competency requirements which the state board prescribes.

E. The governing board may prescribe competency requirements for the passage of pupils in courses that are required for graduation from high school.

F. A teacher shall determine whether to pass or fail a pupil in a course in high school as provided in section 15-521, paragraph 3 on the basis of the competency requirements, if any have been prescribed. The governing board, if it reviews the decision of a teacher to pass or fail a pupil in a course in high school as provided in section 15-342, paragraph 11, shall base its decision on the competency requirements, if any have been prescribed.

G. Graduation requirements established by the governing board may be met by a pupil who passes courses in the required or elective subjects at a community college or university, if the course is at a higher level than the course taught in the high school attended by the pupil or, if the course is not taught in the high school, the level of the course is equal to or higher than the level of a high school course. The governing board shall determine if the subject matter of the community college or university course is appropriate to the specific requirement the pupil intends it to fulfill and if the level of the community college or university course is less than, equal to or higher than a high school course, and the governing board shall award one-half of a carnegie unit for each three semester hours of credit the pupil earns in an appropriate community college or university course. If a pupil is not satisfied with the decision of the governing board regarding the amount of credit granted or the subjects for which credit is granted, the pupil may request that the state board of education review the decision of the governing board, and the state board shall make the final determination of the amount of credit to be given the pupil and for which subjects. The governing board shall not limit the number of

credits that is required for high school graduation and that may be met by taking community college or university courses. For the purposes of this subsection:

1. "Community college" means an educational institution that is operated by a community college district as defined in section 15-1401 or a postsecondary educational institution under the jurisdiction of an Indian tribe recognized by the United States department of the interior.

2. "University" means a university under the jurisdiction of the Arizona board of regents.

H. A pupil who transfers from a private school shall be provided with a list that indicates those credits that have been accepted and denied by the school district. A pupil may request to take an examination in each particular course in which credit has been denied. The school district shall accept the credit for each particular course in which the pupil takes an examination and receives a passing score on a test designed and evaluated by a teacher in the school district who teaches the subject matter on which the examination is based. In addition to the above requirements, the governing board of a school district may prescribe requirements for the acceptance of the credits of pupils who transfer from a private school.

I. If a pupil who was previously enrolled in a charter school or school district enrolls in a school district in this state, the school district shall accept credits earned by the pupil in courses or instructional programs at the charter school or school district. The governing board of a school district may adopt a policy concerning the application of transfer credits for the purpose of determining whether a credit earned by a pupil who was previously enrolled in a school district or charter school will be assigned as an elective or core credit.

J. A pupil who transfers from a charter school or school district shall be provided with a list that indicates which credits have been accepted as an elective credit and which credits have been accepted as a core credit by the school district. Within ten school days after receiving the list, a pupil may request to take an examination in each particular course in which core credit has been denied. The school district shall accept the credit as a core credit for each particular course in which the pupil takes an examination and receives a passing score on a test designed and evaluated by a teacher in the school district who teaches the subject matter on which the examination is based.

K. The state board of education shall adopt rules to allow high school pupils who can demonstrate competency in a particular academic course or subject to obtain academic credit for the course or subject without enrolling in the course or subject.

L. Pupils who earn a Grand Canyon diploma pursuant to article 6 of this chapter are exempt from the graduation requirements prescribed in this section, including the requirement that a pupil obtain passing scores on the Arizona instrument to measure standards test in order to graduate from high school. Pupils who earn a Grand Canyon diploma are entitled to all the rights and privileges of persons who graduate with a high school diploma issued pursuant to this section, including access to postsecondary scholarships and other forms of student financial aid and access to all forms of postsecondary education. Notwithstanding any other law, a pupil who earns a Grand Canyon diploma may elect to remain in high school through grade twelve. A pupil who earns a Grand Canyon diploma and who elects not to pursue one of the options prescribed in section 15-792.03 may only be readmitted to that high school or another high school in this state pursuant to policies adopted by the school district of readmission.

ATTACHMENT CC – ELS Revised Implementation Plan 2011-2013

ATTACHMENT CC – ELS Revised Implementation Plan 2011-2013

Attachment C

ELS REVISED IMPLEMENTATION PLAN 2011-2013

Activities	Task	Person Responsible	Date Task Will Be Completed/Timeline	Support Documentation
	Organize a group of stakeholders to revise the standards and then realign them to the new Head Start Outcomes Framework as well as the Academic Standards for Kindergarten (inclusive of common core).	Amy Corriveau	**Work completed by August, 2011**	
	Stakeholder work group commence with the revision and realignment work.	Amy Corriveau	**January-March 2012**	
	Public Vetting	Organized by Alma Quintana	**April-May 2012**	
	Organize the re-writing of the ELS training modules. Conduct necessary focus groups.	Terry Doolan	**June-August 2012**	
	Additional trainings to support inclusionary practices as well as how to make adaptations and modifications for students with varying abilities.		**September-October 2012**	
	Organize the printing of Revised ELS.		**August 2012**	
	Target audiences for training opportunities. Initial outreach. Make contact with: QF Coaches ECE Instructional Staff Center Directors through QF Licensing and DES programs. ASCC TEACH IHE E/Head Start		**September 2012**	

	Conduct ECE *Summit/Conference* to introduce the newly revised Early Learning Standards.		**September 2012**	
	Offer regional, local trainings on the Revised ELS		**July 2012**	2 sessions during this time
			August 2012	2 sessions during this time
			September 2012	2 sessions during this time
			October 2012	2 sessions during this time
			November 2012	2 sessions during this time
			December 2012	2 sessions during this time
	Begin Dialogue of combining the ELS with the infant/toddler developmental guidelines to create Birth to Five Training Modules.		**January 2013**	2 sessions during this time
	Begin combining the ELS with the infant/toddler *Social/Emotional* Guidelines to create Birth to Five Training Module		**February 2013**	2 sessions during this time
	Begin combining the ELS with the infant/toddler *Language Development* to create Birth to Five Training Module		**March 2013**	2 sessions during this time
	Begin combining the ELS with the infant/toddler *Cognitive Development* to create Birth to Five Training Module		**April 2013**	2 sessions during this time
	Begin combining the ELS with the infant/toddler *Physical & Motor Development* to create Birth to Five Training Module		**May 2013**	2 sessions during this time
	Conduct ECE Bootcamp to a variety of sessions for folks to access the Standards Module trainings.		**June 2013**	2 sessions during this time

ATTACHMENT DD – AzELS Content Analysis Matrix

ATTACHMENT DD – AzELS Content Analysis Matrix

Social-Emotional – 43	**Language & Literacy – 45**	**Mathematics – 27**	**Science – 20**	**Social Studies – 23**	**Physical Development, Health, & Safety – 15**	**Fine Arts – 38**
Strand 1: Knowledge of Self [9] • Self-awareness (4) • Recognition and Expression of Feelings (5)	Strand 1: Oral Language Development [10] • Listening and Understanding (2) • Speaking and Communicating (8)	Strand 1: Number Sense & Operations [9] • Number Sense (7) • Numerical Operations (2)	Strand 1: Inquiry [20] • Observations, Questions, and Hypotheses (8) • Investigation (4) • Analysis and Conclusions (4) • Communication (4)	Strand 1: American History [4] • Research Skills (4)	Strand 1: Physical and Motor Development [9] • Gross Motor Development (5) • Fine Motor Development (4)	Strand 1: Visual Art [12] • Creating Art (6) • Art in Context (2) • Art as Inquiry (4)
Strand 2: Social Interactions with Others [6] • Separation (3) • Cooperation (3)	Strand 2: Pre-reading Process [30] • Print Awareness (7) • Book Handling Skills (3) • Sounds & Rhythms of Spoken Language (4) • Letter Knowledge (5) • Vocabulary Development (5) • Comprehending Stories (6)	Strand 2: Data Analysis [3] • Collection and Organization (2) • Data Analysis (1)		Strand 2: World History [4] • Contemporary World (4)	Strand 2: Health [2] • Personal Health and Hygiene (2)	Strand 2: Music and Creative Movement [12] • Creating Music and Creative Movement (4) • Music and Creative Movement in Context (4) • Music and Creative Movement as Inquiry (4)
Strand 3: Responsibility for Self and Others [9] • Self-Control (4) • Respect (5)	Strand 3: Pre-writing Process [5] • Written Expression (5)	Strand 3: Patterns [3] • Patterns (3)		Strand 3: Civics and Government [4] • Rights, Responsibilities and Roles of Citizenship (4)	Strand 3: Safety [4] • Safety/Injury Prevention (4)	Strand 3: Dramatic Play [14] • Creating Dramatic Play (5) • Dramatic Play in Context (5) • Dramatic Play as Inquiry (4)

Strand 4: Approaches to Learning [19] • Curiosity (4) • Initiative (3) • Persistence (3) • Creativity (2) • Problem-Solving (4) • Confidence (3)		Strand 4: Geometry and Measurement [9] • Spatial Relationships & Geometry (5) • Measurement (4)		Strand 4: Geography [8] • The World in Spatial Terms (3) • Family Identity/Human Systems (5)		
		Strand 5: Structure and Logic [3] • Logic and Reasoning (3)		Strand 5: Economics [3] • Foundations of Economics (3)		

ATTACHMENT EE – DRAFT Arizona's Infant and Toddler Developmental Guidelines 1st Edition

Arizona's

Infant and Toddler

Developmental Guidelines

1st Edition

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Background and acknowledgements

First Things First (Arizona Early Childhood Development and Health Board) is a public agency that exists to increase the quality of, and access to, the early childhood development and health system that ensures a child entering school comes healthy and ready to succeed. Passed by voter initiative in 2006, First Things First operates through a tax on tobacco products. Governed by a state board and 31 Regional Partnership Councils, First Things First engages diverse constituencies across the state to accomplish its mission. Organizational values include a child and family centered focus that is coordinated and collaborative; a comprehensive systems approach with continuous inquiry, learning and reflection; and, transparency and strong accountability toward achieving outcomes that will ensure all young children start kindergarten ready to succeed in school and life.

In an ongoing effort to build a comprehensive and coordinated early childhood system that ensures all of Arizona's young children are ready for school and set for life, First Things First with key partners and stakeholders recognized the need for and drafted this first edition of the Arizona Infant and Toddler Developmental Guidelines Early Learning Developmental Guidelines. With permission, this first edition is an adoption and adaptation to the Early Childhood Indicators of Progress 2007, Minnesota's Early Learning Guidelines for Birth to Three.

Planning began in April 2010 with guidance from a task force comprised of infant and toddler development experts and early learning providers and technical assistance from the national ZERO TO THREE organization. Many individuals in the field of education have also offered their expertise and diverse perspectives in the development of this document by attending public forums or by submitting comments through public comment postings on the First Things First website (www.azftf.gov). The participants and comments came from all facets of the early childhood and family support communities including early childhood teachers, teachers and administrators from school districts, Tribal communities, Head Start, Early Head Start, child care (both center and home based), Arizona Early Intervention Program, migrant early childhood programs, and career and technical high school early childhood education programs. These educators represented the diversity of programs throughout the state of Arizona. It is through their commitment to promote early childhood development, provide exceptional, high quality opportunities for children, and enhance learning for every child in Arizona that has made this publication possible. We offer our sincerest thanks to all who have generously given their time and knowledge to the completion of these guidelines.

The involvement, feedback and contributions of many individuals and groups throughout the state are gratefully acknowledged.

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Department of Human Services and Department of Health. We greatly appreciate their dedication to task, perseverance, and commitment to the highest standards for early learning.

The following people served as members of the Infant and Toddler Developmental Guidelines Task Force:

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  - Relationships with Other Children .....
  - Approaches to Learning ……
- Language Development and Communication.....

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Introduction

Researchers, practitioners, child care providers, parents and families alike all now know: thriving, productive, healthy adults contribute to strong communities, a vibrant economy and are more apt to be successful parents of future generations. As neuroscience has clearly shown, the brain grows and develops rapidly in the first years and young children need stimulation and interaction throughout their lives and the lack of enrichment can be most damaging in the very early years. Connections in the brain become stronger when they are used often, and connections that are not used die away in childhood and early adolescence. It is true for adults and true for babies — "use it or lose it!" — babies and young children need stimulation to develop socially, emotionally, and intellectually. Learning begins at birth and early experiences in the first three years of a child's life promote positive future learning. The terrific surge of knowledge and research over the last several years has given us all a better understanding of how vital the first years are - and how to maximize a child's potential for the betterment of all society. National and state efforts are under way to support development of early learning guidelines that identify essential learning outcomes for infants and toddlers.

The Arizona Infant and Toddler Developmental Guidelines document recognizes the importance of shared responsibility and accountability to achieve positive outcomes for all children. This document, like its companions, the *Arizona Early Learning Standards* (for all children 3 to 5 years of age) and the *Arizona Program Guidelines for Quality Early Care and Education* (for all children birth through Kindergarten), stresses the importance of collective efforts among families, early childhood care and education practitioners, family support providers, communities and policymakers in supporting the learning and development of young children. Arizona's infants and toddlers are cared for, nurtured and educated in a variety of settings, including their own homes; family, friend and neighbor homes; family child care homes; child care centers; and specific education programs. Parents, caregivers, health providers, social service providers, parent and family educators, early childhood educators, community members and policymakers share responsibility for the healthy development of Arizona's infants and toddlers.

Purpose and goals

Arizona's Infant and Toddler Developmental Guidelines are part of a continuum of Early Learning Guidelines which provide a framework for understanding and communicating a common set of developmentally appropriate expectations for young children, presented within a context of shared responsibility and accountability for helping very young children meet these expectations. In other words, these guidelines will describe

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expectations about what infants and toddlers should know (understand) and do (competencies and skills) across multiple domains of learning during specific age ranges and what adults can do to support their learning and development.

The document was developed with three goals in mind:

1. To help parents, families and other caregivers understand developmentally appropriate expectations for infants and toddlers.
2. To promote healthy child growth and development, high quality child care and early childhood education.
3. To develop comprehensive and coordinated services to benefit families with infants and toddlers based on the Early Learning Guidelines framework.

These guidelines express shared expectations for young children's learning and provide a common language for measuring progress toward achieving those goals.

The National Infant and Toddler Child Care Initiative defines early learning guidelines as research-based, measurable expectations of what children should know (understand) and do (competencies and skills) in different domains of learning. Early learning guidelines should be applicable to care provided by parents and families and to various early care and education settings. Sometimes early learning guidelines are developed as one component of program standards; however, these terms have different meanings and intended uses. Program standards such as the Arizona Program Guidelines for Quality Early Care and Education are expectations about the characteristics or quality of early care and education settings. Arizona also currently has program standards for infant and toddler care and education in the form of licensing regulations specifically for children under three. Federal programs, such as Early Head Start, also have program standards (Administration for Children and Families, 2003). Arizona is using the term "Infant and Toddler Developmental Guidelines" for ages birth to 3 to emphasize flexibility in the application and uses of the guidelines and to avoid having them confused with program standards. "Infant and Toddler Developmental Guidelines" also reflects a more informal and less structured approach in the care and education of very young children than is the case with academic learning standards. *Arizona's Infant and Toddler Developmental Guidelines* are intended to be a resource to support the learning and development of Arizona's infants and toddlers while promoting high quality early childhood care and education and early childhood development and health programs.

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The infant and toddler developmental period

The infant and toddler period of growth and development spans the years from birth to 3. Development and learning in this age period takes place within the context of trusting relationships and interactions with others. The social and emotional competence that develops during this period is the basis for, and influences, all later learning (Ounce of Prevention, 2004; Zero to Three, 2004). *Arizona's Infant and Toddler Developmental Guidelines* are intended as a framework for supporting the growth and development of very young children in the age period of birth to 3 years. The indicators, examples and strategies are based on widely held developmental expectations observed in infants and toddlers from birth to 3. Three broad age groups are commonly used to describe major changes during the infant and toddler period (Lally, et al, 2003; WestEd, 2004). Young infants between the ages of birth to 8 months are in a stage of very rapid development that includes the integration of sensory, motor, social/emotional, language and cognitive systems. Babies at this age need the emotional security that comes from close relationships with primary caregivers. Older infants are between the ages of 6 months to 18 months. Their increased ability to explore and move greatly affects their interactions with their social and physical environments. Infants at this age eagerly explore their surroundings but need familiar and trusted adults as a secure base of support. Toddlers between 15 months and 36 months have increased ability to influence their environments in many ways, including verbal language and physical actions to obtain more of the things they need or want, which in turn enhances their development in other areas. Toddlers are seeking new ways to increase their assertiveness and independence while also receiving reassurance and support from others who share in their adventures. While the indicators in this document are the same across the age period from birth to 3, the examples and suggested strategies are different and specific for the three age groups. Key indicators for each age group highlight the most significant developments or emerging abilities. These are summarized on pages ####. The term, "Indicators of Progress," is used to emphasize that individual children vary considerably in their rate of progress in achieving developmental milestones or benchmarks. Chronological age alone is not a good measure of child development because the many influences on development result in a wide range of individual variations.

Individual differences

Child development progresses differently for every individual. The values and practices of family, culture and community influence individual child outcomes. Especially for very young children, the family provides the primary context for interaction with others, for early learning experiences and for entrance into the broader world. The experiences of infants and toddlers in learning the language and behaviors of their

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family must be supported by other early care and education settings where young children spend time. Although young children develop in generally similar stages, their individual life experiences are reflected in greatly diverse patterns of behavior and learning. Such individual differences are normal and must be respected for infants and toddlers to develop positive concepts of self and self-worth. Meaningful caregiver strategies acknowledge and incorporate cultural practices and individual developmental differences. *Arizona's Infant and Toddler Developmental Guidelines* are written to include children developing at different rates and with different patterns of behavior. Infants and toddlers with disabilities will make progress on the skills, behaviors and concepts that are described by the indicators, with expected variations for each child. Many infants and toddlers with special needs require and receive early intervention services to increase and enhance their ability to achieve these developmental expectations.

Potential uses of early learning guidelines

Arizona's Infant and Toddler Developmental Guidelines are to be used as a resource for family members, caregivers and teachers, community members and policymakers in ways that are supportive of young children's development. Some potential uses of the guidelines are described below.

For parents and family members

To build awareness of infant and toddler development

Arizona's Infant and Toddler Developmental Guidelines can help parents and other family members develop a better understanding of infant and toddler development and provide some strategies they can use to enhance children's development. Some will use the document and related materials on their own as a resource for learning about and supporting their child's development. Others will increase their awareness of the importance of the indicators and strategies through participation in discussions with home visitors, public health nurses or other educators directly involved with the family.

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To increase communication between parents and other caregivers

Arizona's Infant and Toddler Developmental Guidelines can be used to provide common language and goals for parents and other caregivers as they discuss infant and toddler growth and development. Ongoing communication and mutual support are essential for providing continuity and consistency in meeting the needs of very young children.

To increase awareness of quality infant and toddler care and education

Parents are the first and most important teachers of their young children. They are also the best advocates for their children. *Arizona's Infant and Toddler Developmental Guidelines* can help parents and family members better understand essential learning outcomes and the importance of quality early care and education that supports infant and toddler development.

For caregivers, teachers and other early learning providers

To guide planning for learning experiences and the role of caregivers and teachers

Arizona's Infant and Toddler Developmental Guidelines provide a common framework for developmentally appropriate expectations for infants and toddlers from birth to 3. Parents, family members and other caregivers play an important role in supporting the learning and development of infants and toddlers. The examples and strategies given for each of the age groups: birth to 8 months, 6 months to 18 months and 15 to 36 months, provide some ideas and guidance for supporting infants' and toddlers' progress in achieving these widely held expectations. Other resources provide additional support for planning developmentally appropriate curriculum for infants and toddlers (Dombro, et al, 1999; Lally & Mangione, 2006; WestEd, 2004). The indicators provide a common language for use across different settings, programs and services. A common language and framework facilitates discussion and collaboration among parents, home visitors, public health nurses, home-based caregivers, center-based staff, school programs and others. The use of *Arizona's Infant and Toddler Developmental Guidelines* can also help early care and education programs align curriculum, instruction and assessment with other state and national outcome standards and guidelines. Many factors, including the culture and language background, developmental level, learning style and temperament of each infant and toddler, must be taken into account as learning experiences are planned and implemented. Infants and toddlers learn through interaction with others in a supportive

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environment. The preparation of and for the environment, including staffing and the materials and toys that are available, provide opportunities for observing and supporting learning and development (Harms, Cryer, & Clifford, 2003).

To provide direction for planning appropriate assessment of infants and toddlers

Arizona's Infant and Toddler Developmental Guidelines can help parents, caregivers and teachers define the kinds of things infants and toddlers need to know and be able to do at each stage of development. Once those are understood, parents, caregivers and teachers can start to collect evidence of infant and toddler learning through observation and authentic assessment (Dichtelmiller, 2004). Authentic assessment practices are those that are based on everyday learning experiences and provide opportunities for caregivers and teachers, including parents and other family members, to observe and document what infants and toddlers show they know and can do through their actions and behavior. Examples of authentic assessments for infants and toddlers include the Ounce Scale, the Creative Curriculum Infant and Toddler Assessment System and the High/Scope Child Observation Record for Infants and Toddlers. The Ounce Scale provides standards and materials for observing growth and development of infants and toddlers from birth to 42 months in three ways (Meisels, et al., 2003): The Observation Record, the Family Album and the Developmental Profiles and Standards. The Ounce Scale depends on careful observation and documentation by caregivers and teachers, including parents and family members, in their everyday activities with infants and toddlers. When used appropriately, the Ounce Scale can increase parent and caregiver knowledge by focusing attention on the skills and achievements of individual children as well as increasing awareness of areas needing further development. The Creative Curriculum approach uses assessment with infants and toddlers that includes caregiver or teacher observations and a checklist based on the themes or developmental strands of the Creative Curriculum (Dombro, et al., 1999). This approach emphasizes the integration of curriculum and assessment through caregiver or teacher planning and implementation. Both the curriculum strategies and the observation checklist focus on the same emerging skills, knowledge and behaviors. Parents and family members are involved through ongoing sharing of observations and reports.

To provide content for staff training and development

Caregiver and teacher qualifications and training directly affect the expected outcomes for infant and toddler development. A related document the *Arizona Program Guidelines for Quality Early Care and Education* describe expectations for what the adults who work with young children need to know and be able to do, similar to the way that early learning guidelines describe expectations for what young children need to know and be able to do. The *Arizona Program Guidelines for Quality Early Care and Education* identify several important areas within the learning environment and curriculum, for increasing the skills and competencies of those who work with infants, toddlers

and young children. Training aligned with *Arizona's Infant and Toddler Developmental Guidelines, the Arizona Early Learning Standards* the *Arizona Program Guidelines for Quality Early Care and Education* will be provided by the Arizona Department of Education beginning in 2012.

For community members

To provide a framework for needs assessment within the community

Arizona's Infant and Toddler Developmental Guidelines can serve as a guide for identifying the sources of support within the community that encourage the healthy growth and development of very young children. Related resources, such as Environmental Rating Scales (Harms, Cryer, & Clifford, 2003), can help community members learn more about the quality of the infant and toddler care and education available in their community. Some of the components of quality infant and toddler care and education that have been identified include health and safety, group size, staff-child ratios, staff qualifications, continuity of care and responsive caregiving (Lally, et al., 2003).

To help organize advocacy efforts within the community

Many communities are focusing on the importance of early childhood care and education for the future economic development of the community (Rolnick & Grunewald, 2003). Because of the emphasis on school readiness in several state and national initiatives, the importance of quality infant and toddler care and education in providing the foundation for later learning is also receiving more attention (Ounce of Prevention, 2004; Zero to Three, 2004).

For policymakers

To assess the impact of public policies on infants and toddlers and their families

Policymakers can use *Arizona's Infant and Toddler Developmental Guidelines* as a reference for assessing the impact of policy decisions on infants and toddlers and their families. Prevention and early intervention efforts to make sure that very young children get a strong and healthy start help reduce the likelihood that children will need more intensive and costly help at a later age (Sandall, McLean, & Smith, 2000).

To improve public understanding of appropriate expectations, accountability and responsibility

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Arizona's Infant and Toddler Developmental Guidelines enhance understanding of appropriate developmental expectations for infants and toddlers. Parents, family members, other caregivers and teachers, community members and policymakers all share in the collective responsibility for successful outcomes for the youngest children. This document provides a comprehensive framework for shared accountability and responsibility for young children's development.

Organization and structure of the document

Arizona's Infant and Toddler Developmental Guidelines are divided into four domains that reflect the full range of child development.

- Social and Emotional Development
- Language Development and Communication
- Cognitive Development
- Physical and Motor Development

Each domain of development is related to and influences the others. The domains are further divided into components that designate important areas of infant and toddler development within each domain. Indicators of progress for infants and toddlers in gaining competencies, knowledge, skills and behaviors are then specified within each component. In adopting and adapting the *Minnesota Early Learning Guidelines for Birth to 3*, the development of *Arizona's Infant and Toddler Developmental Guidelines* was also informed by the Early Learning Standards (Arizona Department of Education 2005) and the Program Guidelines for High Quality Early Education: Birth through Kindergarten 3rd Edition (Arizona Department of Education and First Things First 2011) Reviews of child development research and early learning guidelines from other states (National Child Care Information Center, 2005) were conducted. There are 33 States and 3 Territories across the US with infant/toddler early learning guidelines (National Infant and Toddler Child Care Initiative, 2010). Like the *Minnesota Early Childhood Indicators of Progress* for 3- to 5-year-olds, the development, selection and wording of indicators for birth to 3 were informed by national research on early learning guidelines (Scott Little, Kagan, & Frelow, 2003b, 2005; Neuman & Roskos, 2004) that identified criteria for selection of specific indicators:

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1. **Research-based** – Indicators are informed by research as being reasonably achievable and age appropriate.
2. **Clearly written** - Indicators are clear and coherent as to what most infants and toddlers know and are able to do.
3. **Measurable** – Indicators reflect observable behaviors, concepts and skills.
4. **Comprehensive** – Indicators cover all domains of development and provide sufficient breadth and depth of each area of development.
5. **Manageable** – There are a reasonable number of indicators in each domain for users to understand.
6. **Applicable** – Indicators are broadly applicable to infants and toddlers from diverse linguistic, economic, and cultural backgrounds and to infants and toddlers with variations in developmental abilities and skills in a variety of settings.

Examples and strategies, which caregivers can use to facilitate infant and toddler development, are listed for each of the components within the domains. Caregiver in the examples and strategies refers to parents, close family members, child care providers, teachers and other primary adults in children's lives. The examples and strategies are not intended to be an exhaustive list, but rather provide further clarification of indicators and suggest some strategies, play and learning activities that will enhance infant and toddler development.

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Overview and definitions

<table>
<tr><th>Term and definition</th><th>Example as used in booklet</th></tr>
<tr><td>A Domain is a major area of development.</td><td>DOMAIN I: Social and Emotional Development</td></tr>
<tr><td>A Component is a subpart of each of the domains.</td><td>COMPONENT: Trust and emotional security</td></tr>
<tr><td>Indicators define expectations for a specific, observable outcome for the child.</td><td>INDICATORS of developing trust and emotional security</td><td>Engages in behaviors that build relationships with familiar adults. Shows preference for familiar adults. Responds to unfamiliar adults cautiously. Seeks to find comfort in new situations. Shows emotional connection and attachment to others.</td></tr>
<tr><td>Examples are used to guide parents, caregivers and teachers in the interpretation and application of the indicators. Examples are given for each of the three age groups</td><td colspan="2">EXAMPLES of behaviors that show development of trust and emotional security Young Infant (Birth to 8 months) Older Infant (6 to 18 months) Toddler (15 to 36 months)
<table>
<tr><th>Young Infant
(Birth to 8 months)</th><th>Older Infant
(6 to 18 months)</th><th>Toddler
(15 to 36 months)</th></tr>
<tr><td>Looks intently at familiar human faces

Follows movement of caregiver about the room with eyes</td><td>Greets familiar caregiver with a smile, hug or kiss

Cries when left with a new caregiver, but may respond to soothing words, holding and other forms of comfort</td><td>Says “Hi” or “Bye-bye,” smiles or waves when familiar people enter or leave the room

Looks for or asks for “Mama” or familiar adult when they fall down or get hurt</td></tr>
</table></td></tr>
<tr><td>Some Caregiver Strategies to facilitate infant and toddler</td><td colspan="2">SOME CAREGIVER STRATEGIES for promoting trust and emotional security
<table>
<tr><th>Young Infant</th><th>Older Infant</th><th>Toddler</th></tr>
</table></td></tr>
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development are given for the components and indicators for each of the three age groups.	(Birth to 8 months)	(6 to 18 months)	(15 to 36 months)	
	Respond to baby's messages and cues and try to determine baby's needs Provide a limited number of consistent caregivers who baby relates to on a regular basis	Greet baby, pick up baby, hold baby close and exchange hugs to provide comfort and reassurance Acknowledge baby's feelings of anxiety and allow baby to use primary caregiver for security	Talk with toddler about where you are going and when you will return Give toddler a familiar toy, blanket or book to provide comfort and reassurance in your absence	
Caregiver in the examples and strategies refers to parents, close family members, child care providers, teachers and other primary adults in the child's life.				

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Arizona's Infant and Toddler Developmental Guidelines

Domain I: Social and Emotional Development	
COMPONENTS:	Trust and Emotional Security Self-Awareness Self-Regulation Relationships with Other Children Approaches to Learning
Domain II: Language Development and Communication	
COMPONENTS:	Listening and Understanding Communicating and Speaking Emergent Literacy
Domain III: Cognitive Development	
COMPONENTS:	Exploration and Discovery Memory Problem Solving Imitation and Symbolic Play
Domain IV: Physical and Motor Development	
COMPONENTS:	Gross Motor Development Fine Motor Development Physical Health and Well-Being

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DOMAIN I: SOCIAL AND EMOTIONAL DEVELOPMENT

Purpose: To approach the world with a sense of trust and emotional security

The social and emotional domain includes the development of trust and emotional security, self-awareness, self-regulation and the beginning of relationships with adults and other children. The healthy development of social and emotional competence greatly affects the development of skills and abilities in all the other domains. The sense of trust and emotional security that infants and toddlers develop within their families, cultures and communities shapes their interactions and relationships throughout their lives.

CASE STUDIES

Social and Emotional Development Components:
Trust and Emotional Security
Self-Awareness
Self-Regulation
Relationships with Other Children
Approaches to Learning

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
Ariel, age 3 months, spends a lot of time staring at her mother's face. She especially looks at her eyes and mouth. Mother and baby often have long	Katy, age 15 months, has just met her new baby cousin, Laura. She is fascinated by what looks like a new baby doll! While her mother holds the baby,	Destiny, age 30 months, and Alex, age 28 months, are learning to play together and enjoy each other's company. Their mothers often take them to

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moments locked in these mutual gazes. When Ariel's mother talks to her, she quiets her body, listens intently and sometimes smiles. Ariel's mother cut out some photos of baby faces from a magazine and put them on the refrigerator. Ariel likes to look at the photos when they walk by and mother talks with Ariel about what they see and points to and identifies the eyes, nose and mouth.	Katy pokes with her finger at the baby's tummy and then touches Laura's face. Then she looks at her own tummy and touches her own face. She is surprised when the baby starts to cry. Katy's mother tells her to be gentle with the baby and they talk softly to quiet Laura. Katy starts to smile and then laughs and gives the baby a big hug.	the playground together. They usually play near each other although they may be doing different things. When Alex fell off the climber and started crying, Destiny ran to get her mother, even though Alex's mother was right there. She knows from experience that her mother will comfort and take care of children when they are hurt.

Domain I: Social and Emotional Development

COMPONENT: Trust and Emotional Security

INDICATORS of developing trust and emotional security	Look at me play with me talk to me: Engages in behaviors that build relationships with familiar adults I know you: Shows preference for familiar adults Stranger Danger: Responds to unfamiliar adults cautiously Hold me: Seeks to find comfort in new situations

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	I need you: Shows emotional connection and attachment to others

EXAMPLES of behaviors that show development of trust and emotional security

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
Looks intently at familiar human faces Follows movement of caregiver about the room with eyes Accepts comfort by familiar caregiver when tired, hungry or upset Responds with smiles and cooing when picked up by familiar caregiver Avoids eye contact with strange adults Looks at caregiver's face while being held for feeding Looks for familiar caregiver when tired, hungry or upset.	Greets familiar caregiver with a smile, hug or kiss Cries when left with a new caregiver, but may respond to soothing words, holding and other forms of comfort Prefers comfort from familiar adult when tired or hungry Enjoys looking at, pointing to or naming familiar people in family photos Calls for "Mama" or familiar person when in a new situation.	Says "Hi" or "Bye-bye," smiles or waves when familiar people enter or leave the room. Looks for or asks for "Mama" or familiar adult when falling down or getting hurt Greets familiar caregivers with enthusiasm when they return to the room Reaches for familiar caregiver when an unfamiliar adult approaches. Wants to take a familiar toy or blanket along on a trip or a visit to a new place Accepts reassurance in a telephone conversation with a member of the family.

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EXAMPLES OF CAREGIVER STRATEGIES for promoting trust and emotional security

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
Respond to baby's messages and cues and try to determine baby's needs Provide a limited number of consistent caregivers who baby relates to on a regular basis Hold baby during feeding times and talk to baby in soothing and reassuring tone Comfort baby by holding close, rocking or talking quietly when baby is crying or upset Introduce baby to new adults gradually and follow baby's cues when baby is ready to be held by others Provide favorite toys, familiar blankets or other objects to hold or play with when baby is not with primary caregiver Cuddle, hug, talk or sing to baby to show	Greet baby, pick up baby, hold baby close and exchange hugs to provide comfort and reassurance Acknowledge baby's feelings of anxiety and allow baby to use primary caregiver for security in the presence of unfamiliar adults Allow baby time to get to know a new caregiver while you are present Talk with baby about where you are going and when you will return Accept baby's cries and protests when you leave as a sign that baby knows and trusts you and feels a sense of security when you are near Offer reassurance and leave familiar pictures, favorite toys or a blanket with baby when you are gone.	Talk with toddler about where you are going and when you will return Give toddler a familiar toy, blanket or book to provide comfort and reassurance in your absence Have photos of familiar adults and caregivers available when toddler is feeling stressed or upset and talk about the people in the photos Make yourself available as a source of safety and security when toddler ventures out to explore and play Name familiar people in photos; talk about who they are and what they are doing Reassure toddler often that familiar adults will return and help the child begin to understand when; describe a time that mommy will be back, such as, "after lunch"

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how much you enjoy being with the baby.		or “after your nap” Provide encouragement for toddler to try a new climber or other activity while you remain close to offer support.

Domain I: Social and Emotional Development

COMPONENT: Self-Awareness

INDICATORS of developing self-awareness	Expresses feelings and emotions through facial expressions, sounds or gestures Develops awareness of self as separate from others Shows confidence in increasing abilities

EXAMPLES of behaviors that show development of self-awareness

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
Stares at own hands or feet as they move Expresses feelings of comfort, discomfort, enjoyment or unhappiness Looks at own reflection in the mirror as if it were another baby	Expresses emotions, such as sadness, happiness, anger and surprise Smiles at own reflection in mirror or makes sounds when looking at image in the mirror Shows likes and dislikes for particular toys,	Recognizes and identifies own emotions, such as, “I’m sad” or I’m happy” Shows recognition of self while looking in mirror and touching nose, head or some other body part that toddler can see only with a mirror

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Attends to other people's faces and pictures or drawings of faces Looks for familiar caregiver when tired, hungry or upset.	blankets or other objects Claps hands for self after running round and round the table.	Calls self by name and begins to use words, such as "I" or "me" Says or uses sign language for "mine" and holds toy or other object close when someone wants to take favorite possession

EXAMPLES OF CAREGIVER STRATEGIES for promoting self-awareness

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
Recognize and respect baby's feelings and talk about what baby might be experiencing or expressing Express your feelings with your facial expressions, tone of voice and body language when interacting with baby Talk about what you are feeling, for example, whether you are happy or sad Talk with baby and use his/her name in conversation with baby Provide opportunities for baby to see his/her reflection in a mirror.	Imitate baby's facial expressions and watch to see if baby imitates faces you make Play naming games about parts of the face or body while holding baby or while looking in the mirror Describe and label emotions and facial expressions for baby. For example, when the baby is sad or happy, show how "sad" or "happy" feels with your voice and facial expressions Acknowledge baby's new emerging skills and abilities.	Help toddler understand feelings by "reading" facial expressions and body language and talk about what you think the toddler might be feeling or expressing Provide opportunities for toddler to try to do things independently Allow toddler to keep favorite toys or possessions in a special place Acknowledge toddler's increasing abilities to interact with others, get what is needed or wanted and solve problems Recognize toddler's ability to identify own characteristics, such as size, hair color or gender.

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Domain I: Social and Emotional Development

COMPONENT: Self-Regulation

INDICATORS of developing self- regulation	Begins to manage own behavior and show self-regulation Shows ability to cope with stress Shows increasing independence Understands simple routines, rules or limitations

EXAMPLES of behaviors that show development of self-regulation

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)

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Expects a response from a caregiver when crying or upset Stops crying when held and gently rocked or talked to by familiar caregiver Sucks fist, thumb or pacifier for calming down when upset Looks for familiar caregiver, favorite toy or blanket Opens mouth for spoon while being fed by caregiver.	Sucks on fingers or thumb to calm self when upset or in a new situation Moves arms, legs or body to get own bottle or toys Understands what "No" means and may tell self "No-No" Holds own bottle or feeds self with fingers Copes with stress by playing with familiar toys in a favorite spot Plays quietly with a toy while waiting to get up from a nap.	Tries to clean up own spills or messes Wants to put on shoes or coat without help Claps hands and shows others after completing a puzzle and then waits for a response from others Says "No" or shakes head when doesn't want to do something or doesn't like something Waits for adult before going outside or crossing the street.

EXAMPLES OF CAREGIVER STRATEGIES for promoting self-regulation

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
During caregiving routines and at other times, talk with baby about what you are doing and what will happen next Provide opportunities for baby to explore with you, other people, places and things in the environment Notice baby's responses to stressful situations and the baby's ways of seeking comfort and coping with stress	Call baby by name and describe actions you are doing with baby Take along familiar toys or blankets for baby when visiting a new place Provide baby with a variety of toys, such as stuffed animals or dolls, that baby can hold, talk to and play with Observe and comment appropriately when baby looks to you for approval or	Allow toddler time to do things for self and acknowledge the actions Make it easy for toddler to be successful with simple tasks, such as putting on shoes or helping to pick up toys Acknowledge uncooperative or negative behavior as a sign of asserting oneself Model using self talk, such as "No, no," "Not touch" or "Hot" and acknowledge toddler's

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Help baby find ways of calming self by reducing distractions, bright lights and loud noises when baby is tired or upset.	disapproval before picking up something or doing something Provide enough of a schedule or sequence of routines so baby can anticipate what will happen next. Talk about the routines and what you are doing and what will happen next.	attempt to manage own behavior Give clear expectations for safe behaviors and use simple rules that toddler can understand Acknowledge and talk about ways toddler is learning to follow routines or simple rules, such as "I like the way you hold my hand when we cross the street" or "You are being safe."

Domain I: Social and Emotional Development

COMPONENT: Relationships with Other Children

INDICATORS of developing relationships with other children	Shows interest in and awareness of other children Responds to and interacts with other children Begins to recognize and respond to other children's feelings and emotions Begins to show concern for others Learns social skills and eventually uses words for expressing feelings, needs and wants Uses imitation or pretend play to learn new roles and relationships

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EXAMPLES of behaviors that show development of relationships with Other Children

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
Watches other children from a distance or listens to other children Quiets down and smiles when hears name spoken by familiar person Starts to cry when other children in the room are crying Vocalizes or gets excited when near other children Looks at and watches another child who is crying or upset. Imitates facial expressions during games with other children and caregiver.	Reaches out to touch another child's face or hair Sits next to and plays with same toys that other children have Squeals with joy or runs about when other children are happy and excited Offers a toy to another child who is crying or upset Points to or asks for cup, spoon or objects that other children have Pretends to talk on a toy telephone to a familiar person.	Knows the names of some other children Shows excitement when greeting other children Looks for an adult to help when another child is crying Shows interest or concern for another child who falls down by touching or talking to child Imitates tasks, such as wiping the table, that others do Watches other children and imitates feeding stuffed animals with pretend food.

EXAMPLES OF CAREGIVER STRATEGIES for promoting relationships with other children

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
Hold baby while showing and talking about what other children are doing Call baby and other children by name and	Provide opportunities for the baby to see, interact and play with other babies and young children	Provide opportunities to play with other children in a variety of settings Support toddler's interactions with other

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allow older children to talk, smile and laugh with baby Provide opportunities for play and interaction with other babies Put baby in a safe place to be part of the action but not overstimulated or overwhelmed Talk about what other children are feeling or expressing with their sounds, gestures or facial expressions.	Allow other children to talk and play with baby while you are holding baby. For example, suggest that another child bring a toy to the baby or have the baby give another child a toy to play with During play times, talk about what other children are doing or how they may be feeling Play games or sing songs where baby can imitate your sounds, tone of voice, gestures or facial expressions Provide baby with toys, such as dolls or stuffed animals that baby can pretend to take care of by holding, feeding, rocking or singing Play games or do finger plays with baby and other infants where they can imitate your actions, sounds or words.	children and acknowledge sharing and helping behaviors Provide more than one of some toys or materials so toddlers can play next to and with other toddlers without always having to share or take turns Sing songs or do finger plays with toddler and model motions or gestures toddler can do with you while singing along or saying words Facilitate imitation and pretend play with toddler by providing toys, such as dolls, dishes, cars, trucks or blocks that can be used for pretend play Talk about what toddler is feeling and how other children may be feeling, such as why they are crying or are upset.

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Domain I: Social and Emotional Development

COMPONENT: Approaches to Learning

INDICATORS of developing approaches to learning	Begins showing an interest in the world and wants to find out how things work Developing confidence; trying new things and taking risks Begins noticing people, events, and things Watches what others do, begin to pretend, and use materials in new and different ways. Develops likes and dislikes; with a growing sense of playfulness, they begin to see things as “funny” and enjoy surprising others.

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EXAMPLES of behaviors that show development of approaches to learning

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
Shows interest in themselves (watch own hands, play with own feet). Reacts to new sights, sounds, tastes, smells, and touches (stick out tongue at first solid food, turn head quickly when door slams). Shows interest in things around them (reach for toys, gaze at trees, stop and listen to sound of clock chiming). Explores the environment using their senses – smell, hear, see, feel and taste. Reacts positively to caregiver's face, voice, touch, or actions (smile or gaze at caregiver, make sounds, move body). Uses hands and mouth to explore Imitates new sounds and movement Tries a variety of approaches for getting what they want (make noise, move arms and legs, reach toward things).	Shows enthusiasm for exploring and learning (clap, smile, try again and again). Shows curiosity (with pointing, facial expressions, words). Moves toward people and things that interest them. Willing to approach new people, things, and experiences. Starts activities that interest them and try to get others involved. Uses trial and error to get something done, get what they want, or solve problems. Willing to try or explore unfamiliar things and interact with new people. Shows interest in toys that offer a challenge and try to work them. Explores freely without a familiar adult nearby.	Seeks more information about people and things around them ("study" an object carefully, stare for long moments, become completely occupied in figuring out a situation). More willing to try new things. Explores the indoor and outdoor space around them independently. Chooses own activities more often. Shows pleasure in new skills and in what they have done. Shows interest in what others are doing. Tries to involve other children in play. Talks about what they want to do, ask questions, and make their choices known using gestures, facial expressions, or words. Tries many different ways of doing things to get what they want or solve problems.

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Explores new experiences both indoors and outdoors (toys, foods, people, spaces). Enjoys repeating actions to make something happen again. Gets upset when the expected does not happen. Begins to express likes and dislikes	Imitates adult actions and problem-solving (talk on the phone, stir in a pot, get a toy from behind or underneath the couch). Let's a caregiver know that they need help (point, gesture, ask for help). Repeats experiences they enjoy. Works longer to reach a goal (fill a container completely, try to put on a shoe). Keeps trying even when things don't work (try for a long time to zip a jacket, try to engage a busy adult in play). Moves to music. Explores art and other materials freely. Expresses likes and dislikes through facial expressions, sounds, and movements. Acts silly and enjoys copying sounds, actions, and words.	Shows confidence in their own abilities (try to lift a heavy object, work for a long time on a difficult puzzle). Wants to do things their own way. ("Me do!") Expresses a belief that they can do things for themselves (push adult's hand away, say "I can do it."). Tries new challenges willingly and with enthusiasm. Shows pride in what they have done. Cooperates with others to reach a goal. Keeps working on an activity even after setbacks. Plays make believe, pretend, and act out familiar life scenes. Uses materials in new ways to explore and solves problems (bring a big spoon to the sand table when all of the shovels are in use, use dump truck as "grocery cart"). Communicates in creative or silly ways (makes up own unique signs, repeat

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		nonsense words and sounds, play with rhyming names). Accepts and use ideas from others. Makes up songs, chants, and rhymes. Tells stories and pretend to read.

EXAMPLES OF CAREGIVER STRATEGIES for promoting approaches to learning

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
Place colorful toys around an infant during tummy time and other times awake/times (colorful toys, rattles, mobiles) to look at, listen to, reach for, and touch. Plan the day to be predictable for infants and be flexible in carrying out your plan. Read a variety of books and look at point out pictures. Play music of all kinds (classical, jazz, folk, etc.), and children's songs. Smile. Laugh and talk with infants and show that you enjoy being with them.	Provide both familiar and new materials in response to children's interests. Include materials that are found in their homes. Offer help when older infants show that they want it and need it. Dance and do creative movement with older infants, using all kinds of music and props both indoors and outdoors. Encourage children to move or respond in their own ways. Be silly and share humor with children. Talk about the things you like and share	Invite toddlers to smell flowers and other items, objects or materials Allow toddlers to choose materials and activities. Follow toddlers' signals to decide whether to continue, vary, or end an activity. Encourage children to try new experiences and new ways of doing things. Allow toddlers to do things their own way and take some risks. Intervene when needed to keep children safe.

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	your enjoyment with older infants.	Establish a regular yet flexible routine. Model flexibility. (“Oops, that didn’t work! Let’s try something else.”) When toddlers indicate they need help, respond by listening and observing to determine what kind of help is needed. Plan for smooth transitions when moving children from one activity to another (lunch to nap, play to cleanup to snack). Let children know when changes are coming. Ask toddlers to communicate what they like, dislike, and enjoy. Use actions, facial expressions, and/or words to reflect what a child seems to be communicating.

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DOMAIN II: Language Development and Communication

Purpose: To acquire language and the ability to communicate successfully with others

The language development and communication domain involves the development of the ability to use language to communicate with others. Infants and toddlers learn the languages of their families, cultures and communities through the natural interaction of caregiving and everyday experiences. The early and rapid development of the components of language, including listening and understanding, communicating and speaking, and the emergence of early literary skills and abilities, is particularly fascinating to watch and understand. As infants and toddlers develop their ability to understand and use language to communicate, they also increase their skills and abilities in influencing others, which in turn affects their learning in all other domains.

CASE STUDIES

Language Development and Communication Components:
Listening and Understanding **Communicating and Speaking** **Emergent Literacy**

Young Infant	**Older Infant**	**Toddler**

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(Birth to 8 months)	(6 to 18 months)	(15 to 36 months)
Joey, age 3 months, has started making gurgling sounds after he has been fed or when he wakes up from his nap. He likes to listen to and play with sounds and sometimes blows bubbles. Joey's father imitates Joey's sounds and joins in the bubble-making fun. Sometimes Joey imitates the new sounds that his father makes.	Bailey's parents are learning sign language because they have noticed that Bailey, now 13 months old, imitates gestures, such as waving bye-bye. They use simple signs such as "more" and "milk" when they talk with Bailey at the table. Recently Bailey put her hands together and repeated the action and then pointed at the juice. Her father said, "Oh, you want more juice" and offered her a drink from the juice cup.	Ubah, age 26 months, and her mother love to look at books together. Usually they just talk about the pictures. Sometimes Ubah's mother tells the story in her own language even if the book is written in English. They like to visit the library to get books that her older brothers and sisters can read to Ubah. Ubah points to the pictures and repeats the names of what she sees. Sometimes Ubah's sisters and brothers draw a picture or act out what they see in the story with Ubah.

Domain II: Language Development and Communication

COMPONENT: Listening and Understanding

INDICATORS of developing listening and understanding	Shows interest in listening to sounds Listens with interest to language of others

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	Responds to verbal communication of others Responds to nonverbal communication of others Begins to understand gestures, words, questions or routines

EXAMPLES of behaviors that show development of listening and understanding

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
Quiets down and turns head toward a familiar voice or sound Watches a person's face and hands when they are talking or gesturing Smiles when spoken to or when greeted with a smiling face Responds to tone of voice, such as becoming excited or soothed when engaged in conversation Lifts arms when caregiver gestures or says "Up" while picking up baby.	Quiets down or gets excited when hears familiar voices Looks at person who calls baby's name or speaks to baby Cries in response to sudden loud noises, angry faces or voices Responds with gestures or words when asked if baby wants to eat or play Responds with gestures or words to simple requests or questions Looks for ball when asked, "Where is the ball?"	Imitates sounds when hears noises that animals make Laughs when told a silly rhyme or story Understands when told it is time to eat by going to wash hands or coming to the table Comforts others who are crying or looking sad with a touch or a hug. Follows simple one-step directions and instructions, such as "Get your coat" or "Let's go outside" Shows enjoyment in sharing conversations with caregiver.

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EXAMPLES OF CAREGIVER STRATEGIES for promoting listening and understanding

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
Talk with baby and allow baby time to respond to you, perhaps by turning to look at you, smiling or cooing Watch for cues that baby is attending or listening and repeat sounds, gestures or simple language Greet baby by name and repeatedly use the name in conversations with baby Notice baby's response when adults use animated voices, gestures or exaggerated facial expressions while communicating with baby Repeat familiar words and gestures that accompany your actions when taking	Talk with, and use baby's name, in conversation Provide opportunities for conversations with others who have varied voices or interaction styles Recognize and support baby's learning of home languages and culture Use familiar gestures or words during routines and allow time for baby's response Observe baby's response to nonverbal communication of others, such as different pitch or tone of voice, gestures or body language Allow baby time to respond with gestures, actions, sounds or words to simple requests	Provide opportunities for toddler to hear the sounds of birds, animals, people and the neighborhood Talk about what you and others are doing or saying and describe the actions and results Describe simple routines and repeat common requests for toddler Acknowledge toddler's attempts to communicate with others by listening and using words Use language for simple one-step directions and acknowledge toddler's responses and actions Share stories, games and picture books with toddler that are fun to look at, talk about or

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	or questions.	read together.

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Domain II: Language Development and Communication

COMPONENT: Communicating and Speaking

INDICATORS of	Uses sounds, gestures or actions to express needs and

developing communication and speaking	wants Uses consistent sounds, gestures or words to communicate Imitates sounds, gestures or words Uses sounds, signs or words for a variety of purposes Shows reciprocity in using language in simple conversations

EXAMPLES of behaviors that show development of communicating and speaking

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
Uses different types of cries for expressing hunger, discomfort, fear and other emotions Plays with making different sounds Makes sounds of pleasure and/or discomfort when caregiver is present Makes cooing sounds and other sounds of home languages Imitates vowel sounds, such as “ah” or “oh” or “oo” Smiles or vocalizes to initiate social contact with familiar caregiver Takes turns by making sounds in response to adult talking with baby.	Produces own sounds or babbles either by self or in response to others Imitates sounds or familiar words of home language Uses familiar gestures such as waving good-bye Uses some words or signs, such as for “bottle,” “up” or “more” Knows the name or sign for familiar objects, animals or people Has a vocabulary of 10-20 words in home language or uses 10-20 signs consistently Responds to questions or simple requests	Shakes head or uses words to respond to “Yes” or “No” questions Imitates new words or learns new signs Repeats simple rhymes or songs Uses words or sign language to tell what is happening Uses home language with a vocabulary of 50 or more words or signs and sometimes uses two- or three-word sentences Initiates conversations, asks questions and answers questions with two- or three-word responses.

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	with either a nonverbal or verbal answer	

EXAMPLES OF CAREGIVER STRATEGIES for promoting communicating and speaking

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
During caregiving routines, talk about what you are doing and wait for response Listen and watch for different types of sounds, gestures or cries that baby makes Imitate sounds or gestures that baby makes and allow time for baby to imitate you Respond to baby's cooing and babbling and converse as if baby understands everything you are saying Talk about what baby is doing and acknowledge efforts to communicate.	Acknowledge baby's use of simple sounds, words or gestures to express needs Introduce and model new sounds, gestures or words for baby to imitate Play naming games with baby, such as naming animals and making the sounds of the animals Use new, as well as familiar, words or sign language with baby and repeat them in different contexts Allow sufficient time for baby to respond to questions or suggestions. or q	Ask questions and allow time for either a verbal or nonverbal response Model using two- or three-word phrases and new words that toddler can imitate Make a list of toddler's vocabulary, new words and phrases Look for new ways toddler uses language, such as for humor or pretending Respond to toddler's use of words to express needs or wants.

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Domain II: Language Development and Communication

COMPONENT: Emergent Literacy

INDICATORS of developing emergent literacy	Shows interest in songs, rhymes and stories Shows interest in photos, pictures and drawings Develops interest in and involvement with books and other print materials Begins to recognize and understand symbols

EXAMPLES of behaviors that show development of emergent literacy

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
Kicks feet or moves arms in response to rhythm of music Looks at and attends to pictures of other babies or faces Looks at books, pats the pictures or brings book to mouth Listens and attends to repetitions of familiar words, songs or rhymes Hits buttons with pictures on toys to hear or	Makes motions for familiar games, such as "pat-a-cake" or other rhymes and finger plays Points at or names objects, animals or people in photos, pictures and drawings Sings or joins in on familiar songs with caregiver Turns pages of books, looks at the pictures and uses sounds or words	Knows several simple songs, rhymes or stories Looks at, turns pages and names people or objects in picture books Brings favorite books for caregiver to read Makes scribbles or shapes on paper to convey meaning.

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reproduce sounds.	Makes marks on a paper with a large crayon or marker.	

EXAMPLES OF CAREGIVER STRATEGIES for promoting emergent literacy

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
Talk, sing, repeat rhymes, do finger plays or tell stories Show baby pictures of family members or photos of other babies and young children Provide cloth or cardboard picture books for baby to hold and look at Identify and talk about familiar pictures or symbols on toys and household objects.	Repeat favorite songs, stories, rhymes or finger plays on a regular basis when interacting with baby Make a photo or picture book for baby with some favorite people, animals and things Choose books for baby that have clear, colorful pictures with simple text Hold baby and read a variety of books over and over when baby is interested Provide opportunities to explore and use writing materials, such as large crayons, markers and paper.	Sing songs with motions and do simple finger plays that toddler can imitate Talk about favorite pictures, drawings or photos and name the people and things in the pictures Make board books available for toddler to look at, turn pages and talk about with you and others Provide opportunities to explore writing tools, such as large crayons or markers with paper, and allow time for scribbling and drawing.

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DOMAIN III: Cognitive Development

Purpose: To develop new skills, knowledge and the ability to acquire and process new information through play and interaction with others and the environment

The cognitive development domain includes the child's development to think and make connections. Young babies enter the world ready to learn and begin immediately to acquire and process new information. Their sensory systems function as a primary means of gaining information about their social and physical worlds. Through exploration and discovery they learn to understand what things are and how they work. Their amazing memory and problem-solving abilities provide infants and toddlers with new learning and understanding on a daily basis. Infants and toddlers also show increasing ability to use imitation and symbolic play to represent what they are learning and understanding about the world around them.

CASE STUDIES

Cognitive Development Components:
Exploration and Discovery
Memory
Problem Solving
Imitation and Symbolic Play

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
Luis, age 6 months, likes to reach with his hand for the toy that is hanging above his crib. He has learned that it makes an interesting sound when he hits it. Sometimes he tries to kick the toy with his feet or roll	Hai, age 14 months, spends a lot of time with his grandparents who care for him while his mother and father work. Usually they come to Hai's home to take care of him and he seems comfortable in a familiar	Sam, age 26 months, and Bobby, age 30 months, are best buddies at the family child care home they go to while their parents work. They love to play with cars and trucks. They push the cars and trucks along the

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over to get closer to it. His mother changes the toy from time to time because she knows that Luis likes to repeat this action over and over.	setting. Hai's mother is happy when they go to visit grandmother on the weekend and Hai gets excited, smiles and says "Nana" when he sees his familiar caregiver.	floor while making motor noises and saying "Beep, beep" as they crash their cars. Their caregiver has shown them how to make a road with the blocks that they can drive their cars on. Now Sam and Bobby are making houses with the blocks and even a garage for their cars.

Domain III: Cognitive Development

COMPONENT: Exploration and Discovery

INDICATORS of developing exploration and discovery	Pays attention to people and objects Uses senses to explore people, objects and the environment Attends to colors, shapes, patterns or pictures Shows interest and curiosity in new people and objects Makes things happen and watches for results or repeats action

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EXAMPLES of behaviors that show development of exploration and discovery

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
Focuses on caregiver's voice or face during feeding times Attends to colors and lights or notices patterns and shapes Puts almost everything in mouth to explore, touch and taste Turns head and follows with eyes when a new person enters the room Reaches toward a new toy, grasps it and explores it by turning it over and over Swipes or kicks at toy above the crib and repeats actions to make it move again and again.	Touches and feels person's hair or puts their hands on faces to feel skin Attends to and examines small objects, such as crumbs, bugs or pieces of paper Puts shapes in a shape box with openings, matching colors and/or shapes Reaches for adult hands to continue a game Pushes a button to turn a TV or radio on and off and repeats action.	Picks up leaves, rocks and sticks during a walk outside Watches intently and says names or sounds of animals at a zoo or farm Does simple puzzles with different colors and shapes Pushes riding toy or sits on it and uses feet to try to make it move Matches colors or shapes when sorting toys and other objects.

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EXAMPLES OF CAREGIVER STRATEGIES for promoting development of exploration and discovery

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
Allow baby time to explore through looking, sucking, reaching and touching Provide a variety of objects of different sizes, shapes, colors and textures for baby to look at and explore Provide toys and experiences where baby's action gives an interesting result Place baby in a safe area, without a lot of distractions and loud noises, for time to explore and play Place toys near baby and allow baby to move and reach for the toys.	Provide a safe environment for baby to move around and explore Allow baby to explore your face, eyes, nose, mouth, skin and hair Provide opportunities for uninterrupted play and discovery time Provide toys that offer possibilities for learning about size, shape and color, while using containers, stacking and nesting toys C Comment positively when baby learns a new action or skill to affect things.	Talk about what toddler sees or hears and call attention to new and unusual actions or events Provide toys that challenge toddler's skills, such as push and pull toys, puzzles and sorting or matching objects Explore your surroundings with toddler and look for things that stay the same and things that change Help toddler understand the effects of actions on others, such as using words to describe whether it hurts or feels good Provide opportunities for toddler to explore and experience nature while on walks or visits to a park.

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Domain III: Cognitive Development

COMPONENT: Memory

INDICATORS of developing memory	Shows ability to acquire and process new information Recognizes familiar people, places and things Recalls and uses information in new situations Searches for missing or hidden objects

EXAMPLES of behaviors that show development of memory

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
Stares intently at new faces or objects Smiles in recognition of familiar caregiver Shows excitement when a familiar person enters the room Shows apprehension when an unfamiliar person enters the room Looks for toys that have been dropped or partly covered by a blanket or other cloth.	Brings familiar people their shoes, coat, purse or some other personal object Uses a blanket to cover or hide a stuffed toy or doll Tries to follow a cat or dog under a chair or table Looks for missing toy when asked, “Where is the ball?” Looks out the window and waits for a familiar caregiver to return	Notices when someone gets a new coat, shoes or some other item of clothing Looks for favorite toy where left it last Looks around home for a pet or calls the animal by name Recognizes a neighbor at a grocery store and waves or says, “Hi” Washes hands when it is time to eat Throws a ball over a sofa and then runs

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Swipes or kicks at toy above the crib and repeats actions to make it move again and again.	Says or signs, “Dada” or “Mama” when hears car arrive.	around behind the sofa to find where the ball went.

EXAMPLES OF CAREGIVER STRATEGIES for promoting memory

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
Greet baby by name, talk about and name other people or objects that are present Change and rearrange objects or pictures in the environment regularly to provide new sights and visual interest Talk about and name new people and places in the baby’s social world Call attention to familiar and new people, places and things that you see Play hiding games with baby by partially hiding a toy under a blanket or cloth.	Comment when baby notices something new, such as eyeglasses, a hat or a necklace on you or someone else Play games with baby that provide opportunities for turn-taking and give-and-take, such as “peek a-boo”. Watch for times when baby might repeat these games or activities in new situations and with other people Play hiding games with baby by placing a toy or small object under a scarf or blanket and asking, “Where did it go?” or “Where is it?” while gesturing with your hands Allow time for baby to look for and find missing toy, bottle, pet or other person.	Provide a convenient place, such as a box or a shelf, for toddler to keep and find things Sing favorite songs over and over with toddlers and comment when they sing them on their own Follow established, simple routines or everyday activities, such as mealtimes or bedtimes, so toddler learns to anticipate what will happen next and starts preparing for activities independently Play games, such as finding missing or hidden things or people, and vary the hiding place and length of time before looking for the object.

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Domain III: Cognitive Development

COMPONENT: Problem Solving

INDICATORS of developing problem solving	Experiments with different uses for objects Shows imagination and creativity in solving problems Uses a variety of strategies to solve problems Applies knowledge to new situations

EXAMPLES of behaviors that show development of problem solving

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
Brings toy to mouth to taste it and explore it Hits, shakes or kicks toy to make and/or reproduce sounds Turns toy over and over to look at it and examine it Rolls over to get a toy on the other side or just out of reach Moves body up and down to get caregiver to continue the bouncing on caregiver's knee	Uses a spoon to bang on the dishes or on a table to make noise Uses a string to pull a toy into the crib or over to play with it Tries many different ways, such as poking with fingers, shaking or dumping to get something out of a bottle Gets and leads an adult to obtain a cookie or bottle on a counter.	Asks for names of new objects or people with, "What is that?" or "Who is that?" Gets a stool or chair to climb on to reach a toy or other object that is on a shelf Combines materials together to solve problems, such as using a stick to use to reach a ball under a chair Turns puzzle pieces in many different ways to complete a puzzle.

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Drops toy repeatedly and waits for someone to pick it up.		

EXAMPLES OF CAREGIVER STRATEGIES for promoting problem solving

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
Allow baby time to explore and examine objects and new things Watch, but don't interrupt, when baby is busy exploring toys or other objects Occasionally place objects far enough away so baby has to move to get them Offer support and suggestions for problem solving, but do not intervene too quickly Comment positively on baby's attempts and successes in solving problems.	Allow baby freedom to move and explore how things work and what baby can do with things Provide a variety of interesting action toys that come apart, move and can be used in many ways Allow baby time to play with and explore everyday household objects Show excitement when baby discovers new uses for familiar things, such as putting blocks in a box or pot When baby encounters a problem, offer suggestions and support, but do not intervene too quickly Notice and comment positively when baby solves a new problem or applies knowledge to new situations.	Set up the environment to allow new and more complex ways of playing with toys and combining and using materials Allow toddler to choose different activities, times and ways of doing things Allow toddlers to show their creativity and imagination by solving problems in their own ways Ask questions and express wonder about a problem to help toddlers think about and remember how they solved similar problems before Show delight in the accomplishments, new skills and abilities that toddler has developed.

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Domain III: Cognitive Development

COMPONENT: Imitation and Symbolic Play

INDICATORS of developing imitation and symbolic play	Observes and imitates sounds, gestures or behaviors Uses objects in new ways or in pretend play Uses imitation or pretend play to express creativity and imagination

EXAMPLES of behaviors that show development of imitation and symbolic play

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
Attends to and imitates gestures, such as opening and closing the mouth, sticking out tongue or opening and closing hand Imitates faces or sounds that familiar caregiver makes Imitates shaking or patting a toy or other object Coos, squeals or laughs when familiar caregiver talks and plays games with baby.	Tries to bite into a plastic apple or other fruit that looks like a real one Imitates adults by using a cloth to wipe the table after eating Pretends to comb or brush their own hair using their hand or fingers Pretends to feed doll or stuffed animal with own bottle or food.	Uses any round object for a ball and throws it across the room Imitates adult actions, such as putting a key in a keyhole, ringing a door bell or closing a door Uses familiar objects to represent other things, such as using a block moving along the floor as a car or a piece of newspaper as a blanket Talks to stuffed animals or dolls, pretends to feed them and tells them to go to sleep or says, “Night-night.”

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EXAMPLES OF CAREGIVER STRATEGIES for promoting imitation and symbolic play

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
Imitate baby's faces or noises and watch to see if baby imitates you Play with familiar toys, such as shaking a rattle or patting a soft toy, and allow time for baby to imitate your actions Play "peek-a-boo" with baby by using your hands to cover and uncover your face while saying, "peek-a-boo!" Occasionally imitate baby's gestures, actions or behavior to see if baby imitates you and then repeat or modify the gesture, action or behavior.	Play games and do finger plays in which baby can imitate your gestures or motions, such as "Where is your nose?" or "Where are your eyes?" Provide real and/or toy objects, such as a cup, spoon or telephone for pretend play Provide opportunities for baby to express self creatively, such as walking, moving arms or legs, or dancing to music.	Provide opportunities for pretend play with simple props for make believe, such as dolls, stuffed animals, dishes and blocks Model sounds that animals or cars make and observe the ways that toddler uses these sounds and toys in pretend play Watch and comment positively about situations where toddler uses other objects to substitute or represent the real thing, such as using a stick for a fishing pole or a book for a pillow Introduce play with sand and water and provide other sensory experiences Try acting out different pretend roles during play, such as encouraging toddler to cook make-believe food for you and everyone pretends to eat it.

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DOMAIN IV: Physical and Motor Development

Purpose: To develop physical and motor skills and promote health and well-being

The physical and motor development domain includes the physical and motor skills and abilities that emerge during the infant and toddler stages of development. These affect the young child's connections with others, with things and with their environment. They gain increasing ability to coordinate their hands, arms, legs and their whole body. They use movement to explore their environment and expand their world. The healthy growth and development of infants and toddlers is an essential part of children's overall well-being and affects all other areas of learning and development. Primary caregivers, with the support and assistance of others, are responsible for ensuring that the physical, social and emotional needs of infants and toddlers are met. Basic human needs can be described as the need for love and emotional security, food, shelter and clothing. When these basic human needs are met, infants and toddlers can take full advantage of learning opportunities that will help them develop their full potential.

Physical and Motor Development Components:
Gross Motor Development
Fine Motor Development
Physical Health and Well-Being

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
Rosa's mother knows that it is important to always put Rosa, age 4 months, to sleep on her back. She also knows that "tummy time" is important when Rosa is awake so that she can strengthen her muscles and learn to raise her head and body with her arms to look	Tony and Anna's parents are watching closely to see which of their 12-month-old twins will walk first. Tony was eager to crawl and explore everywhere. Anna was more content to sit and play with her toys and started to crawl later. Now both babies are pulling	Jon was born 2 months premature, and at 24 months of age he is small for his age and shows some delays in motor development. His parents spend a lot of time doing activities with him and work with several specialists. Andrew likes to do puzzles

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around. Sometimes Rosa's mother rolls up a towel to put under Rosa's arms and chest to help support her body so that she can look around and reach for a toy while she is on her tummy.	themselves up to the furniture and soon they will start walking on their own. Tony and Anna's parents know they will have to do more "child proofing" to make the house safe for their new walkers.	and has several puzzles with large knobs on each piece that are easy for him to pick up. He works hard at turning and pushing the pieces into place. Jon often claps along with his parents to show his delight at completing a puzzle.

Domain IV: Physical and Motor Development

COMPONENT: Gross Motor Development

INDICATORS of gross motor development	Moves body, arms and legs with coordination Demonstrates large muscle balance, stability, control and coordination Develops increasing ability to change positions and move body from place to place Moves body with purpose to achieve a goal

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EXAMPLES of behaviors that show gross motor development

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
Turns head from side to side and makes repetitive motions with arms and legs Holds head up when placed on stomach Rolls over and over to get closer to a toy Uses arms and legs to move forward or backward when on stomach or back.	Sits by self and maintains balance while playing with a toy Crawls on hands and knees to get a toy Scoots on bottom using legs to help move from place to place Uses furniture to pull self up from sitting to standing or lower self from standing to sitting Walks while holding onto furniture or people and later walks alone.	Walks easily or runs from place to place by self Crawls or walks up steps and then backs down or turns and walks down by self Walks and sometimes runs across the room to greet people Jumps into puddles, piles of leaves or sandbox Climbs on chair or stool to reach toys and other objects that are out of reach Enjoys playing on swings, climbers or slides at playground.

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EXAMPLES OF CAREGIVER STRATEGIES for promoting gross motor development

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
Always place baby on back for sleeping safely Allow baby to experience open spaces during playtimes, such as lying on a blanket on the floor in a safe area During play, sometimes place baby on back and other times on stomach to provide broader views and encourage use of legs, arms and hands Put baby in positions where turning or raising head and rolling from side to back or side to stomach is possible Observe and record when baby is able to turn over.	Provide safe, interesting places for baby to move around and explore Provide close supervision as baby learns to move and explore environment, especially places, such as stairways and doorways Allow babies to move to get what they want, such as a toy that is out of reach Childproof the spaces baby will explore and remove unsafe and valuable objects Observe and record when baby is , able to sit alone, crawl, pull self up, stand holding onto furniture, stand alone and walk alone.	Provide space and opportunities both inside and outside for toddler to walk, run, jump and climb Observe toddler's increasing ability to walk, run, jump and climb with ease, balance and coordination Recognize toddler's physical skills that are used in solving problems, playing and interacting with others Provide toddler with opportunities and supervision for visits to playgrounds and parks to exercise and play on various types of equipment.

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Domain IV: Physical and Motor Development

COMPONENT: Fine Motor Development

INDICATORS of fine motor development	Uses hands or feet to make contact with objects or people Develops small muscle control and coordination Coordinates eye and hand movements Uses different actions on objects Controls small muscles in hands when doing simple tasks

EXAMPLES of behaviors that show fine motor development

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
Hits or kicks at toy or mobile hanging over crib Grasps a finger or small toy placed in hand Looks at an object in hand while bringing it to mouth Looks at brightly colored socks while moving	Transfers a block or other toy from hand to hand Holds two blocks, one in each hand and hits them together to make noise Uses pincher grasp with thumb and forefinger together to pick up small objects	Kicks or throws a ball toward another child or to an adult Stacks two or three blocks on top of each other Makes lines, circles or scribbles with a crayon on paper

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or kicking feet Uses hands and actions, such as hitting, shaking and patting, to explore different ways to use a new toy Drops and puts small blocks into a container.	Pushes or pulls toys while standing or walking Drops or throws balls and other objects while sitting or standing.	Pushes and pats puzzle pieces into place Digs in sand with spoon or small shovel Tears tissue paper into small pieces to glue onto paper.

EXAMPLES OF CAREGIVER STRATEGIES for promoting fine motor development

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
Provide space and opportunities for baby to move legs, feet, arms and hands to kick, hit and grasp objects Allow baby to grasp caregiver's finger while playing Prepare a safe environment and remove things that are so small that they could be a choking hazard Place interesting objects and toys within reach for baby to look or swipe at, hit or kick Observe baby's eye-hand coordination when reaching for and bringing objects to mouth Provide opportunities for baby to practice	Provide toys that encourage movement and action with legs, feet, arms or hands, such as toys with wheels for baby to push and pull Observe baby's use of hands, fingers and thumb to pick up and examine objects and to bring them to mouth Provide a variety of safe toys with pieces that come apart, fit together and stack Provide opportunities for play with toys, such as nesting cups, containers, blocks, simple puzzles, stacking rings, shapes and shape sorters Play games with baby that require physical actions, such as using different kinds of balls	Provide opportunities for toddler to play and interact with other children Provide toys and materials that offer practice for fine motor skills and eye-hand coordination, such as puzzles, pegs and pegboards, blocks, construction toys, beads to string and lacing cards Provide toddler opportunities for sensory experiences using sand or water with toys, such as shovels and buckets, cups and spoons and other containers Observe the ways toddler uses musical toys, such as beating a drum, playing a xylophone or pushing down keys on a toy piano Allow toddler to explore drawing and using

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Domain IV: Physical and Motor Development

COMPONENT: Physical Health and Well-Being

INDICATORS of developing physical health and well-being	Shows characteristics of healthy development Responds when physical needs are met Expresses physical needs nonverbally or verbally Participates in physical care routines Begins to develop self-help skills Begins to understand safe and unsafe behaviors

EXAMPLES of behaviors that show development of physical health and well-being

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
Demonstrates visual and auditory abilities to facilitate learning and development Startles or cries when hears sudden loud noises Grows proportionally according to height , weight, and head circumference growth charts	Shows appropriate gains in height and weight according to growth charts Splashes water on self and plays in the water during bath time Plays happily with toys after a nap and a snack	Participates in healthy care routines, such as using tissues to wipe nose, washing and drying hands and brushing teeth Points at, says name or uses sign language for what toddler wants to eat or drink, such as “apple” or “milk” Uses a spoon to feed self or drinks from a

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Cries when hungry and quiets down when picked up for breastfeeding or when sees caregiver with bottle Coos, smiles or plays with caregiver after being fed or after getting a dry diaper Lifts arms when getting shirt put on or off Places hands on bottle while being fed.	Cooperates when getting physical needs met, such as getting diaper changed, nose wiped, or teeth brushed Asks, points or uses sign language for "More" when eating Responds to "Hot" or "No" and begins to not touch things when told not to Accepts other suggestions and redirection for unsafe behaviors or when in an unsafe situation.	glass or cup Shakes head or says, "Yes" or "No" when asked, "All done?" Pulls at pants or gives other signs when needs to use the toilet Holds hands under water to be washed and later insists on washing own hands Learns to stop when told, "Stop" and begins to wait for an adult before crossing the street

EXAMPLES OF CAREGIVER STRATEGIES for promoting physical health and well-being

Young Infant (Birth to 8 months)	Older Infant (6 to 18 months)	Toddler (15 to 36 months)
Arrange for regular and periodic health and developmental exams, including vision and hearing screenings, with health care provider; keep baby's shots up to date Pay attention to signs that baby can hear noises and voices and can see lights, colors and actions Watch and listen carefully to identify different types of cries, vocalizations, facial expressions and gestures	Arrange for regular doctor visits and keep baby's shots up to date Begin regular dental visits at about 12 months of age Talk about what baby is seeing, hearing and doing or what caregiver is doing with baby Allow baby to use gestures, sounds and words to show wants or needs. Begin to offer baby small amounts of cut up	Prepare the environment and establish routines to allow toddler to begin to take care of some of own physical needs Offer a variety of nutritious foods and allow toddler to choose types and amounts of foods to eat Allow toddler to use gestures and/or spoken language to express wants or needs and to respond to questions Provide opportunities for toddler to develop

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Provide nutritious foods that contribute to baby's physical growth and development Hold baby during feeding times to provide closeness and comfort Encourage baby to focus on caregiving tasks and what will happen next by talking about what you are doing and what you will do next Move baby to another place when baby is in an unsafe situation.	cooked food, peeled fruit, crackers or cereal as "finger food" along with regular meals (8 months or older) Avoid foods that could cause choking, such as grapes and pieces of hot dog Help baby learn safe behaviors by saying "Hot" or "No" in a firm, quiet voice and redirecting baby's attention to other activities.	and use self-help skills, such as feeding and dressing self Model, demonstrate and assist when needed, but avoid pressure if toddler shows resistance for learning or using new behaviors independently State clear expectations for using safe behaviors and closely supervise when toddler is in unsafe situations Contact the local school district to arrange for Early Childhood Screening when toddler is 3 years old if you are concerned about development. The child's physician can also assist with evaluation and referral

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ATTACHMENT FF – FINAL State Advisory Council Grant Application with Budget

ATTACHMENT FF – FINAL State Advisory Council Grant Application

Abstract

Established in November of 2006, the Early Childhood Development and Health Board-First Things First (ECDHB) has as its sole purpose planning for and building an early childhood system that increases the quality of and access to an early childhood development and health programs and services that ensures that all Arizona children entering school come healthy and ready to succeed. A focal point for this system development is implementing Arizona's quality improvement and rating system, Quality First.

The ECDHB is designated as Arizona's State Advisory Council (SAC) and in accordance with statewide and regional plans, ECDHB/SAC proposes to use the funding available from the Head Start for School Readiness Act of 2007 to fully implement Quality First. The Quality First Rating Pilot Study will determine if the quality rubric is a valid measure of quality care and education in Arizona programs. Funding requested will support the costs of implementing the pilot including administering the rating, data collection, compilation and analysis. Without a rigorous pilot study, the Arizona quality improvement system is unable to move forward toward full implementation and the realization of high quality early care and education.

Requested funds will also support establishing Infant/Toddler Developmental Guidelines for children birth to 2 year olds and the dissemination and training for early care and education providers on these guidelines. Dissemination and training will also include Arizona's Early Learning Standards for children ages 3 to 5 and Arizona's Program Guidelines for High Quality Early Education: Birth through Kindergarten. These three documents are critical for establishing the quality expectations in Arizona's early care and education system and the foundation for professional development of early care and education providers.

Project Objectives and Need for Assistance

In 2010, more than 321,630 children in Arizona ages five and under (about 55%) lived in families where all parents in the home were in the labor force.[1] According to data from the National Association of Child Care Resource & Referral Agencies, about 1900 licensed child care centers and 2203 certified family child care homes in Arizona are available to meet the early care and education needs of Arizona families.[2] Ideally these centers and homes offer early care and education to all children in their care that meets recognized standards for high quality.

High quality early care and education optimizes children's physical, cognitive, social and emotional development. Research supports many important facets of quality in early care and education settings, including maintaining recommended adult/child ratios and group sizes, a skilled and educated workforce, providing appropriate learning opportunities in an interesting and stimulating environment, being culturally and linguistically responsive, providing a healthy and safe environment, and emphasizing family involvement. [3]

Improving the quality of early care and education has long been identified as a focal point for improving school readiness and is an integral component of early childhood system building in Arizona. The Arizona Early Childhood Development and Health Board (ECDHB) as the designated State Advisory Council (SAC), approaches the issue of quality from the perspective that every child should have the opportunity to receive early care and education in a high quality setting that promotes optimal growth and development. However, quality care is difficult to find for many families because most of the settings throughout the state do not meet standards set by

[1] National Association of Child Care Resource and Referral Agencies. (2010). *2010 Child Care in the State of Arizona.* Retrieved May, 2010, from http://www.naccrra.org/randd/data/docs/AZ.pdf.
[2] National Association of Child Care Resource and Referral Agencies. (2010). *2010 Child Care in the State of Arizona.* Retrieved June, 2010, from http://www.naccrra.org/randd/data/docs/AZ.pdf.
[3]The Report of the National Early Childhood Accountability Task Force. Taking Stock: Assessing and improving early childhood learning and program quality. Author

national experts which promote positive outcomes and those that do are not accessible because of high cost. A high proportion of Arizona's early care and education providers only meet the regulations required for obtaining state licensure. These requirements are minimal for the health and safety of children in care and do not include measures of quality such as optimal adult to child ratios, maximum group size, highly skilled teachers and nurturing and engaging environments. According to the National Association of Child Care Resource and Referral agencies, only 159 (8.4%) of Arizona child care centers are accredited, and 63 (2.86%) of licensed child care homes are accredited.[4] These facts easily substantiate the need for a quality improvement and rating system to increase both quality and access to early care and education and to assist parents to find quality care.

January 2009, the ECDHB began implementing Quality First, Arizona's statewide quality improvement and rating system. Quality First was designed as a systemic approach to assess and improve quality in early care and education settings, while also communicating the level of quality through a rating. The introduction of quality rating in Arizona has taken a slightly different direction from most states which are implementing similar systems. Quality First was initiated with a focus on improving quality by giving participating providers the financial, educational, and training supports to increase the level of program quality prior to being rated. In this first phase of Arizona's system development, nearly 600 early care and education centers and homes have received individualized coaching, T.E.A.C.H. Arizona (Teacher Education and Compensation Helps) scholarships to advance educational levels of staff, access to a child care health consultant, and financial grants for making significant improvements to environments and/or instruction.

[4] National Association of Child Care Resource and Referral Agencies. (2010). *2010 Child Care in the State of Arizona.* Retrieved June, 2010, from http://www.naccrra.org/randd/data/docs/AZ.pdf.

The principles guiding the Quality First approach are:

- Quality First was created to improve early care and education in Arizona so young children can begin school safe, healthy, and ready to succeed. Quality First will also provide families with information on selecting a quality early care and education setting for their young children.

- Any regulated center child care and family/home-based provider is eligible to apply for participation in Quality First.

- Participation in Quality First is voluntary. Multiple financial and support incentives are built in to encourage provider participation.

- Providers may choose to enroll in Quality First either as a full participant or as a rating only participant.

- ECDHB statewide funds provide full participation support for 300 child care settings (200 centers, and 100 homes) with funding from various regional councils to support additional participants. Total participants numbered 650 in 2010 and 865 are anticipated in 2011.

- Programs serving infants and toddlers as well as programs serving high numbers of children receiving federal Child Care and Development Fund subsidies were given priority for the first round of enrollments into the statewide funded Quality First system.

- Quality First seeks to establish a culture of continuous improvement toward higher levels of quality defined as 3 to 5 stars in the rating system.

- Quality First addresses the essential indicators of quality early care and education which include safe, enriching environments, positive adult-child interactions and instructional practices, high staff qualifications, family engagement, administrative practices and curriculum.

- Quality First does not duplicate, but builds upon, the Arizona State Department of Health Services licensing function that ensures the safety, health and well-being of children in out-of-home care.

The following figure depicts the components of the Quality First System :

Project Approach

Arizona's SAC proposes to use the designated funding from the Head Start for School Readiness Act of 2007 to implement two important components that are essential to achieve the goal of quality early care and education available to all of Arizona's young children. Each of these components have been designed with the input of community stakeholders and state agency partners. The first of these components is the Quality First Rating Pilot Study.

Quality First Rating Pilot Study

Concurrent with the implementation of quality improvement efforts with Quality First, Arizona also developed an initial framework for determining quality rating on a 5 "star" scale (1 being minimal licensing standards and 5 being excelling quality). In this system "quality" is defined as 3 to 5 stars. The proposed rating scale is depicted on page 8. In the next phase of Quality First, the rating process will be utilized to identify both quality levels and overall improvements made to early care and education settings.

The objective of the Quality First Rating Pilot Study is to finalize the design of the Quality First rating framework and determine if the framework is a valid measure of quality care and education in Arizona programs. Assistance is needed to support the costs of completing the baseline assessments on the pilot programs and conducting the data collection, compilation and analysis. Without a rigorous pilot project, the system is unable to move forward toward full implementation of rating. Many decision points remain regarding what is both attainable and valid as a quality measure. This pilot study will allow for a fully informed and effective rating component to be realized. The anticipated rollout of the rating system statewide is July 2011.

In preparation for the rollout of the rating phase of Quality First, some preliminary activities have already been completed. These activities include the initial design of the rating framework, the determination of the program assessment tools to be used, and identification of the specific indicators of quality Arizona's system will use to determine the overall level of quality of participating programs. As first steps in designing the rating component, ECDHB staff met with stakeholders across the state to gather data and information. Community forums were held to obtain maximum feedback from providers, policy makers, school district personnel, higher education representatives, and other early childhood experts. Additional feedback was obtained through online public comments as well as smaller, targeted meetings with organizations such as the local child care resource and referral agency, the Head Start Association, the public school Pre-K coalition and the local child care association.

Quality First rating is determined by scores on an environmental rating scale (either the Early Childhood Environmental Rating Scale [ECERS], the Infant Toddler Environmental Rating Scale [ITERS], or the Family Child Care Environmental Rating Scale [FCCERS]) and on an adult and child interaction scale (the Classroom Assessment Scoring System [CLASS]), combined with points earned in four categories of quality (Staff Qualifications, Curriculum & Child Assessment, Family Engagement, and Administrative Practices). Through the rating pilot study, ECDHB will use a set of baseline assessment results to determine what scores are required in each of the assessment categories that will lead to an appropriate star rating.

The pilot study implementation timeline is as follows:

Action Step	Anticipated Completion Date
Collect volunteer applications from providers for participation in the pilot rating study	August 2010
Develop materials for completing rating portfolios	August 2010
Select rating pilot participants	September 2010
Conduct program assessments using ECERS, ITERS, FCCERS and CLASS	September 2010 – January 2011
Complete database development for computing rating points and assigning rating stars	September – December 2010
Review pilot assessment data, assign pilot study rating, analyze results	January 2011- March 2011
Revise rating framework and vet new version across state to various stakeholders	June 2011
Finalize rating documents	June 2011
Begin rating procedures statewide	July 2011
Monitor statewide rating, provide technical assistance as needed on implementation protocols.	July 2011 through December 2011

Programs will volunteer to participate in the pilot rating study through an online application process. Sixty participants will be chosen for the pilot, and ECDHB plans to ensure that pilot participants reflect the varied types and locales of early care and education providers across the state. Of the 60 providers, the following types will be represented: accredited, non-accredited, center-based, family care homes, tribal, urban, rural, school-based, private, faith-based and Head Start. Each of the 60 pilot participants will receive ECERS/ITERS/FCCERS and CLASS assessments on 1/3 of all classrooms in the programs. Each assessment takes approximately 12-15 hours to complete including travel, on-site observation, program staff interviews, and report write up and approval.

It is estimated that 20 assessors will be needed to complete the pilot rating assessments. The assessors will be trained to reliability at a minimum level of .85. ECDHB maintains a high rate of inter-rater reliability across all assessors in the Quality First system with most of the assessors demonstrating a .90 rate of reliability. In addition to the assessors, a Quality First Assistant Coordinator will be hired to provide oversight of the rating assignments. This position will collect assessment scores, review portfolio evidence provided by participants and determine rating assignments.

Once pilot rating data is analyzed, the information will be used to finalize the appropriate scores and points to demonstrate high quality early care and education. This data is necessary to ensure that Arizona has developed a system that is both attainable while maintaining the integrity of indicators of high quality. Once revisions based on the study are incorporated into the rating scale framework, feedback will again be solicited from community stakeholders. Following completion of these final activities of the pilot rating study, the Quality First rating will be implemented statewide. During the first six months of the rating implementation, project staff will continue to monitor the rating process to identify additional training needs or adjustments to the protocols for conducting the rating.

Standards and Guidelines: Development, Dissemination and Provider Training

Another area of importance to the overall early learning system is the area of professional development. There are three documents that are critical for establishing the quality expected in Arizona's early care and education system and the foundation for professional development. They are the Arizona Early Learning Standards for children three to five years old; the Program Guidelines for High Quality Early Education Birth through Kindergarten 3rd Edition; and the soon to be established Infant/Toddler Developmental Guidelines. These three documents provide

a framework for the planning of quality learning experiences for all Arizona's young children. They serve as the consistent guide for early education providers and other professionals from diverse backgrounds and abilities that work with them. The standards are intended for use in all early care and education settings in urban, rural, and tribal communities. We will implement this component of the project through an interagency service agreement with the Arizona Department of Education (ADE). Attachment 1 is a letter of support and commitment to this project from Amy Corriveau, Deputy Associate Superintendent, Early Childhood Education, Arizona Department of Education.

Arizona Early Learning Standards

Arizona Early Learning Standards for children three to five years old have been in use since 2003 with revisions made in 2005. The Arizona Early Learning Standards reflect a set of common, agreed upon goals and outcomes for teaching and learning when used with children ages three to five. The development process for the Arizona Early Learning Standards originally began in 2001 when a team of dedicated early childhood practitioners developed and wrote standards for Language and Literacy as well as Social Emotional Development. The team of experts working on the standards represented varied programs, agencies, and cultures and was reflective of the entire geographic diversity in the state of Arizona.

In 2004, the revision process began to incorporate new mandates, additional academic content areas, and updated research. When the revision process was complete, a full review was conducted to ensure the alignment of the Arizona Early Learning Standards with both the Head Start Child Outcomes Framework and the Arizona Academic Standards for Kindergarten. Recently, Arizona's State Board of Education voted to adopt the national Common Core Standards for K-12 in English language arts and math. Upon review of these national standards

for kindergarten, it is clear that the Arizona Early Learning Standards for language and literacy and mathamatics strongly align with these as well.

In the initial distribution of these learning standards, every licensed child care program received a hard copy. However, due to limited financial support, professional development was mostly targeted to state funded preschools and Head Start programs. Support from this grant will expand the focus of the training into those programs participating in the Quality First initiative, including non-profit, faith-based, and for-profit private child care programs.

The ADE professional development coordinator is responsible for overseeing a system of training and technical assistance that is already in use. A general training about the interconnectedness and use of standards is offered as the introduction of the standards training. Although training participation is open to anyone, Arizona most often utilizes a train-the-trainer model for dissemination of the standards and the developmentally appropriate instructional strategies that support learning the standards. Each of Arizona's specific Early Learning Standards requires between a four to eight hour active training. The training modules break down each guideline and indicator and address both from a theoretical perspective and a practical application. In addition, the training modules offer guidance and specific activities to continue the learning and support in implementation once a participant is trained. Each of the standards trainings can be taken in isolation, but there is a recommended sequence beginning with the introductory offering and the Social and Emotional Standard, which is meant to be the basis for all early learning.

As participants complete the training, they are awarded a certificate and their information is placed into a database of trainers that is maintained by ADE. It is the intent that the Arizona

Early Learning Standards will be utilized as a fundamental component of curricular planning for any program serving children three to five years old.

Proposed use of this funding includes the printing, dissemination, and training of the Arizona Early Learning Standards for Quality First participants, non-profit, faith-based, private child care centers and all others working with children three -five years old.

Program Guidelines for High Quality Early Education: Birth through Kindergarten

The Program Guidelines for High Quality Early Education: Birth through Kindergarten, represent a set of recommended practices for programs to use as they strive for excellence in the care and education of young children throughout Arizona. This document provides a set of indicators that concretely describe what a program will look like when providing high quality early care and education for young children.

The original program guidelines were developed in 1993 and were revised in 2009, into a more inclusive birth through kindergarten document. The document had previously focused on serving children three to five years old in programs funded through the Arizona Department of Education. The 3rd edition will expand the breadth of programs, targeting kindergarten, preschool and infant/toddler programs statewide. The revision and expansion of this document was completed by a small task force, but widely distributed for review and comment throughout the state and to individuals representing various levels of expertise and programmatic experience. Both on-line and focus group methodologies were used in obtaining feedback about the Arizona Program Guidelines for High Quality Education: Birth through Kindergarten. Focus groups were conducted in numerous areas of the state, including Tribal Nations, and inclusive of private child care programs, non-profit agencies, school districts, Head Start and institutions of higher education.

The Program Guidelines for High Quality Education: Birth through Kindergarten is in the final stages of production. It is anticipated that a final copy will be presented for approval to both the State Board of Education and ECDHB in the fall of 2010. The guidance document will become available on-line immediately upon completion. The training portion will then go into production as each introductory module along with modules for each individual standard will need to be created. Once the training modules are created they will be presented to small groups for review and feedback to make changes and adjustments to improve the quality of the training and to ensure the training objectives are met. The ADE professional development coordinator will be responsible for overseeing two staff that will develop a train-the-trainer model for each of the guidelines. Each guideline will require between a four to eight hour training. As with the Arizona Early Learning Standards, participants completing the training will be given a certificate and their information placed into a database of trainers that is maintained by ADE. The training modules will break down each guideline and indicator and address both from a theoretical perspective and a practical application.

In order to complete the range of standards that address all children from birth to kindergarten, Arizona requires a set of developmental guidelines that address the needs of the state's infants and toddlers.

Arizona Infant-Toddler Developmental Guidelines

Establishing an accepted set of Arizona Infant-Toddler Developmental Guidelines will make a strong contribution to early care and education services across the state. These guidelines differ from general developmental milestones in that they are intended to be used by early childhood professionals working with infants and toddlers, much like the Arizona Early Learning Standards are used by professionals working with children ages three-five. Those who

care for infants and toddlers will use these Guidelines as part of a curricular framework and to design environments and plan activities that best support children's learning.

To be useful, Developmental Guidelines must be thoughtfully and carefully constructed through an intentionally inclusive process. The development of Arizona's Infant-Toddler Developmental Guidelines is taking such an inclusive approach. A committee of stakeholders has been assembled and is reviewing current research and standards from other states. A consultant from the nationally recognized *Zero to Three* organization has been secured to provide guidance and leadership throughout this process. Once the assembled task force has agreed upon a set of guidelines, they will be distributed for public comment utilizing on-line mechanisms and through state wide focus groups and open meetings. Upon completion of the development phase, the Arizona Infant-Toddler Developmental Guidelines will be available on-line and through the ADE training program. The ADE professional development coordinator will be responsible for overseeing two staff that will develop the train-the-trainer model for these guidelines. Each guideline will require between a four to eight hour training. As participants complete the training they are awarded a certificate and their information is placed into a database of trainers that is maintained by ADE. The training modules break down each guideline and indicator and address both from a theoretical perspective and a practical application. In addition, the training modules offer guidance and specific activities to continue the learning and support implementation once a participant is trained.

ADE staff will ensure alignment between the Infant/Toddler Development Guidelines, the Arizona Early Learning Standards, Quality Program Guidelines and Head Start Outcomes. Members of the Early Childhood staff at ADE will also engage in the updating work for the K-12 academic standards. The grade-level academic standards in Arizona are reviewed on a

cyclical calendar to address new research and information for each content area. ADE Early Childhood staff participates in the workgroups as members of the kindergarten teams that are put together by the ADE Standards Unit. Once the content area academic standards have been revised and approved by the State Board of Education, the Early Childhood staff will establish a group of stakeholders to review the K-12 standards and make recommendations to reflect changes in the alignment of the standards and guidelines affecting early childhood education.

The three documents outlined above, the Arizona Early Learning Standards, the Program Guidelines for High Quality Early Education: Birth through Kindergarten, and the Infant-Toddler Developmental Guidelines, are critical for establishing the quality expected in Arizona's early care and education system and provide the foundation for professional development.

ECDHB project staff will collaborate with ADE staff to coordinate the schedule of train-the trainer sessions on the standards and guidelines for Quality First coaches. ECDHB staff will be responsible for establishing inter-agency agreements and protocols for sharing information and producing and submitting required federal and state progress reports for this grant. The estimated time to complete these activities is thirty months.

The table below shows the action steps and timeline:

Action Step	Anticipated Completion Date
Receive final recommendations from Infant Toddler Guidelines workgroup	August 2010
Prepare draft guidelines	October 2010
Release draft for public review and comment	December 2010
Review input and prepare final document for printing	February 2011
Design and print Infant-Toddler Guidelines	June 2011
Execute Interagency Service Contract with Arizona Department of Education, Early Childhood Division	July 2011
Design train-the–trainer curriculum	August 2011
Training of Trainers, including Quality First Coaches	October 2011
Training for all Quality First providers	November 2011 through December 2013

Staff and Position Data

Sandy Foreman, Assistant Director, Policy and Research Division, ECDHB, will serve as the Project Director and have responsibility for project implementation. Ms. Forman has been with the ECDHB since its inception and is a member of the ECDHB leadership team. She has been a chief advocate and architect of Quality First and been responsible for all aspects of development and implementation to date. Ms. Foreman brings to this project extensive background and experience as a Head Start and Early Head Start Administrator, preschool director, parent educator, elementary teacher and early childhood consultant. She has also served as a NAEYC Accreditation Commissioner and Validator, Head Start Federal Monitoring Reviewer, and President of the local Association for the Education of Young Children.

Key personnel include:

- Ena Binns, Quality First Coordinator, ECDHB, will provide oversight of eligibility and enrollment in Quality First as well as ensure that the rating component is integrated into the overall quality rating and improvement system.
- Allison Landy, Senior Policy Specialist, ECDHB, will be responsible for ensuring and maintaining the integrity and quality of rating assessment activities and will assist in writing the Infant/Toddler Developmental Guidelines.
- Ginger Sandweg, Quality First Assistant Coordinator, ECDHB will coordinate the development and implementation of the rating pilot and will oversee the Quality First rating as it rolls out in July 2011.
- Kesara Vilay, Senior Policy Specialist, ECDHB, is responsible for convening and coordinating the work of the Infant/Toddler Developmental Guidelines Taskforce.

- Amy Corriveau, Deputy Associate Superintendent of Early Childhood Education, ADE School Effectiveness Division, and Arizona's Head Start State Collaboration Director, will be the Department of Education's primary liaison with the ECDHB on this project and will be responsible for managing the components of the project carried out by ADE.

Resumes for the Project Director and key personnel are found in Attachment 2.

Organizational Profile: Early Childhood Development and Health Board/State Advisory Council

The Early Childhood Development and Health Board – First Things First, (ECDHB) was designated by the Governor as the State Advisory Council for Arizona in November 2008. In accordance with the language of the 2007 Head Start Reauthorization, the Governor elected to designate an existing entity in Arizona to serve as the State Advisory Council (SAC). This option was selected because the tasks and activities of the SAC, as outlined in the Head Start reauthorization, mirror those of the ECDHB, which was established in 2006 through the passage of a citizens ballot initiative.

The purpose of the Early Childhood Development and Health Initiative as outlined in Arizona state statutes is "to provide the necessary coordination and funding for early childhood development and health programs in Arizona that will:

- Work with parents, community leaders, local governments, public and private entities and faith-based groups to improve the quality of and increase access to early childhood development programs in communities throughout the state.
- Increase access to preventive health programs and health screenings.
- Offer parents and families support and education about early child development and literacy.

- Recognize the diversity of Arizona communities and give them a voice in identifying programs to address their particular needs.
- Provide training and support to early childhood development providers.
- Be subject to accountability and audit requirements, including requirements that the success of the Board and Regional Partnerships, as well as the programs they undertake and fund, be measured by outcomes for children and families."[5]

The ECDHB recognizes that the goals of preparing children for success in school and life are not solely their responsibility. In fact, the ECDHB works to strengthen state-level and local coordination among varied stakeholders to identify and work towards system goals that are agreed upon in the ECDHB strategic plan roadmap.

The ECDHB is also responsible for early childhood system planning and coordination under the federal Health Resources and Services Administration (HRSA) Early Childhood Comprehensive Systems (ECCS) grant.

Governance

In accordance with the statute passed by voters, the governance structure for the ECDHB has two levels, the State Board and local Regional Partnership Councils. Thirty-one geographically diverse Regional Partnership Councils have been established by the State Board. The 12-member State Board is charged with overall responsibility for statewide planning and infrastructure building, stewardship of tobacco tax revenues and other public or private grant funds dedicated to early childhood system building, and overall evaluation of the impact of implemented strategies.

[5] Title 8, Arizona Revised Statutes, chapter 13, section B.

As specified in the statute, nine members of the Early Childhood Development and Health Board/State Advisory Council (ECDHB/SAC) are appointed by the Governor and confirmed by the Arizona Senate and must be politically and geographically balanced. The directors of the Department of Health Services, Department of Economic Security, and the State Superintendent of Public Instruction, or their designees, are ex-officio members of the board. The Department of Economic Security's Child Care Administration is designated the Lead Agency for the federal Child Care and Development Fund program and the Department of Health Services is responsible for child care licensing.

The structure o f the ECDHB/SAC provides a mechanism for collaboration and alignment of early childhood services across state agencies that serve children birth to five and their families. The Director of the Arizona State Head Start Collaboration Office is the Superintendent of Public Instruction's designee to the board. The list of current appointed members and the sectors they represent is shown in Attachment 3. The number and qualifications of the Board are fixed in statute and any changes, including the composition of the Board (and therefore the SAC), would have to be referred back to the voters through a legislative initiative.

The second level of governance is comprised of 31, 11-member Regional Partnership Councils. Also specified in Arizona Revised Statutes, Regional Partnership Councils are responsible for regional planning, assessment of regional needs and assets, developing and allocating funds that support regional strategies in accordance with the identified needs, and overseeing regional plan implementation. Regional Partnership Council members are volunteers who must reside or work in the regions where they serve. Council membership must include at least one parent of a child age five or younger at the time of their appointment, one child care

provider, one health service provider, one public school administrator, one early childhood educator, one member of the business community, one representative of the faith community, and one representative of a philanthropic organization. If an Indian tribe is located in the region, one pubic official or employee of a tribal government is a required member of the council. ECDHB Tribal Regional Partnership Councils must include the same representation as is required of non-Tribal Councils. The Regional Partnership Council boundaries represent planning areas but do not represent eligibility criteria; i.e. children and families accessing services do not have to reside in the region where they are accessing services. Attachment 4 is a map of Regional Boundaries.

Regional Partnerships boundaries were established to maximize coordination with other governmental units such as counties and Tribal governments with consideration for geographical barriers and inclusion of isolated areas. Information to establish regional boundaries was gathered from community stakeholders through meetings with any existing community based early education and health coalitions and through community forums and individual interviews. Demographic and service availability information was also reviewed. While the primary consideration in establishing regional boundaries was the feasibility of forming a strong and representative partnership to best serve children and families, review of the demographic data provided insight into the scope of the planning and implementation efforts.

By May 2007, 31 Regional Partnership Councils were established including 10 Native American Tribal Regional Partnership Councils. Interested individuals living or working within the region submit an application to serve and are appointed by the ECDHB to serve four year terms. We are happy to provide the 341 Council member list if that is needed for this application.

State wide Planning and Assessments

Biennial assessments of early childhood development and health programs, including an analysis of any unmet needs, recommendations for improved program coordination, and outcomes for children and families, is established in statute for the ECDHB. These reports are integral to the function of the SAC. The findings and recommendations guide the development of goals and strategies for system building at the state level. The reports of biennial assessments are posted on the ECDHB web site (www.azftf.gov) and are also submitted to the Arizona Governor, President of the Senate and the Speaker of the House. Published copies are available upon request.

The first statewide assessment *Building Bright Futures, 2007* was published in December 2007. This report was based on a review of available data as well as listening to parents, educators, child care providers, health professionals and community leaders regarding the assets and needs they have in their communities. The report is divided into three main sections including an overview of key education and health indicators of children's readiness for school, the current condition of early care and education in Arizona, and recommendations for system improvement and development.

This report guided the development of the ECDHB Strategic Plan Roadmap. The Roadmap provides the framework for system building going forward and serves as an anchor for statewide and regional planning and strategy development. The Roadmap is included as Attachment 5. *Building Bright Futures 2009*, was completed in December 2009 with updated early childhood development and health indicators. This report is also available on the ECDHB website (www.azftf.gov). These planning and assessment documents are not included with this application as each is well over 100 pages in length.

As a critical component of statewide planning and assessment, the ECDHB/SAC has convened 35 community leaders from around the state as members of a special Early Childhood Taskforce. The purpose of the Taskforce is to examine the role of all state agencies supporting early childhood development and health and refine the role and priorities of the ECDHB/SAC. The work of the Taskforce is grounded in scientific and economic evidence and is expected to result in refinement of the Strategic Plan Roadmap that identifies funding priorities for the EDCHB/SAC and establishes specific, measurable outcomes and benchmarks. The first of six Task Force meetings was held February 9, 2010, with the final meeting scheduled for August to finalize recommendations to the ECDHB/SAC. The members of the Early Childhood Taskforce are posted on the ECDHB website (www.azftf.gov). All Taskforce meetings are open to the public and the work of the Taskforce is transparent throughout the state by using a variety of communication methods, including posting of meeting minutes, resource documents, and findings on the web site as well as soliciting feedback through online surveys. The Taskforce member roster follows:

Kristina Blackledge
Parent Representative

Representative Rich Crandall
Chair of the House Education Committee
House of Representatives

Marilee Dal Pra
Senior Program Director
The Virginia G Piper Charitable Trust

LaVonne Douville
Vice President, Community Development
United Way of Tucson & Southern Arizona

Molly Dries Bright
Director
Arizona Early Intervention Program
Arizona Department of Economic Security

Rhian Evans Allvin
Executive Director
Early Childhood Development and Health Board

Pricilla Foote
Director, Behavioral Health Services
Gila River Health Care

Reverend Jackie Garner
Chair
Central Maricopa Regional Partnership Council

Rufus Glasper
Chancellor
Maricopa Community Colleges
Office of the Chancellor

Julianne Hartzell
Chair
Coconino Regional Partnership Council

Kathy Hrabluk
Associate Superintendent for School Effectiveness
Arizona Department of Education

Will Humble
Director
Arizona Department of Health Services

Naomi Karp
President
AZAEYC

Beth Lazare
Policy Advisor for Health & Human Services
Governor's Office

Bruce Liggett
Executive Director
Arizona Child Care Association

Geri Martinez
Director
Alhambra School District Head Start Program

Ron Marx
Dean
College of Education, University of Arizona

Nadine Mathis Basha
Task Force Chair & Board Member
Early Childhood Development and Health Board

Joyce Millard-Hoie
Executive Director
Raising Special Kids

Dana Naimark
President & Chief Executive Officer
Children's Action Alliance

Jacob Moore
Member, Arizona State Board of Education
Managing Partner, Generation Seven
Strategic Partners, LLC

Karen Ortiz
Vice President, Early Education
Helios Foundation

Janice Palmer
Director of Governmental Relations
Arizona School Boards Association

Jane Pearson
Associate Director for Programs
St. Luke's Health Initiatives

Rosalind Polston
Outreach Program Coordinator
Tanner Community Development

Dr. Pamela Powell
Board Member and Program Chair
Early Childhood Development and Health Board

Barbara Ralston
President and Chief Executive Officer
Fresh Start Women's Foundation

David Reede
Vice Chairman, San Carlos Apache Tribe
Vice Chairman, San Carlos Apache Regional Partnership Council

Senator Rebecca Rios
Assistant Minority Leader
State Senate

Jeanette Shea
Assistant Director
Arizona Department of Health Services
Public Health Prevention Services

Laurie Smith
Member, Graham County Community Foundation
Chair, Graham/Greenlee Regional Partnership Council

Mayor Scott Smith
City of Mesa

Ginger Ward
Chief Executive Officer
Southwest Human Development
The Arizona Institute for Early Childhood Development

Susan Wilkins
Executive Director
Association for Supportive Child Care

Neal Young
Director
Arizona Department of Economic Security

Karen Woodhouse
Deputy Director, Early Childhood Programs
Early Childhood Development and Health Board

Amy Kemp
Assistant Director, Program Evaluation
Early Childhood Development and Health Board

Michelle Katona
Assistant Director, Regional Partnership Councils
Early Childhood Development and Health Board

Sandy Foreman
Assistant Director, Policy and Research
Early Childhood Development and Health Board

Karen Ponder
National Early Childhood Consultant

Regional Assessments and Planning

Needs and assets reports are also a responsibility of the 31 Regional Partnership Councils. These reports serve as planning documents for each region and provide Council members with qualitative and quantitative data on indicators of child health and development, as well as assess regional capacity to support early childhood development and health. This information guides the development of regional funding plans and the issuing of proposals and agreements to support the strategies outlined in each of the plans. Funding plans are evaluated by the ECDHB to assure alignment with the priorities and strategic direction identified through

the statewide needs assessment. Regional needs and assets reports are available on the Regional Partnership Council web pages and printed copies are available by request.

System Building Priorities

Ensuring that all children birth through five years are afforded opportunities to achieve their maximum potential to succeed in school and life involves the delivery of early childhood services through a comprehensive early childhood system. Fundamental is the need for a high quality, interconnected, comprehensive service delivery system that is timely, culturally responsive, family driven, community based, and directed toward enhancing a child's overall development. Priorities and goals to achieve such a system were identified through both statewide and regional needs and assets assessments and include:

- Quality early care and education
- Professional development for early childhood providers
- Access to health care
- Family support
- Coordination of service delivery and resources development
- Communication of the importance of early childhood development.

Within these goals, the early childhood system has three primary areas of focus: 1) early learning; 2) family support; and 3) health, mental health, nutrition and special needs. These area of focus include the following priorities:

Early Learning

Many children will spend time in early care and education settings before their sixth birthday. This aspect of the early childhood system emphasizes the importance of nurturing,

educational environments that support children's later success. A primary focus of the ECDHB/SAC is the development and implementation of a quality improvement and rating system for early care and education. Professional development that results in a skilled and well prepared workforce that will remain in the early childhood system is also a critical element of quality. Improving the quality of early care and education benefits all young children that are served in these settings.

Family Support

To best support their young child's optimal development, families benefit from access to coordinated, integrated education and information about community services and resources. Easily accessible information and referral services are relevant to all families regardless of intensity of need. Families may also be strengthened by access to a range of family support services such as home visiting, language and literacy programs, or training to improve parenting skills to support their child's optimal development. Coordination of services across agencies is a priority since the needs of families may be met by programs and services offered by other state agencies or community-based organizations. Arizona's Early Intervention Program (AzEIP) available from the Arizona Department of Economic Security is one example of a system component offered by another agency and a referral destination for families that receive early developmental screening funded by ECDHB.

Health, Mental Health, Nutrition, and Special Needs

To optimally support children's development, families need access to well-child, preventive, and ameliorative health and dental care including comprehensive services that meet children's vision, hearing, nutrition, behavioral, and oral health (as well as medical health) needs. This includes universal newborn screening and follow-up, screening and referral services

beginning at birth at all well-child visits, a system of qualified providers in all communities, and a medical home model that encourages coordination of care. A focus on early identification requires that all persons who come in contact with a child have the skills and knowledge to screen for health, developmental, and learning issues, and up-to-date, accurate information to make appropriate and timely referrals.

Monitoring and Evaluation

ECDHB/SAC has a framework related to monitoring of grantees and grant performance. This same framework also applies to program funds ECDHB/SAC is awarded. The framework includes a compliance and performance review of financial and programmatic elements. Reviews by grants management staff query for timely submission of program and expenditure reports, progress in meeting performance targets, and expenditure in accordance with the approved project budget. This review is considered a basic element to program performance.

The next level of the monitoring framework includes specific review for achieving expected outcomes for the program or model implemented. This includes the documentation of outcomes from the approved program implementation and an assessment of the results of these program components. These elements will be tracked in accordance with all requirements for the SAC grant.

Ongoing data collection and review of grant activity is critical to document program performance, i.e. how the program is being implemented, identifying any barriers before they become challenges that are difficult to overcome, and ultimately providing information and support to ensure long term success, not only while the project is funded, but beyond the life of the grant as well.

Evaluation Plan

The ECDHB has also put in place approaches and methods to evaluate all childhood system building strategies and activities undertaken by Regional Partnership Councils and through statewide infrastructure initiatives including those outlined in this application. These methods include:

- Establishing key measures and benchmarks for all strategies and system improvements.
- Commissioning a rigorous, independent evaluation of the service delivery system and its outcome**s.**

The first level of evaluation, performance monitoring, is undertaken directly by the ECDHB Evaluation Division. Currently contracted grantees are implementing strategic initiatives for children and families throughout Arizona. Those grantees each submit quarterly data on their implementation (such as number of families and children they served), as well as their activities (such as the number and duration of intensive literacy training sessions provided to parents or the number of early care and education providers receiving child care health consultation). Data submitted by ECDHB grantees is reported to Regional Partnership Councils, the State Board, and to stakeholders throughout the state.

The second level of evaluation, program outcomes, is undertaken by the ECDHB Evaluation Division in collaboration with the Arizona early childhood partners. These partners, including other state agencies administering programs and services to children birth through age five and their families, provide existing data regarding the health and school readiness of young children. Examples of data collaboration with partners include working closely with the Arizona Health Care Cost Containment System (AHCCCS), Arizona's Medicaid agency, to monitor the percentage of young children with health insurance, and collaboration with the Arizona Department of Education to assess the school performance of children by third grade. Examples

of new data collection include collaborating with St. Luke's Health Initiatives (a public charity) on their Arizona Health Survey in order to garner data on the regularity of well-child checks and healthy behaviors for children birth through five. ECDHB also contracts with the public universities in Arizona to assess the overall supply of early childhood education in Arizona and to determine how this supply meets the demand of parents and caregivers throughout the state.

A longitudinal impact study (system outcomes) is also underway by the University Consortia (University of Arizona, Arizona State University, Northern Arizona University). The longitudinal evaluation consists of three major studies: Longitudinal Child Study of Arizona (LCSA), Family and Community Case Study (FCCS), and the Kindergarten Readiness Snapshot (KR).

The LCSA has already begun data collection on over 8000 children (3500 infants and toddlers, 2800 preschoolers, 2200 kindergartners) throughout the state of Arizona. Each participant will be assessed every other year on constructs including height and weight, language/math skills, child development, family and home environment, parenting, child care, child health, use of services, and household income. The FCCS is the qualitative component of the overall study. Over 140 families, community leaders, and early childhood education and health service stakeholders will be interviewed on their opinions and perceptions of early childhood in Arizona. The Kindergarten Readiness (KR) provides a cross sectional analysis of the level of kindergarten readiness of over 1200 children in their first months of kindergarten.

This robust monitoring and evaluation capability assures fidelity and accountability to the projects described in this application and the capacity of the ECDHB to comply with federal programmatic and fiscal reporting requirements.

Sustainability

The Early Childhood Development and Health Initiative as passed by voters in 2006 included funding through an $0.80 cent tax on tobacco products that continues in perpituity. Collection of these funds began in December 2007 with 81 percent of funds collected dedicated to support the strategies identified and developed by Regional Partnership Councils. Nine percent of funds are designated for statewide early childhood infrastructure development and no more than 10 percent of total funds supports administration costs. The ECDHB/SAC exercises stewardship of these funds by careful monitoring all revenues (investments, grants, and donations), and expenditures to assure that regional and statewide system building strategies will be sustained for children. An original timetable to implement the plans and strategic activities at both the regional and state level allowed for the accumulation of revenue that can be used to sustain programs and service delivery for years into the future. At the same time, the ECDCB is undertaking development of an Arizona "children's budget" to better understand the federal, state, and community funding resources that may be blended, braided and leveraged to support a vibrant early childhood system that will realize the ECDHB/SAC vision of an "Arizona where all children birth through age five are afforded opportunities to achieve their maximum potential to succeed in school and life."

ATTACHMENT GG – ISA State Advisory Council Grant

ATTACHMENT GG – ISA State Advisory Council Grant

INTERAGENCY SERVICE AGREEMENT

ISA-STATE-11-0325-01 and ISA-STATE-11-0325-01-Y2

Between The Arizona Early Childhood Development and Health Board (First Things First) And The Arizona Department of Education

This Interagency Service Agreement (the "Agreement") is entered into pursuant to A.R.S. § 35-148.

WHEREAS, A.R.S. § Title 8, Chapter 13, Article 3 charges the Arizona Early Childhood Development and Health Board (also known as FIRST THINGS FIRST) with the responsibility of administering funds and associated programs.

THEREFORE, it is agreed that the FIRST THINGS FIRST shall provide funding to the Arizona Department of Education (ADE) for services under the terms of this Interagency Service Agreement.

I. PURPOSE OF AGREEMENT

The purpose of this Agreement is to specify the responsibilities and procedures for the Arizona Department of Education's role in administration of funds provided by FIRST THINGS FIRST.

II. TERM OF AGREEMENT, TERMINATION AND AMENDMENTS

This Agreement shall become effective on May 1, 2011 (ISA-STATE-11-0325-01) and terminate on June 30, 2011. The agreement is subject to a 12-month renewal on July 1, 2011 (ISA-STATE-11-0325-01-Y2) and shall terminate on June 30, 2012.

III. DESCRIPTION OF SERVICES

The Arizona Department of Education shall provide the following services for the FIRST THINGS FIRST:

A. The Arizona Early Learning Standards, the Program Guidelines for High Quality Early Education: Birth through Kindergarten, and the Infant-Toddler Developmental Guidelines are critical resources for establishing the quality expected in Arizona's early care and education system and providing the foundation for professional development within both higher education and community-based in-service training.
B. As outlined in the Arizona American Recovery and Reinvestment Act (ARRA) State Advisory Council grant, the Arizona Department of Education will undertake tasks

and activities outlined below to support dissemination of these standards and guidelines to participants in Quality First and other early childhood care and education providers:

a. Develop a plan for dissemination, outreach and training that will include a timeline for outreach and a proposed training calendar. Coordinate with the Quality First Coaching Academy staff while planning and scheduling the training.
b. Utilize a train-the-trainer model for dissemination of standards and guidelines and developmentally appropriate instructional strategies that support children's learning.
c. Develop and provide an overview training about the interconnectedness and use of the Arizona Early Learning Standards, Infant-Toddler Developmental Guidelines, and Program Guidelines for High Quality Early Education: Birth through Kindergarten.
d. Offer and provide a series of active training sessions on the Early Learning Standards, Infant-Toddler Developmental Guidelines, and Program Guidelines for High Quality Early Education: Birth through Kindergarten.
e. Address Early Learning Standards and Infant-Toddler Developmental Guidelines from both a theoretical perspective and practical application for developing high quality, appropriate environments and activities with young children.
f. Collaborate with First Things First to develop a process for small group review and feedback of the Infant-Toddler Developmental Guidelines training modules as they are created.
g. Place the trained trainers' information into a training database that is maintained by ADE and is made accessible to First Things First and others.
h. Post the Arizona Infant-Toddler Developmental Guidelines on the ADE training program website.

C. ADE shall provide regular quarterly narrative and data reports to First Things First on the deliverables outlined in section III-A above as well as providing the information required under the American Reinvestment and Recovery Act of 2009 (CFDA # 93.708).

D. Submit the Grant Management Forms provided by First Things First (Attachment A – Attachment F) and return prior to May 1, 2011: Attachment C Implementation Plan and Attachment D and E Line Item Budget and Narrative to be submitted PRIOR to agreement being signed.

E. Agencies and Departments implementing FTF programming are required to coordinate and collaborate with all FTF grant recipients. Collaboration is critical to developing a seamless service delivery system for children and families (Exhibit A or B Standards of Practice final section: Coordination).

IV. MANNER OF FINANCING

FIRST THINGS FIRST will:

(a) Reimburse the ARIZONA DEPARTMENT OF EDUCATION from funds allocated by the American Recovery and Reinvestment Act, State Advisory Council Grant (CFDA # 93.708) for costs associated with the activities listed in Section III, DESCRIPTION OF SERVICES, up to **$175,000;** subject to a maximum reimbursement of **$25,000** for FY2011 (ISA-STATE-11-0325-01) and **$150,000** for FY2012 (ISA-STATE-11-0325-01-Y2).

(b) Upon receipt and approval of the reimbursement request to support expenditures identified in Section III (B), payment shall be made by Grantor to the Grantee on a reimbursement basis. Payments shall be made only for those services performed or goods received.

(c) These payments shall be the sum of funds awarded to the ARIZONA DEPARTMENT OF EDUCATION.

Any unexpended funds remaining at the termination of the Agreement shall be returned to the First Things First within thirty (30) days of the termination.

Any questions regarding the appropriate use of the funds shall be resolved by mutual agreement between the ARIZONA DEPARTMENT OF EDUCATION and the First Things First.

V. REPORTING REQUIREMENTS

Regular Programmatic and Financial reports by the ARIZONA DEPARTMENT OF EDUCATION shall include:

(a) ARIZONA DEPARTMENT OF EDUCATION may submit as frequently as monthly, but not less than quarterly, requests for reimbursement (or documentation of expenditure if deliverable – replace "request for reimbursement" with "documentation of expenditure") submitted using the First Things First online grants management system known as Partners and Grant Management System (PGMS). This submission includes basic line item ledger that detail the type of expense relating the approved line item budget and validate approved staffing assigned to the project, travel is within the approved state rate limitation, and other line item budget expenditure details.

(b) Quarterly Program Narrative and Data Reports are due:

i. Mayl 1, 2011 – June 30, 2011
   Due: July 20, 2011
ii. July 1, 2011 – September 30, 2011
   Due: October 20, 2011
iii. October 1, 2011 – December 31, 2011
   Due: January 20, 2012
iv. January 1, 2012 – March 31, 2012
   Due: April 20, 2012
v. April 1, 2012 – June 30, 2012
   Due: July 20, 2012

vi. The final programmatic report as submitted shall be marked FINAL

(c) All reports shall be submitted to the contact person designated in Paragraph XXVIII, NOTICES, of this Agreement.

VI. CONTRACT INTERPRETATION

(a) This Agreement shall be governed and interpreted in accordance with the laws of the State of Arizona.

(b) This Agreement is intended by the parties as a final and complete expression of their agreement. No course of prior dealings between the parties and no usage of the trade shall supplement or explain any terms in this document.

(c) Either party's failure to insist on strict performance of any term or condition of the Agreement shall not be deemed a waiver of that term or condition even if the party accepting or acquiescing in the nonconforming performance knows of the nature of the performance and fails to object.

VII. ARBITRATION

This agreement is subject to arbitration to the extent required by A.R.S. § 12-1518.

VIII. AMENDMENTS

Amendments to this Agreement shall be made in writing and signed by both parties.

IX. LOBBYING

The ARIZONA DEPARTMENT OF EDUCATION shall not use funds made available to it under this Agreement to pay for, influence, or seek to influence any officer or employee of a State or Federal government.

X. NON-DISCRIMINATION

The First Things First and the ARIZONA DEPARTMENT OF EDUCATION shall comply with all state and federal equal opportunity and non-discrimination requirements and conditions of employment, including the American with Disability Act, in accordance with A.R.S. Title 41, Chapter 9, Article 4 and Executive Order 2009-09, which mandates that all persons, regardless

of race, color, religion, sex, age, national origin or political affiliation, shall have equal access to employment opportunities and all applicable provisions and regulations relating to Executive Order No. 13279 – Equal Protection of the Laws for Faith-based and Community Organizations.

XI. AUDIT OF RECORDS

Pursuant to A.R.S. § 35-214 and 35-215, the First Things First and the ARIZONA DEPARTMENT OF EDUCATION or any subcontractor shall retain and shall contractually require each subcontractor to retain all data, books and other records ("records") related to this Agreement for a period of five years after completion of the Agreement. All records shall be subject to inspection and audit by the FIRST THINGS FIRST and the ARIZONA DEPARTMENT OF EDUCATION at reasonable times. Upon requests, the FIRST THINGS FIRST and the ARIZONA DEPARTMENT OF EDUCATION or any subcontractors shall produce the original, legible copy, or any or all such records.

XII. SEVERABILITY

The provisions of this Agreement are severable. Any term or condition deemed illegal or invalid shall not affect any other term or condition of the Agreement.

XIII. ADVERTISING AND PROMOTION OF AGREEMENT

The ARIZONA DEPARTMENT OF EDUCATION shall not advertise, publish, or promote information for commercial benefit concerning this Agreement without the written approval of the First Things First.

XIV. RIGHT TO ASSURANCE

If the FIRST THINGS FIRST in good faith has reason to believe that the ARIZONA DEPARTMENT OF EDUCATION does not intend to, or is unable to perform or continue performing under this Agreement, the FIRST THINGS FIRST may demand in writing that the ARIZONA DEPARTMENT OF EDUCATION give a written assurance of intent to perform. Failure by the ARIZONA DEPARTMENT OF EDUCATION to provide written assurance within the number of days specified in the demand, may at the FIRST THINGS FIRST at its option, be the basis for terminating this agreement under the terms of this agreement or other rights and remedies available by law.

XV. PRINTED MATERIAL

It is agreed that any report or printed matter completed as a part of this agreement shall not be copyrighted by the ARIZONA DEPARTMENT OF EDUCATION. Any public printed material under this agreement shall follow the protocol and style guide provided by First Things First for recognition of First Things First funding.

XVI. CANCELLATION FOR CONFLICT OF INTEREST

This Agreement is subject to cancellation pursuant to A.R.S. § 38-511.

XVII. INDEMNIFICATION

Each party (as "indemnitor") agrees to indemnify, defend, and hold harmless the other party (as "indemnitee") from and against any and all claims, losses, liability, costs or expenses (including reasonable attorney's fees) (hereinafter collectively referred to as "claims") arising out of bodily injury of any person (including death) or property damage but only to the extent that such

claims which result in vicarious/derivative liability to the indemnitee, are caused by the act, omission, negligence, misconduct, or other fault of indemnitor, its' officers, officials, agents, employees, or volunteers.

XVIII. TERMINATION FOR CONVENIENCE

The FIRST THINGS FIRST or the ARIZONA DEPARTMENT OF EDUCATION reserves the right to terminate the Agreement in whole or in part at any time when in the best interests of the FIRST THINGS FIRST or the ARIZONA DEPARTMENT OF EDUCATION without penalty or recourse. Upon receipt of the written notice, the FIRST THINGS FIRST or the ARIZONA DEPARTMENT OF EDUCATION shall immediately stop all work, as directed in the notice, notify all subcontractors of the effective date of the termination and minimize all further costs to the FIRST THINGS FIRST or the ARIZONA DEPARTMENT OF EDUCATION. In the event of termination under this paragraph, all documents, data and reports prepared by the ARIZONA DEPARTMENT OF EDUCATION under the Contract shall become property of and be delivered to the FIRST THINGS FIRST upon demand. The ARIZONA DEPARTMENT OF EDUCATION shall be entitled to receive just and equitable compensation for work in progress, work completed and materials accepted before the effective date of the termination. The cost principles and procedures provided in A.A.C. R2-7-701 shall apply.

XIX. EARLY TERMINATION

Either party may terminate this Agreement by providing (30) thirty days written notice to the other party. The FIRST THINGS FIRST agrees that regardless of the termination date with the ARIZONA DEPARTMENT OF EDUCATION, the ARIZONA DEPARTMENT OF EDUCATION may use the funds distributed under this Agreement to pay for any unpaid services pursuant to this Agreement obligated prior to the date of termination.

XX. CONTINUATION OF PERFORMANCE THROUGH TERMINATION

The ARIZONA DEPARTMENT OF EDUCATION shall continue to perform, in accordance with the requirements of the Agreement, up to the date of termination, as directed in the termination notice.

XXI. NON-AVAILABILITY OF FUNDS

Every payment obligation of the FIRST THINGS FIRST and the ARIZONA DEPARTMENT OF EDUCATION under this Agreement is conditioned upon the availability of funds appropriated or allocated for the payment of such obligation. If funds are not allocated and available for the continuance of the Agreement, this Agreement may be terminated by the FIRST THINGS FIRST or the ARIZONA DEPARTMENT OF EDUCATION at the end of the period for which funds are available. No liability shall accrue to the FIRST THINGS FIRST or the ARIZONA DEPARTMENT OF EDUCATION in the event this provision is exercised, and the FIRST THINGS FIRST and the ARIZONA DEPARTMENT OF EDUCATION shall not be obligated or liable for any future payments or for any damages as a result of termination under this paragraph.

XXII. SUBCONTRACTS

The ARIZONA DEPARTMENT OF EDUCATION may enter into written subcontract(s) for performance of certain of its functions under the contract in accordance with terms established in the State of Arizona procurement policy.

(a) No subcontract that the ARIZONA DEPARTMENT OF EDUCATION enters into, with respect to performance under the Agreement, shall in any way relieve the ARIZONA DEPARTMENT OF EDUCATION of any responsibility for performance of its duties.

(b) The ARIZONA DEPARTMENT OF EDUCATION shall give the FIRST THINGS FIRST immediate notice in writing by certified mail of any action or suit filed and prompt notice of any claim made against the ARIZONA DEPARTMENT OF EDUCATION by any subcontractor or vendor which in the opinion of the ARIZONA DEPARTMENT OF EDUCATION may result in litigation related in any way to the Agreement with the FIRST THINGS FIRST.

XXVI. PARAGRAPH HEADINGS

The paragraph headings in this AGREEMENT are for convenience of reference only and do not define, limit, enlarge, or otherwise affect the scope, construction, or interpretation of this AGREEMENT or any of its provisions.

XXVII. COMPLIANCE WITH FEDERAL IMMIGRATION LAWS AND REGULATIONS

ARIZONA DEPARTMENT OF EDUCATION shall comply with Executive Order 2005-30, which mandates as follows: 1) ARIZONA DEPARTMENT OF EDUCATION shall, and by signing this agreement does, warrant that it is in compliance with all federal immigration laws and regulations; 2) ARIZONA DEPARTMENT OF EDUCATION shall take affirmative action to ensure that all subcontractors of the Contractor execute similar warranties; 3) the breach of any such warranty shall be deemed a material breach of this Contract, subject to monetary penalties or other penalties up to and including termination of the Contract; and 4) the State retains the legal right to inspect the papers of any employee who works on the Contract to ensure that the employer is in compliance with its warranties.

XXVIII. NOTICES

The ARIZONA DEPARTMENT OF EDUCATION shall address all notices relative to this Agreement to:

Arizona Early Childhood Development and Health Board
Attention - Finance

4000 North Central, Suite 800
Phoenix, Arizona 85012

The FIRST THINGS FIRST shall address all notices relative to this Agreement to:

Amy Corriveau
ARIZONA DEPARTMENT OF EDUCATION
1535 W. Jefferson
Phoenix, AZ 85007

FOR AND BEHALF OF THE
ARIZONA DEPARTMENT OF EDUCATION

Name
Title

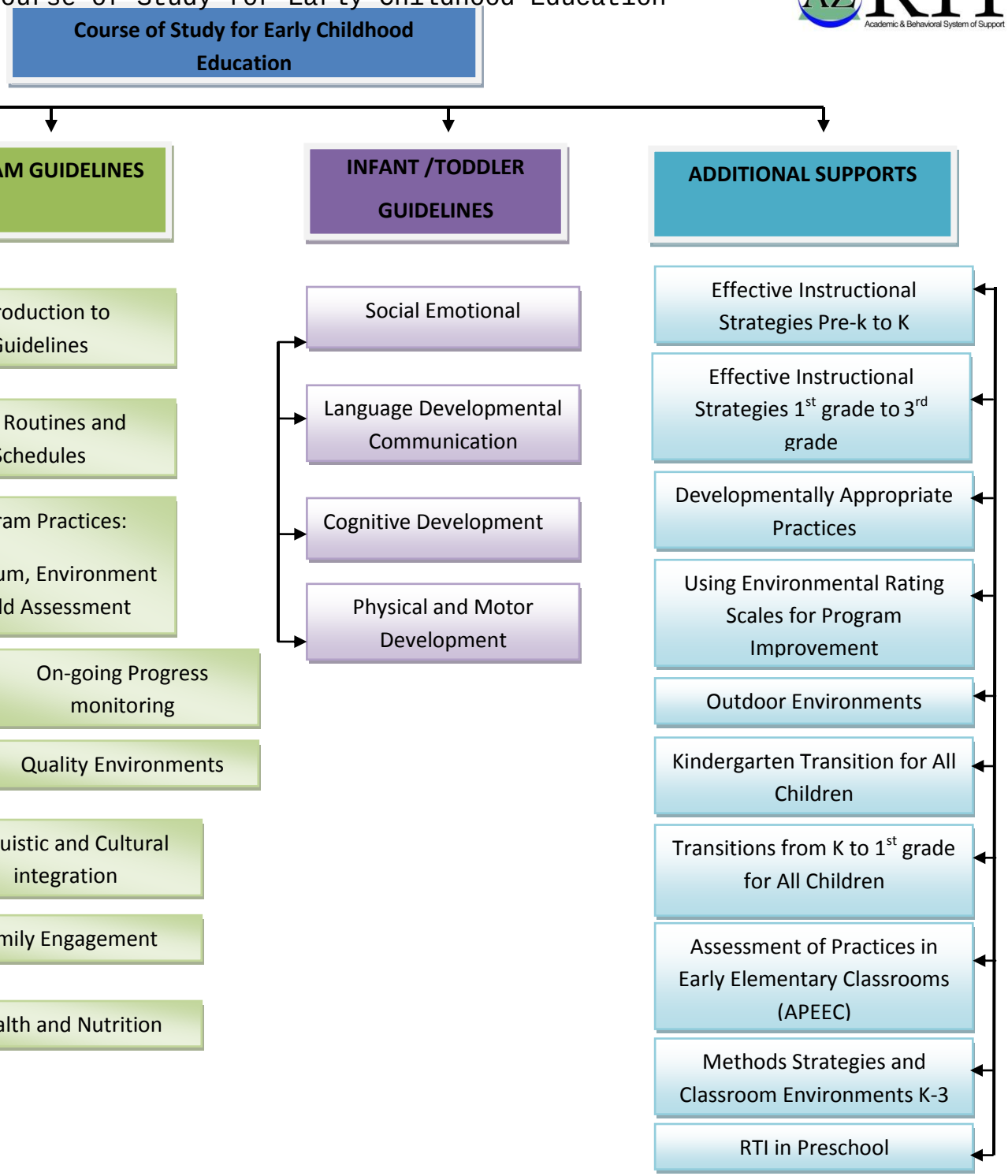
Date

FOR AND BEHALF OF THE
Arizona Early Childhood Development and Health Board

Rhian Evans Allvin
Executive Director

Date

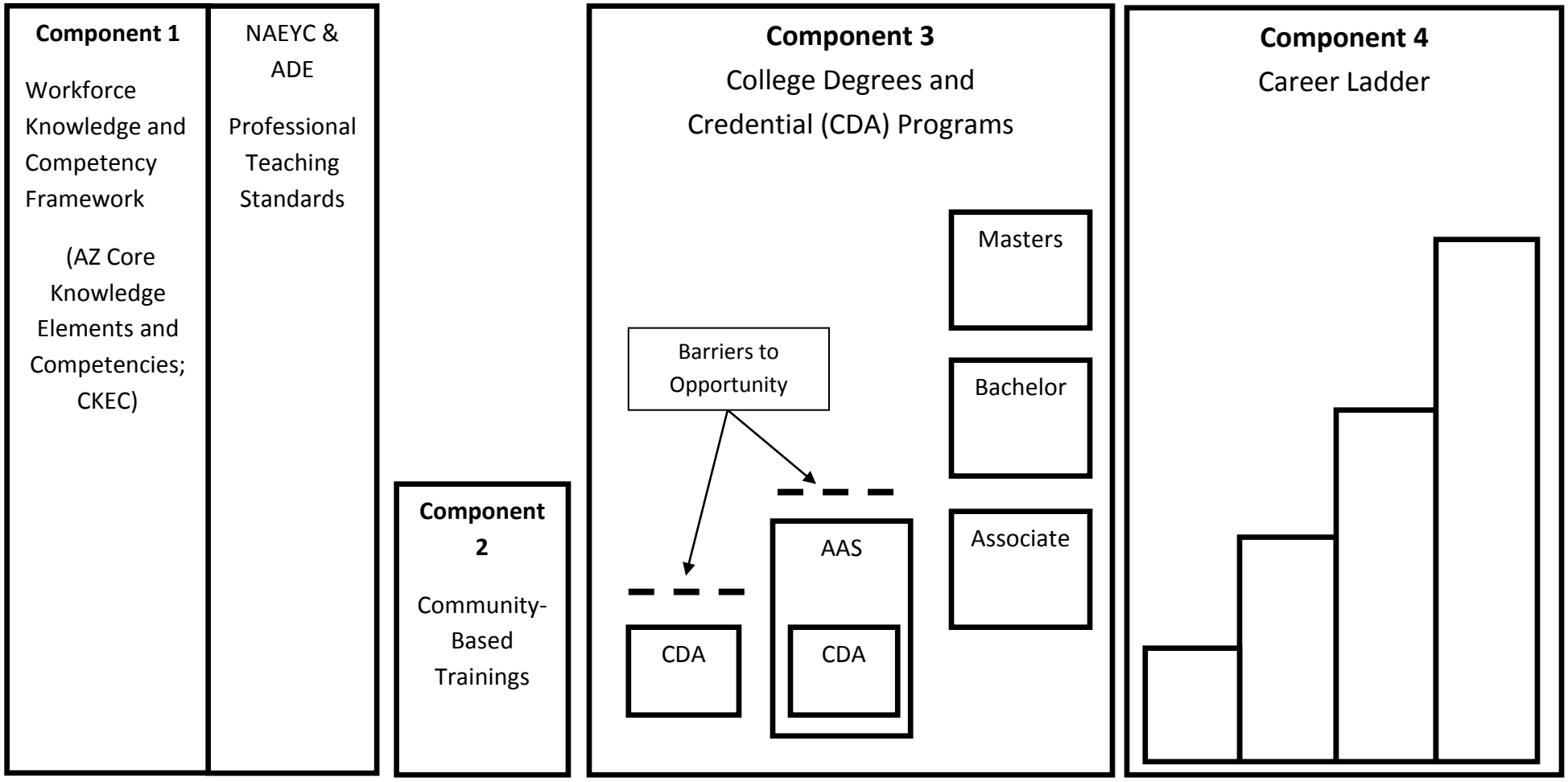
ATTACHMENT HH – Course of Study for Early Childhood Education


Course of Study for Early Childhood Education
ELS
Introduction to standards
ELS in the Home
Social Emotional
Conflict Resolution
Terrific Transitions
Language and Literacy
Mathematics
Science
Ramps and Pathways
Social Studies
Physical Development
Fine Arts
Dramatic Play
Music and Movement
Process Vs. Product
PROGRAM GUIDELINES
Introduction to Guidelines
Daily Routines and Schedules
Program Practices:
Curriculum, Environment & Child Assessment
On-going Progress monitoring
Quality Environments
Linguistic and Cultural integration
Family Engagement
Health and Nutrition
INFANT /TODDLER GUIDELINES
Social Emotional
Language Developmental Communication
Cognitive Development
Physical and Motor Development
ADDITIONAL SUPPORTS
Effective Instructional Strategies Pre-k to K
Effective Instructional Strategies 1st grade to 3rd grade
Developmentally Appropriate Practices
Using Environmental Rating Scales for Program Improvement
Outdoor Environments
Kindergarten Transition for All Children
Transitions from K to 1st grade for All Children
Assessment of Practices in Early Elementary Classrooms (APEEC)
Methods Strategies and Classroom Environments K-3
RTI in Preschool

ATTACHMENT II – Figure 1: Arizona's Professional Development System: Current Degree and Curriculum Alignment

Figure 1: Arizona Professional Development System

Current Degree and Curriculum Alignment

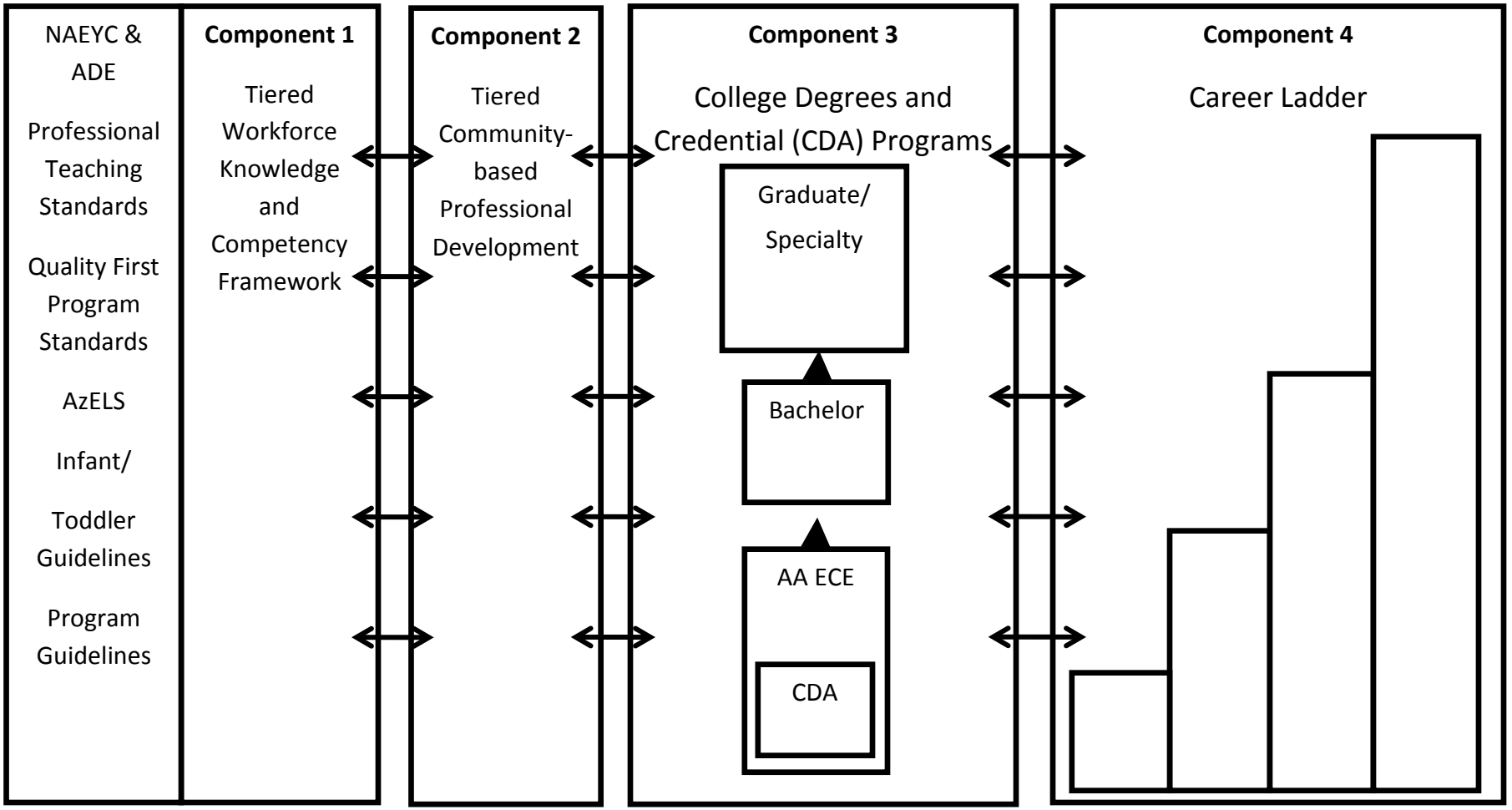


ATTACHMENT JJ – Figure 2: Arizona's Professional Development System: Proposed Degree and Curriculum Alignment

ATTACHMENT JJ – Figure 2: Arizona's Professional Development System: Proposed Degree and Curriculum Alignment

Figure 2: Arizona Professional Development System

Proposed Degree and Curriculum Alignment



ATTACHMENT KK – Project Gantt Chart

ATTACHMENT KK – Project Gantt Chart

	2012				2013				2014				2015			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	Jan-Mar	Apr-Jun	Jul-Sep	Oct-Dec	Jan-Mar	Apr-Jun	Jul-Sep	Oct-Dec	Jan-Mar	Apr-Jun	Jul-Sep	Oct-Dec	Jan-Mar	Apr-Jun	Jul-Sep	Oct-Dec
Planning and Collaboration																
Determine common goals for data collection and usage																
Catalog current data fields captured by all PSAs (data dictionary/mapping)																
Establish common data fields and technical standards																
Identify new or modified data collection and entry																
Facilitate ongoing collaboration on data usage																
Create and adopt security protocols/procedures																
Identify appropriate tools for data analysis																
Identify system technologies and infrastructure needed (resources/hardware) needed to facilitate data exchange and integration (initiate procurement of needed resources)																
Design and Implementation																
Design and develop system to facilitate data exchange, integration and sharing (installation of procured resources)																
Design and implement process for Early Child Data System assignment of unique Early Childhood Educator and unique program site identifiers																
Design and establish multi data point matching process for statewide unique child identifier with ADE																
Implement security protocols/procedures																
Develop and/or modify Agency Data Systems as identified in Planning Process for hosting and exchange																
Implement systems to facilitate the exchange of essential data elements																
Develop a secure mechanism for common data entry																
Implement new or modified data collection and entry																
Develop and implement tools for data analysis and																

reporting																	
Data exchange and integration																	
CareFacts - Child Care Health Consultation																	
REWARD$																	
TEACH																	
ADE - Pre-K and Early Childhood Special Education																	
DES - Child Care Administration																	
DES - AzEIP																	
ADHS - Child Care Licensing																	

ATTACHMENT LL – Regional Allocations

ATTACHMENT LL – Regional Allocations

THIS IS ALLOCATION ONLY -- not CF (and thus Total Means of Financing)

	FY09 Allocation Final (but regional part really part of FY10 just pre spent in FY09)	FY10 Allocation Final
State	11,000,000	13,500,000
Central Maricopa	867,363	6,396,842
Central Phoenix	1,662,142	12,397,390
Central Pima	1,116,150	8,455,044
Cochise	283,432	2,741,663
Coconino	228,685	2,260,588
Cocopah Tribe	2,716	75,512
Colorado River Indian Tribes	19,533	189,281
Gila	63,924	645,420
Gila River Indian Community	71,821	570,221
Graham/Greenlee	80,641	629,741
Hualapai Tribe	5,181	124,045
La Paz/Mohave	429,774	3,749,976
Navajo Nation	-	3,845,234
Navajo/Apache	481,768	785,949
North Phoenix	1,203,095	8,747,000
North Pima	264,967	1,863,322
Northeast Maricopa	328,998	2,419,082
Northwest Maricopa	937,395	7,060,166
Pascua Yaqui Tribe	14,836	138,614
Pinal	696,850	5,069,020
Salt River Pima Maricopa Indian Community	24,358	191,692
San Carlos Apache	42,789	395,802
Santa Cruz	131,049	1,264,531
South Phoenix	1,565,198	12,012,336
South Pima	574,144	5,245,073
Southeast Maricopa	1,281,073	9,438,839
Southwest Maricopa	265,509	2,016,269
Tohono O'odham Nation	39,254	368,131
White Mountain Apache Tribe	60,285	558,265
Yavapai	561,707	2,857,601
Yuma	544,605	5,140,109
Regional Subtotal	13,849,242	107,652,758
Gran Total	24,849,242	121,152,758
	Grand Total	***Reg Share***
FY09-12 total	423,507,095	371,256,585

FY09-13 total	559,917,095	494,025,585
	-	-

FY11 Allocation	FY12 Allocation	FY13 Allocation	Total
Final	Current (per Sept Meeting)	Original (per Sept Meeting)	
14,163,510	13,587,000	13,641,000	65,891,510
7,706,436	7,149,535	7,130,935	29,251,111
15,406,094	15,502,513	15,722,756	60,690,894
9,429,239	8,968,784	9,045,843	37,015,060
2,713,271	2,575,505	2,572,051	10,885,922
1,981,980	1,958,001	1,937,736	8,366,989
82,731	83,784	81,765	326,509
233,170	226,704	227,338	896,026
617,575	614,212	611,099	2,552,230
922,370	947,042	964,266	3,475,720
748,581	767,758	764,390	2,991,110
123,607	117,125	114,391	484,349
4,021,295	3,895,016	3,897,043	15,993,104
4,466,374	4,191,755	4,224,297	16,727,660
1,229,368	1,266,993	1,260,633	5,024,711
10,629,011	10,040,141	8,859,186	39,478,433
2,151,100	1,896,153	1,874,166	8,049,708
3,328,144	2,962,891	2,928,292	11,967,406
8,561,377	8,131,714	9,345,255	34,035,906
249,136	231,280	233,439	867,305
5,553,051	5,063,429	5,075,390	21,457,740
314,928	315,135	319,266	1,165,378
577,197	532,984	538,369	2,087,141
1,367,951	1,301,808	1,305,232	5,370,571
14,820,124	14,772,245	14,111,127	57,281,030
5,578,320	5,388,023	5,389,171	22,174,730
11,369,272	10,537,740	10,508,183	43,135,108
2,464,060	2,395,623	3,256,250	10,397,711
649,105	608,875	613,647	2,279,013
747,808	692,064	698,834	2,757,256
3,972,837	3,890,541	3,897,571	15,180,257
5,456,073	5,257,627	5,261,084	21,659,498
127,471,585	122,283,000	122,769,000	494,025,585
141,635,095	135,870,000	136,410,000	559,917,095

SW Share

52,250,510	-

65,891,510 -

-

ATTACHMENT MM – Quality First Tiered Program Standards

ATTACHMENT MM – Quality First Tiered Program Standards

Quality First Tiered Program Standards

Program Standard		1 Star	2 Star	3 Star	4 Star	5 Star
Early Learning and Development Standards		Knowledge and application of the Arizona Early Learning Standards and Infant Toddler Developmental Guidelines.		The Quality First Points Scale reflects standards for including the Arizona Early Learning Standards and Infant Toddler Developmental Guidelines in the Curriculum and Child Assessment section at the 2 and 6 point levels. (Appendix G, pg. X -X)		
Comprehensive Assessment System	**Screening Measures and Formative Assessments**	Identification of children who need follow-up services to address developmental, learning, or health needs as well as selection and implementation of formative assessments.		The Quality First Points Scale reflects standards for formative assessment and use of on-going assessments to assist in identification of children who need additional screening at the 2 and 4 point levels. Use of developmental and sensory screening activities and referral practices are required at the 6 point level. (Appendix G, pg. X-X)		
	Measures of Environmental Quality	The Environmental Rating Scales (ERS) reflect programs standards of the environment at all star tier levels. Center-based Early Learning and Development Programs are assessed using the Infant Toddler Environmental Rating Scale and the Early Childhood Environment Rating Scale. Family Child Care home-based Early Learning and Development Programs are assessed using the Family Child Care Environment Rating Scale. Indicators of standards of environmental quality in each quality star tier are those measured within the range of points on the ERS tool:				
		1 Star 1.0 – 1.99 Average ERS Score	2 Star 2.0 – 2.99 Average ERS Score	3 Star 3.0 – 3.99 Average ERS Score	4 Star 4.0 – 4.99 Average ERS Score	5 Star 5.0 – 5.99 Average ERS Score

<table>
<tr><th colspan="2">Program Standard</th><th>1 Star</th><th>2 Star</th><th>3 Star</th><th>4 Star</th><th>5 Star</th></tr>
<tr><td rowspan="2">Comprehensive Assessment System</td><td rowspan="2">Measures of Adult-Child Interactions</td><td rowspan="2" colspan="2">Indicators of program standards on the ERS subscales of Personal Care Routines, Language-Reasoning (ECERS)/Listening and Talking (ITERS and FCCERS), Activities, Interactions and Program Structure identify the quality of adult-child interactions and are reflected in the ERS score.</td><td colspan="3">• Indicators of higher program standards on the ERS subscales listed in the 1-2 star tiers column are reflected in the ERS score; AND indicators of programs standards in the Classroom Assessment Scoring System for programs with enrolled children between the ages of 30 months – 5 years of age, including Indicators in Emotional Support (ES), Classroom Organization (CO) and Instructional Support (IS) are reflected in the CLASS score.</td></tr>
<tr><td>Star 3
ES – 4.5
CO – 4.5
IS – 2.0</td><td>Star 4
ES – 5.0
CO – 5.0
IS – 2.5</td><td>Star 5
ES – 6.0
CO – 6.0
IS – 3.0</td></tr>
<tr><td colspan="2" rowspan="2">Early Childhood Educator Qualifications</td><td rowspan="2" colspan="2">State Licensing requirements reflect program standards at the 1 and 2 star tiers. These standards are listed in the Quality First Point Scale. (Appendix G,)</td><td colspan="3">The Quality First Points Scale reflects standards for teacher qualifications at the 2, 4 and 6 point levels. (Appendix G)</td></tr>
<tr><td colspan="2">At the 3 and 4 star tiers, the standards at the 2 point level must be met.</td><td>At the 5 star tier, the standards at the 4 point level must be met.</td></tr>
</table>

<table>
<tr><th>Program Standard</th><th colspan="2">1 Star</th><th colspan="2">2 Star</th><th colspan="2">3 Star</th><th>4 Star</th><th>5 Star</th></tr>
<tr><td>Family Engagement Strategies</td><td colspan="2" rowspan="2">Indicators of program standards on the ERS subscales of Greeting and Departing and Provisions for Children with Disabilities identify the quality of family engagement and are reflected in the ERS score.

Additionally, the ERS subscale, Parents and Staff is scored to be used in quality improvement planning, but not used to determine a star rating level.</td><td colspan="4">Indicators of higher program standards on the ERS subscales listed in the 1-2 star tiers column identify the quality of family engagement and are reflected in the ERS score.

The Quality First Points Scale reflects standards for family engagement in Curriculum and Child Assessment at the 2, 4 and 6 point levels. (Appendix G)</td></tr>
<tr><td colspan="3">At the 3 and 4 star tiers, the standards at the 2 point level must be met.</td><td>At the 5 star tier, the standards at the 4 point level must be met.</td></tr>
<tr><td>Health Promotion Practices</td><td colspan="8">All programs must meet State Licensing requirements for health and safety.

All programs must meet EMPOWER standards for nutrition, physical activity and tobacco prevention. (Appendix V)

Indicators of program standards for health promotion practices on the ERS subscales of Personal Care Routines, Activities, and Schedule are reflected in the ERS score.</td></tr>
<tr><td>Effective Data Practices</td><td colspan="3">Data from the ERS and CLASS assessments is used to develop a program quality improvement plan based on strengths and areas of need.</td><td colspan="5">The Quality First Points Scale reflects standards for effective data standards at the 4 point level. (Appendix G)</td></tr>
</table>

ATTACHMENT NN – Infant Toddler Guidelines Implementation Plan School Year 2012/2013

ATTACHMENT NN – Infant Toddler Guidelines Implementation Plan School Year 2012/2013

INFANT/TODDLER GUIDELINES IMPLEMENTATION PLAN SCHOOL YEAR 2012/2013

Activities	Task	Person Responsible	Date Task Will Be Completed/Timeline	Support Documentation
Program Guidelines:	Print the Guidelines	Alma Quintana		
	Conduct a focus group to Organize the writing of the *Introduction to the Infant/Toddler Developmental Guidelines Participant Module*	Amy Corriveau	**January 2012**	
	Design, Develop and Produce Train the Trainer and Participant Sessions for *Introduction to the Infant/Toddler Developmental Module*			
	Conduct Train the Trainer sessions with ADE staff on *the Introduction to the Infant/Toddler Developmental Guidelines* Module	Terry Doolan	**January 2012**	
	Begin initial outreach. Training will be targeted to: Make contact with: Quality First Coaches Quality First mentors and other mentors (through Coaching Academy, etc.) Center Directors of Quality First Programs Maricopa County Community College Professional Development Staff Child Care Licensing Staff Department of Economic Security program Staff Association for Supportive Child Care Teacher Education and Compensation Helps Program Arizona Head Start Association (AHSA) Head Start and Early Head Start programs Arizona Child Care Association Institutes of Higher Education including Arizona State University, University of Arizona, Northern Arizona University, Grand Canyon University			

	Convene Focus Group to determine any additional needs for Special Population Groups related to Training Module design, development and production: Special Education English Language Learners Native American Groups Rural and Migrant Communities			
			February 2012	
	Schedule and Conduct Participant sessions for *Introduction to the Infant/Toddler Developmental Guidelines Module*			3 sessions during this time period
			March 2012	
	Schedule and Conduct Participant sessions for *Introduction to the Infant/Toddler Developmental Guidelines Module*			3 sessions during this time period
	Design, Develop and Produce Train the Trainer and Participant Guides for *Social & Emotional Development Module*			
			April 2012	
	Schedule and Conduct Participant sessions for *Introduction to the Infant/Toddler Developmental Guidelines Module*			2 sessions during this time period
	Schedule and Conduct Participant Sessions for *Social & Emotional Development* Module			1 session during this time period
	Design, Develop and Produce Train-the-Trainer and Participant Sessions for the *Language Development and Communication* Module			
			May 2012	
	Schedule and Conduct Participant sessions for *Introduction to the Infant/Toddler Developmental Guidelines Module*			2 sessions during this time period
	Schedule and Conduct Participant Sessions for *Social & Emotional Development* Module			2 sessions during this time period

	Schedule and Conduct Train-the-trainer and Participant Sessions of the Conduct *Language Development & Communication* Module			1 session during this time period
	Design, Develop and Produce Train-the Trainer and Participant Sessions of the *Cognitive Development* module			
			June 2012	
	Schedule and Conduct Participant sessions for *Introduction to the Infant/Toddler Developmental Guidelines Module*			2 sessions during this time period
	Schedule and Conduct Participant Sessions for *Social & Emotional Development* Module			2 sessions during this time period
	Schedule and Conduct Participant Sessions of the *Language Development & Communication* Module			1 session during this time period
	Schedule and Conduct Train-the-Trainer and Participant Sessions of the Cognitive Development Module			1 session during this time period
	Design, Develop and Produce Train-the-Trainer and Participant Modules of the *Physical and Motor Development* module			
			July 2012	
	Schedule and Conduct Participant sessions for *Introduction to the Infant/Toddler Developmental Guidelines Module*			2 sessions during this time period
	Schedule and Conduct Participant Sessions for *Social & Emotional Development* Module			2 sessions during this time period
	Schedule and Conduct Participant Sessions of the *Language Development & Communication* Module			2 sessions during this time period
	Schedule and Conduct the Participant Sessions of the *Cognitive Development* Module			2 sessions during this time period

	Schedule and Conduct Train-the-Trainer and Participant Sessions of the Physical & Motor Development module			1 sessions during this time period
			August 2012	
	Schedule and Conduct Participant sessions for *Introduction to the Infant/Toddler Developmental Guidelines Module*			2 sessions during this time period
	Schedule and Conduct Participant Sessions for *Social & Emotional Development* Module			2 sessions during this time period
	Schedule and Conduct Participant Sessions of the *Language Development & Communication* Module			2 sessions during this time period
	Schedule and Conduct Participant Sessions of the *Cognitive Development* Module			2 sessions during this time period
	Schedule and Conduct Participant Sessions of the Physical & Motor Development module.			1 session during this time period
			September 2012	
	Schedule and Conduct Arizona Infant/Toddler Forum where participants can receive access the following modules: • Introduction to the Infant/Toddler Early Learning Guidelines • Social & Emotional Development • Language Development & Communication • Cognitive Development • Physical & Motor Development			
			October 2012	

	Schedule and Conduct Participant sessions for *Introduction to the Infant/Toddler Developmental Guidelines Module*			1 session during this time period
	Schedule and Conduct Participant Sessions for *Social & Emotional Development* Module			1 session during this time period
	Schedule and Conduct Participant Sessions of the *Language Development & Communication* Module			1 session during this time period
	Schedule and Conduct Participant Sessions of the *Cognitive Development* Module			1 session during this time period
	Schedule and Conduct Participant Sessions of the Physical & Motor Development Module			1 session during this time period
			November 2012	
	Schedule and Conduct Participant sessions for *Introduction to the Infant/Toddler Developmental Guidelines Module*			1 session during this time period
	Schedule and Conduct Participant Sessions for *Social & Emotional Development* Module			1 session during this time period
	Schedule and Conduct Participant Sessions of the *Language Development & Communication* Module			1 session during this time period
	Schedule and Conduct Participant Sessions of the *Cognitive Development* Module			1 session during this time period
	Schedule and Conduct Participant Sessions of the Physical & Motor Development Module			1 session during this time period
			December 2012	

	Schedule and Conduct Participant Sessions of the *Introduction to the Infant/Toddler Developmental Guidelines Module*			1 session during this time period
	Schedule and Conduct Participant Sessions for the *Social & Emotional Development* Module			1 session during this time period
	Schedule and Conduct Participant Sessions of the *Language Development & Communication* Module			1 session during this time period
	Schedule and Conduct Participant Sessions of the *Cognitive Development* Module			1 session during this time period
	Schedule and Conduct Participant Sessions of the Physical & Motor Development Module			1 session during this time period
			January 2013	
	Begin Dialogue of combining the Early Learning Standards with the infant/toddler developmental guidelines to create Birth to Five Training Modules.			
	Schedule and Conduct Participant Sessions of the *Introduction to the Infant/Toddler Developmental Guidelines Module*			1 session during this time period
	Schedule and Conduct Participant Sessions for *Social & Emotional Development* Module			1 session during this time period
	Schedule and Conduct Participant Sessions of the *Language Development & Communication* Module			1 session during this time period
	Schedule and Conduct Participant Sessions of the *Cognitive Development* Module			1 session during this time period
	Schedule and Conduct Participant Sessions of the Physical & Motor Development Module			1 session during this time period
			February 2013	

	Begin combining the Early Learning Standards with the infant/toddler *Social/Emotional* Guidelines to create Birth to Five Training Module			
	Schedule and Conduct Participant Sessions of the *Introduction to the Infant/Toddler Developmental Guidelines Module*			1 session during this time period
	Schedule and Conduct Participant Sessions for *Social & Emotional Development* Module			1 session during this time period
	Schedule and Conduct Participant Sessions of the *Language Development & Communication* Module			1 session during this time period
	Schedule and Conduct Participant Sessions of the *Cognitive Development* Module			1 session during this time period
	Schedule and Conduct Participant Sessions of the Physical & Motor Development Module			1 session during this time period
			March 2013	
	Begin combining the Early Learning Standards with the infant/toddler *Language Development* to create Birth to Five Training Module			
	Schedule and Conduct Participant Sessions of the *Introduction to the Infant/Toddler Developmental Guidelines Module*			1 session during this time period
	Schedule and Conduct Participant Sessions for *Social & Emotional Development* Module			1 session during this time period
	Schedule and Conduct Participant Sessions of the *Language Development & Communication* Module			1 session during this time period
	Schedule and Conduct Participant Sessions of the *Cognitive Development* Module			1 session during this time period

	Schedule and Conduct Participant Sessions of the Physical & Motor Development Module			1 session during this time period
			April 2013	
	Begin combining the ELS with the infant/toddler *Cognitive Development* to create Birth to Five Training Module			
	Schedule and Conduct Participant Sessions of the *Introduction to the Infant/Toddler Developmental Guidelines Module*			1 session during this time period
	Schedule and Conduct Participant Sessions for *Social & Emotional Development* Module			1 session during this time period
	Schedule and Conduct Participant Sessions of the *Language Development & Communication* Module			1 session during this time period
	Schedule and Conduct Participant Sessions of the *Cognitive Development* Module			1 session during this time period
	Schedule and Conduct Participant Sessions of the Physical & Motor Development Module			1 session during this time period
			May 2013	
	Begin combining the ELS with the infant/toddler *Physical & Motor Development* to create Birth to Five Training Module			
	Schedule and Conduct Participant Sessions of the *Introduction to the Infant/Toddler Developmental Guidelines Module*			1 session during this time period
	Schedule and Conduct Participant Sessions for *Social & Emotional Development* Module			1 session during this time period
	Schedule and Conduct Participant Sessions of the *Language Development & Communication* Module			1 session during this time period

	Schedule and Conduct Participant Sessions of the *Cognitive Development* Module			1 session during this time period
	Schedule and Conduct Participant Sessions of the Physical & Motor Development Module			1 session during this time period
			June 2013	
	Schedule and Conduct Early Childhood Education Department" Bootcamp" a multi-day training with a variety of sessions for participants to access the Standards Module trainings.			

ATTACHMENT OO – Alignment of Arizona Early Learning Standards and Infant/Toddler Guidelines to Essential Domains of School Readiness

ATTACHMENT OO – Alignment of Arizona Early Learning Standards and Infant/ Toddler Guidelines to Essential Domains of School Readiness

Alignment of Arizona Early Learning Standards and Infant/Toddler Guidelines to Essential Domains of School Readiness

Essential Domain of School Readiness	AZ Early Learning Standards Domains	AZ Infant/Toddler Guidelines Domains (approval 4.12)
Language and literacy development	**Language and Literacy**	**Language Development and Communication**
Cognition and general knowledge: o **Early mathematics** o **Early scientific development**	**Mathematics** **Science** **Social Studies** **Fine Arts**	**Cognitive Development**
Approaches toward learning	**Social Emotional Strand 4: Approaches to Learning**	**Exploration, Discovery and Problem Solving in Cognitive Development**
Physical well-being and motor development (including adaptive skills)	**Physical Development, Health and Safety**	**Physical and Motor Development**
Social and emotional development	**Social Emotional**	**Social and Emotional Development**

ATTACHMENT PP – Arizona Community College Core Knowledge Elements and Competencies/Articulation Alignment

Arizona Community College Core Knowledge Elements and Competencies/Articulation Alignment
AREAS OF STUDY & CKEC

CKEC	Care & Teaching of Young Children	Care & Teaching of Young Children	Child & Family Development Family & Community Contacts	Professional and Personal Development Administration & Management	Care & Teaching of Young Children	Child & Family Development
CDA Domain ► COLLEGE	Health, Safe & Nutrition	Curriculum	Family Values & Diversity	Professionalism	Guiding & Observing	Child Development
Arizona Western						
CAC Preschool Specialization	ECE 120b Providing Healthy Environments (1), ECE 120d Providing Safe Environments (1), 125 A Nutrition (1)	ECE 271 Creating Early Childhood Environments (3)	ECE 283 Valuing Families and diversity (3)	ECE 250 Professionalism (1)	ECE116 Guiding and Observing (3)	ECE 176 Child Development (3)
Cochise	ECE158 (3) Health Safety & Nutrition	ECE 172 (3) Teaching Strategies	ECE 161 (3) Valuing Families Community & Diversity	ECE 173 (3) Administration of ECE programs	ECE 152 (3) Observation Behavior and Guidance	ECE 160 (3) Childhood Growth & Development
Coconino	ECE 120 Health, Safety and Nutrician for the Young Child	ECE 110 Early Childhood Curriculum ECE 210 Creative arts for the Young Child ECE 220 Language Arts for the Young Child ECE 230 Exploration and Discovery for the Young Child	ECE 250 Children with Special Needs	ECE 100 Introduction to Early Childhood Education	ECE 200 Child Guidance	ECE 210 Creative arts for the Young Child ECE 220 Language Arts for the Young Child ECE 230 Exploration and Discovery for the Young Child ECE 234 Child Growth and Development

Eastern Arizona	ECE105 Health Safety and Nutrition	ECE102 Preschool Curriculum and Activities ECE110 Infant/Toddler Curriculum and Teaching	ECE100 Intro to ECE and I am in the process of developing a new course specific to Families, communitiy and Diversity	ECE100 Intro to ECE	ECE120 Guiding Children's Social Development	FCR171 Child Development (the prefix will be changed soon to ECE)
Estrella						
Glendale						
Mesa	EED215 Early Learning: Health,Safety, Nutrition & Fitness (3)	CFS212 Creative Activities (3)	EED220 Child, Family, Community & Culture (3)	CFS178 Survey of Child Care (3)	EED212 Guidance, Management & Environment (3)	CFS176 Child Development (3)
Mohave	Creating new course: play education	creating new course: Curric. & Assessment	EDU 214 Diversity in Educ.	Creating new course: Practicum, incl. professionalism in ECE	creating new course: Classroom Mngt	ECE 120 (3) Children's development
Northland Pioneer	ECD 100 Healthy Environment (1), ECD 101 Learning Environjmnet (1), ECD 102 Safe Environment (1), ECD 115, Nutrition (1)	ECD 200 Intro. To Early Childhood (3),	ECD 110 Relationships with Parents (1) , ECD 111 (Growth and Education of Parents (1) , ECD 112 Family Involvement (1)	ECD 175, ECD 270 (2) (CDA Assessment Prep.-elective)	ECD 105 Guidance Principles (1) , 108 Observing Children (1) , 120 Positive Self concept (1) or ECD 239 Social Emotional Development of Young Children (3)	ECD 250, Child Development I (3), ECD 251 Child Development (2) or ECD 147 Prenatal Development & Infant Development (1) , 148 Toddler Development (1), 149 Dev. Of Preschool child (1), 150 (Middle Childhood Years (1)
Paradise	CFS 123 Health (1) CFS 125 Safety (1)	ECH214 Preschool Education (3)	CFS285AA Family School Interaction: Preschool (1) CFS177 Parent Child Interaction (3)	ECH287 Professionalism (1) ECH269 Seminar (1)	ECH282Discipline and Guidance (1) ECH270 Observing Young Children (1)	CFS176 Child Development (3)
Phoenix	CFS178 Survey of ECE, CFS123 Health, CFS125 Safety	CFS 212 Creative Activities, CFS242 Curriculum Planning for Diversity, CFS283Multicultural ECE	CFS285 Family School Interaction, CFS 177 Parent-Child Interaction, CFS157 Marriage & Family Life, CFS283 Multicultural ECE	CFS 263 Seminar, ECH 287 Professionalism	CFS116 Discipline and Guidance, ECH270 Observing Young Children	CFS176 Child Development (3)

Pima	CDA 104/119/151 ECE 125	CDA 103	CDA 222	CDA 271	CDA 112/121/235	CDA 170/173 ECE 107/117
Rio Salado	EED215 Early Learning: Health,Safety, Nutrition & Fitness (3)	EED278 Early Learning Curriculum and Instruction (3)	EED220 Child, Family, Community & Culture (3)	EED200 Foundations of Early Childhood Education (3)	EED212 Guidance, Management & Environment (3)	CFS176 Child Development (3)
Scottsdale	EED215 Early Learning: Health, Safety, Nutrition & Fitness (3)	ECH128 Early Learning: Play & the Arts (3)	EED220 Child, Family, Community & Culture (3)	EED200 Foundations of Early Childhood Education (3)	EED212 Guidance, Management & the Environment (3)	ECH176 Child Development (3)
South Mountain	ECH283 Phyical Well Being ECH280 FoodExperiences	ECH279 EC Curriculum	CFS242 CurriculunPlannjng for Diversity CFS285AAFamily/School Interaction	ECH283 Professionalism	ECH270 ObservingYC CFS116Discipline/GuidanceECH2	CFS176 ChildDevelopment
Yavapai	ECE170	ECE102	ECE240	ECE100	ECE100, ECE/PSY234	ECE/PSY234

ATTACHMENT QQ – Accreditation Systems Approved in Arizona

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Accreditation Systems Approved in Arizona

Qualify a center provider for enhanced rates:
Association for Christian Schools International
American Montessori International
American Montessori Society
National Accreditation Commission for Early Care and Education Programs (NAEYC)
National Early Childhood Program Accreditation

For home-based provdiders:
National Association for Family Child Care
National child development associate credential with a specialization in home providers

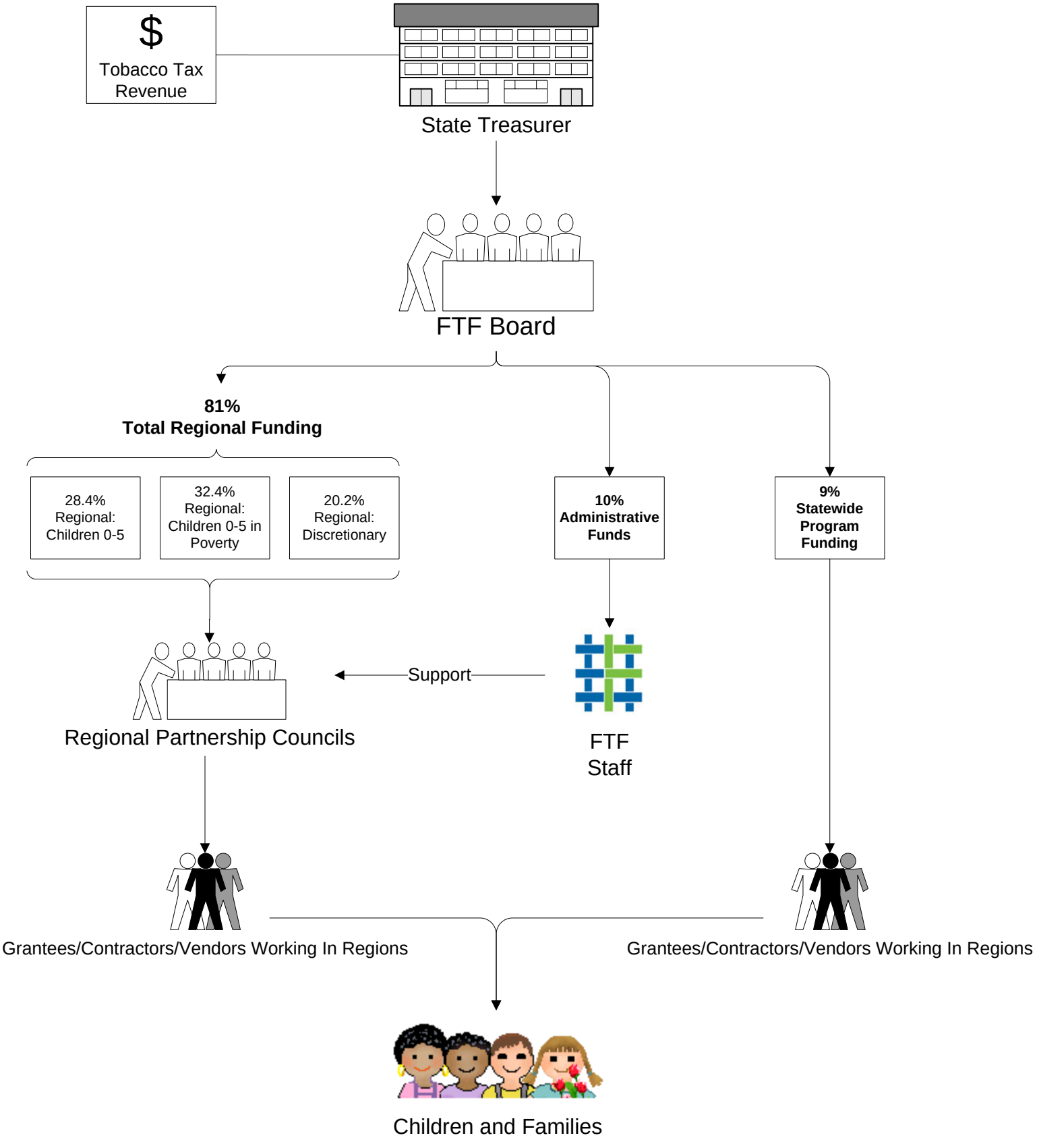
For school-aged programs:
Council on Accreditation Afterschool

Source: Arizona Department of Economic Security

ATTACHMENT RR – Funding Flow Diagram

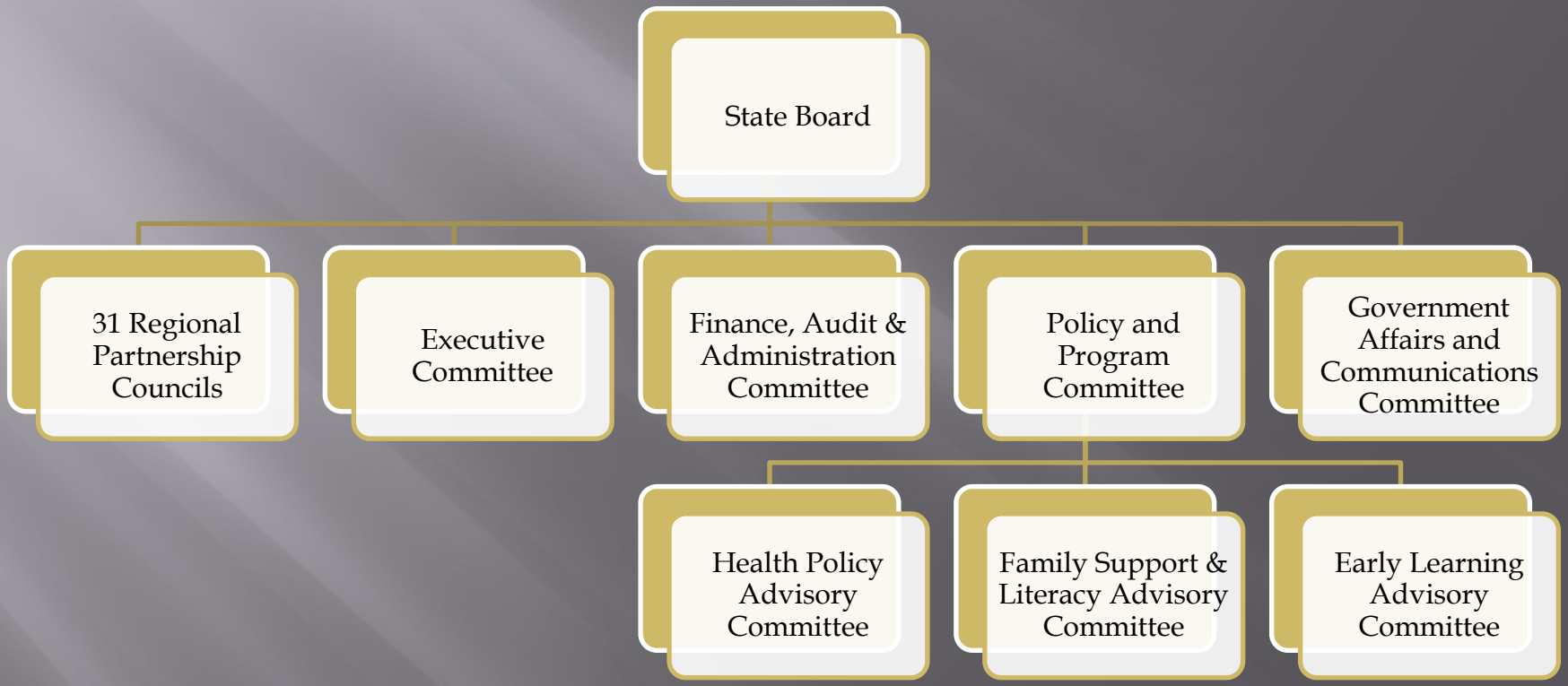
FIRST THINGS FIRST
Ready for School. Set for Life.

Funding Flow Diagram



ATTACHMENT SS – FTF Governance Structure

FTF Governance Structure



ATTACHMENT TT – FTF Regional Council Map

ATTACHMENT TT – FTF Regional Council Map

FIRST THINGS FIRST
Ready for School. Set for Life.

Regional Partnership Councils



ATTACHMENT UU – References

ATTACHMENT UU – References
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ATTACHMENT VV – Summary of High Quality Plan

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High Quality Plan – RTT ELC Funded Components

(A)(3) Aligning and Coordinating Work across the State

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

(B)(2) Promoting Participation in the State's TQRIS **Goal: Increase the number of participating programs in the TQRIS, and especially target all publicly funded Early Learning and Development Programs**	
Key Milestones/Activities	Proposed Targets
Increase the number and funding amount of Quality First scholarships and link them on a tiered basis to Quality First.	Year 2012 – 440 programs Year 2013 – 940 programs Year 2014 – 1200 programs Year 2015 – 1500 programs
Develop and implement a Quality First Rating Only option that provides a fast-track to rating without the extended intensive coaching and other improvement supports and specifically targets state funded pre-kindergarten; Early Head Start and Head Start; ESEA, part B, 619 and IDEA part C programs; and ESEA Title I programs.	Year 2012 – 224 programs (23%) Year 2013 – 401 programs (41%) Year 2014 – 729 programs (75%) Year 2015 - 846 programs (86%)
Invest in improving the knowledge, capacity, and competencies of FFN programs through participation in Quality First.	Year 2012 – 25 programs Year 2013 – 75 programs Year 2014 – 125 programs Year 2015 – 200 programs
Work collaboratively with DES to determine and potentially implement policies and strategies that will link CCDF to tiered levels in Quality First, including tiered CCDF reimbursement aligned with the TQRIS; quality set-aside funds aligned with TQRIS; alignment of CCDF state and tribal policies and practices; increased participation of children with high needs in CCDF programs rated 3-5 stars.	By July 1, 2013, begin intentional and strategic discussions with DES leadership

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

(B)(4) Promoting access to high-quality Early Learning and Development Programs Goal: Increase the #/% of providers who are rated at a 3 –5 star level in Quality First to increase access for the number of Children with High Needs and provide families with more quality choices (B-4-c)	
Key Milestones/Activities	Proposed Target
Require Quality First participating programs rated at the 3-to-5-star level to reserve a percentage of spaces for Children with High Needs who are eligible for CCDF	
All Quality First programs must have 10 percent of spaces for children from families with incomes at or below 200 percent of federal poverty guidelines or children with developmental delay or disability.	By July 1, 2013
Phase out Quality First scholarships for programs at 1 star tier level so that participating programs have additional incentives to improve quality, and children with the highest need are in the highest-quality settings.	July 1, 2014
Offer Quality First package of incentives and supports (including scholarships, coaching, quality enhancement awards and bonuses) based on program's QF rating	July 1, 2012:
Develop and implement a Quality First Rating Only option that provides a fast-track to rating without the extended intensive coaching and other improvement supports and specifically targets state funded pre-kindergarten; Early Head Start and Head Start; ESEA, part B, 619 and IDEA part C programs; and ESEA Title I programs.	July 1, 2012 (and each year with the following targets) Year 2012 – 224 programs (23%) Year 2013 – 401 programs (41%) Year 2014 – 729 programs (75%) Year 2015 - 846 programs (86%)

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

(C)(1) Developing and Using Statewide, High Quality Early Learning and Development Standards **Goal: Licensing Inspectors and DES staff certifying and monitoring family child care providers are knowledgeable and proficient in the use of standards**	
Key Milestones/Activities	Proposed Targets
ADE, DES, and DHS develop training schedule for licensing inspectors and DES certification staff (training schedule to integrate technical assistance and ongoing training and education)	March 30, 2012
Training Plan initiated with DHS inspectors and DES certification staff with all staff trained in the first year	September 30, 2012
Ongoing training and technical assistance as directed by the training plan	As directed by the plan—October 1, 2012 through December 31, 2015

Goal: DHS and DES integrate infant/toddler guidelines with home visiting programs	
Key Milestones/Activities	Proposed Targets
DHS through Interagency Leadership Team and Home Visiting Taskforce develops professional development plan for home visitors integrating ongoing training of the Infant/Toddler Guidelines	April 30, 2012
Professional development plan initiated and continued throughout grant period to train home visitors across the state	May 1, 2012 through December 31, 2015
Goal: Quality First coaches and ADE mentors understand and promote AzELS and Infant/Toddler Guidelines across Early Learning Programs.	
Key Milestones/Activities	Proposed Targets
ADE develops modules for AzELS, Infant/Toddler Guidelines and Program Guidelines as core component of Coaching Academy (ADE to work in partnership with the entity contracted to implement the Coaching Academy)	June 30, 2012
Initial launch of AzELS, Infant/Toddler Guidelines and Program Guidelines through Coaching Academy	January 1, 2013
Implementation of Coaching Academy including assessment of training modules and refinement of modules	January 1, 2013 through December 31, 2015 Targets for Coaches and Mentors served ▪ 70 coaches in fiscal year 2012 ▪ 137 in fiscal year 2013 ▪ 200 in fiscal year 2014 ▪ 240 in fiscal year 2015

(C)(4) Engaging and Supporting Families **Goal: Advance the integration of the Program Guidelines which address family engagement and linguistic and cultural integration through onsite, individualized targeted coaching**	
Key Milestones/Activities	Proposed Targets
See Section C1 High Quality Plan for Coaching Academy	
Goal: Deliver culturally and linguistically appropriate parent education material that enhance families' capacity to engage in early literacy and math activities with their children	
Key Milestones/Activities	Proposed Targets
Parent Companion Book developed, working in partnership with ADE and community stakeholders, ensuring parent feedback is obtained and integrated	April 30, 2012
Procure printing company to print 6,000 books annually	April 1, 2012
Integrate Parent Companion book in the AzELS and Infant/Toddler Guidelines Coaching Academy Module	June 30, 2012
Print initial 6,000 books and then annually through 2015	June 30, 2012 (January 1, 2013, 2014, 2015)
Initially train Coaches and Mentors on use of parent companion book and then fully integrated into Coaching Academy	September 30, 2012 and then ongoing
Coaches and Mentors disseminate books to providers and provide onsite training on use of the parent companion book and effective engagement of families	October 1, 2012 and ongoing
Goal: Advance language and literacy development of English language learners and children on tribal lands	
Key Milestones/Activities	Proposed Targets
Enter into tribal agreements with San Carlos Apache, Hualapai Tribe, Havasupai Tribe, Salt River Pima	March 30, 2012

Maricopa Indian Community and Gila River Indian Community	
Tribes develop materials and programming as specified in the tribal agreement	July 1, 2012
Implementation of native language preservation and early literacy programs	July 1, 2012 through December 31, 2015
Release RFGA for Raising A Reader to be implemented in the grant specified communities in Phoenix and Maricopa, Pima, Santa Cruz and Yuma Counties	February 15, 2012
Award entity(ies) to implement Raising A Reader	July 1, 2012
Implementation of Raising a Reader	July 1, 2012 through December 31, 2015
Procure contract for evaluation of coordinated community interventions including home visitation, family resource centers, and Raising a Reader ensuring alignment with Raising A Reader grant awards	July 1, 2012 July 1, 2012 through December 31, 2014 Data Collection
Initiate evaluation plan, anticipating 2 years data collection, 6 months analysis with final report by end of the grant period	January through June 2015 data analysis
Final Report	November 1, 2015

(D)(1) Developing Workforce Knowledge and Competency Framework and Progression of Credentials **Goal: Revise CKEC into a tiered framework.**	
Key Milestones/Activities	Proposed Targets
Finalize CKEC revision adopted by FTF Board and Interagency Coordinating Council	December 2012
Publish and disseminate CKEC	March 2013
Disseminate to 50% of workforce (10,000 Early Childhood Educators, professional development providers & post-secondary faculty)	2013-2014
Goal: Remove structural barriers in the progression of degrees.	
Key Milestones/Activities	Proposed Targets
Finalize degree programs and progression	Aug 2012
Secure post-secondary institutions curriculum committee approval and ADE credential approval	Dec 2012
Develop courses and curriculum materials	Jan 2014- Jan 2014
Secure curriculum committee course approvals	August 2014
Launch new degree programs	August 2015
Three ABOR Universities and 14 Community Colleges offering coursework	2015-2016 academic year

(D) (2) Supporting Early Childhood Educators **Goal: Build a system of PD TA Centers**	
Key Milestones/Activities	Proposed Targets
<u>Centralized TA</u> *Launch Regional TA Centers*	
Develop Standards of Practice, Scope of Work, intent to procure	June 2012
Release procurement	June 2012
Select contracts	August 2012
Regional TA Centers begin operations	Jan-June 2013
Establish all guidelines, working procedures between centralized TA and regional centers	Dec 2014
Convene intensive learning communities in six high-priority knowledge areas	
Convene Phase I learning communities	June 2012
Hold Phase 1 Institutes	Oct 2012-March 2013
Develop Curriculum Materials	March 2013-October 2013
6 Regional TA Centers operational	June 2013
Implement Phase 1 community-based professional	January 2014

development	
Convene Phase 2 learning communities	June 2013
Hold Phase 2 institutes	Oct 2013-March 2014
Develop Curriculum Materials	March 2014-October 2014
Implement Phase 1 community-based professional development	Jan 2015
All materials become available, begin integration into PD system	March 2015
Develop secure PD website	
Develop SOW, procure vendor	March-June 2012
Finalize contract	August 2012
Web site development	Sept-Dec 2012
Launch site	January 2013
Design, develop, disseminate and evaluate culturally and linguistically responsive career development and advising materials (24-30 fully developed curricular modules suitable for delivery as community based training or integrated as college course content with at least 4 modules for each of the six key knowledge areas)	

Design materials and dissemination plan	June-Aug 2012
Procure vendor for career development print/digital materials	Sept-Nov 2012
Procure vendor for culturally responsive career development and college advising video	Jan-June 2013
Produce up to 3 30-40 minute culturally responsive career/academic advising/recruiting videos	June 2013-June 2014
Collect survey and population-level early childhood workforce data/produce annual public report	
Integrated, high-quality, interactive, user-friendly PD system web site	January 2013
Publish 2012 PD System Report Publish 2013 PD System Report Publish 2014 PD System Report	October 2013 October 2014 October 2015
Hold Annual PD Conference attended by 700 early childhood educators each year	
Design conference plan; procure vendor	Jan-Apr 2012
Hold first PD institute	Jan-June 2013

Repeat for two more grant years	2014, 2015
Develop sustainability plan with funding streams identified and committed to sustaining Centralized and Regional TA centers	
Develop sustainability plan	Aug-Dec 2012
Actively recruit philanthropic partners, visit FTF regional partnership councils, secure other public funding	Jan-Dec 2013
Phase in sustainability plan with augmented funding	2014-2015
<u>Regional TA Centers</u> *Recruiting, mentoring and advising (1,500 early childhood educators in 2013, 3,000 early childhood educators in 2014 and 2015 – to include18-42 Communities of Practice/Learning Communities statewide, At least 24 CBPD opportunities available monthly throughout the state)*	
Launch recruiting, mentoring, advising strategies	July 2013
Launch 3 to 7 Communities of Practice/Learning Communities at each Regional TA Center	Jan 2014
Oversee delivery of community based PD	

Launch initial phase-in of community based PD; host at least workshops or classes each week	Sept 2013
Full roll-out of community based PD; host 2-3 CBPD workshops or classes each week.	March 2014

(E)(2) Building or Enhancing an Early Learning Data System **Goal: Create and support a Longitudinal Student Data System (LSDS) that Supports Early Childhood Education (E-2-a), which has consistent standards, policies and procedures (E-2-b and c), and is able to provide timely and relevant access to information (E-2-d).**	
Key Milestones/Activities	Proposed Targets
Establish an Early Childhood Longitudinal Data System Collaborative to work with the Interagency Directors Coordinating Council	February 1, 2012
Convene for first time the agency and provider partners	February 28, 2012
Common data and technical structure agreed to by PSA and PP partners	December 31, 2012
Data system architecture and portal designed	June 30, 2013
Data system architecture and portal deployed	September 31, 2014
Data is being shared via secure network by PSA and PP partners	December 31, 2014

Data sets are sufficiently robust to produce longitudinal reporting	December 31, 2014
Data from system is being regularly used by Participating State Agencies to inform programming, improve services, and inform parents, policy makers, and the public.	June 30, 2015
Goal: Ensure compliance with data oversight requirements and relevant federal, state, and local privacy laws (E-2-e)	
Key Milestones/Activities	Proposed Targets
All partners have adopted data security policy	September 30, 2012
All agencies develop data transparency policies	November 30, 2012
All partners have adopted policies and processes which promote parent notification about data collection and ability to opt out	January 31, 2013

ATTACHMENT WW - Data Security and Transparency Policies

ATTACHMENT WW - Data Security and Transparency Policies

FIRST THINGS FIRST *The right system for bright futures* **Data Security Policy & Procedures**	**POLICY NO: IT - GENERAL 100** **APPROVED BY: Rhian Evans Allvin**
Effective Date: 3/1/2010	**Revision No: 3 (9/14/2011)** **Page 1 of 8**

BACKGROUND:

The purpose of First Things First (FTF) is to aid in the creation of a system that offers opportunities and supports for families and communities in the development of all children so they can grow up healthy and ready to succeed. Our work is accountable and transparent to decision-makers and the citizens of Arizona. To this end, First Things First collects and maintains data on the performance of its funded strategies as well as the early childhood system in Arizona.

AUTHORITY:

The Arizona Early Childhood Development and Health Board (AZECDH) shall develop, implement and maintain a coordinated Board plan for information technology (IT) (A.R.S. § 41-3504(A)(1)), including the formulation of policies to effectuate the purposes of the Board (A.R.S. § 41-3504(A)(13)).

PURPOSE:

The main objective of this policy is to ensure that data is protected in all its forms, during all phases of its life cycle, from inappropriate access, use, modification, disclosure, or destruction. Security compromises or access violations could threaten the security of the data and threaten the anonymity of individual or organizational data. Because data are a valuable asset to First Things First and the State of Arizona, this policy sets out guidelines for the security and integrity of data as well as guidelines for its distribution.

SCOPE:

This policy applies to First Things First staff as well as any other affiliate who is authorized to access data.

MAINTENANCE:

This policy will be reviewed by FTF Legal Counsel, the COO, and the Sr. Director of Research and re-approved by the CEO every 5 years or as deemed appropriate based on changes in technology or regulatory requirements.

ENFORCEMENT:

Violations of this Policy may result in suspension or loss of the violator's use privilege. Additional administrative sanctions, civil, criminal, and equitable remedies may apply. (See Attachment A – Use of Electronic Equipment Policy and referenced IT Usage and Access personnel form).

EXCEPTIONS:

Exceptions to this policy must be reviewed by FTF's Chief Executive Officer (CEO), under the guidance of the Legal Counsel.

DEFINITIONS:

Document: For purposes of this Policy, a Document is any printed hard-copy item that may contain Protected Information or data.

Data Media: For purposes of this Policy, Data Media is any magnetic, electronic or optical storage media item that may contain Protected Information or data.

Confidential Information: For purposes of this policy, Confidential Information means information other than Restricted Personal Identifying Information (RPII) that may only be disclosed as permitted or required by state or federal law or administrative rule. Confidential information includes critical business infrastructure information as defined by ARS 41-1801 and critical infrastructure information as defined by the U.S. Department of Homeland Security (6 USC 131; 49 CFR 1520).

POLICIES:

Throughout its lifecycle, all data shall be protected in a manner that is considered reasonable and appropriate for a public agency collecting program and quality improvement data. Any information system that stores, processes, or transmits data shall be secured in a manner that is considered reasonable and appropriate, as defined in FTF's IT Security Policy (Attachment B) approved by FTF's CEO and maintained by FTF's Chief Operating Officer (COO). Also see Physical Storage Security Policy and System Architecture and Secure Data Storage Policy located herein.

Individuals or institutions that are authorized to access data shall adhere to the appropriate roles and responsibilities, as defined in FTF Network Security Policy (Attachment C) approved by the CEO and maintained by the COO. All data and processing resources are only accessible on a least privilege basis to specifically identified, authenticated, and authorized users. User authentication and access shall be determined by the COO.

PUBLIC DATA POLICY:

FTF will provide access to aggregate statistical information that improves the early childhood-related decisions of providers, administrators, policymakers, parents, and other stakeholders. Confidential data on any individual will not be disseminated in violation of federal or state law. Furthermore, it shall not be used for any purpose other than those stated in this policy. If First Things First enters into a contract with a private individual or third party to collect data or perform any of the data reporting or statistical analysis, that agreement shall require that the data be protected in the same manner. First Things First will aggregate the data to comply with required state and federal reporting. Public data releases are reviewed by the COO or the Sr. Director of Research and Evaluation and authorized by CEO.

As well as having a duty to protect the information we hold, we are also required by the Arizona Public Records laws to make non-confidential information available to the public on request. In responding to requests from the public, we must ensure that sensitive information is not accidentally or inappropriately released, while at the same time meeting First Things First's obligations to disclose. Public information requests are reviewed by the Sr. Director of Communications and authorized by the CEO.

LIMITED DISTRIBUTION DATA POLICY:

First Things First recognizes the importance of availability of Arizona early childhood data to researchers. Through a formal request for publically available or limited use data, First Things First will work with researchers with the goal that they receive the most meaningful data possible without the disclosure of information that would make any participant’s identity traceable. The request must explain the purpose of the research study, the facts that demonstrate that First Things First authorized the study or that the study is being conducted on behalf of First Things First, and how the researchers will ensure data confidentiality and security. A detailed Data Use Agreement will be signed by each researcher applying for access to data. The Data Use Agreement will define the data covered by the agreement and will include how the data will be stored, accessed, used, maintained, disseminated and destroyed. Requests

will be considered on a case-by-case basis by the CEO to determine if they are in compliance with state and federal laws and regulations.

Researchers will be required to supply a copy of any analysis or reports created with the data and to destroy the data once the research is completed. First Things First reserves the right to charge a reasonable fee for the use of data by researchers to help offset the state's costs of collecting and storing the data.

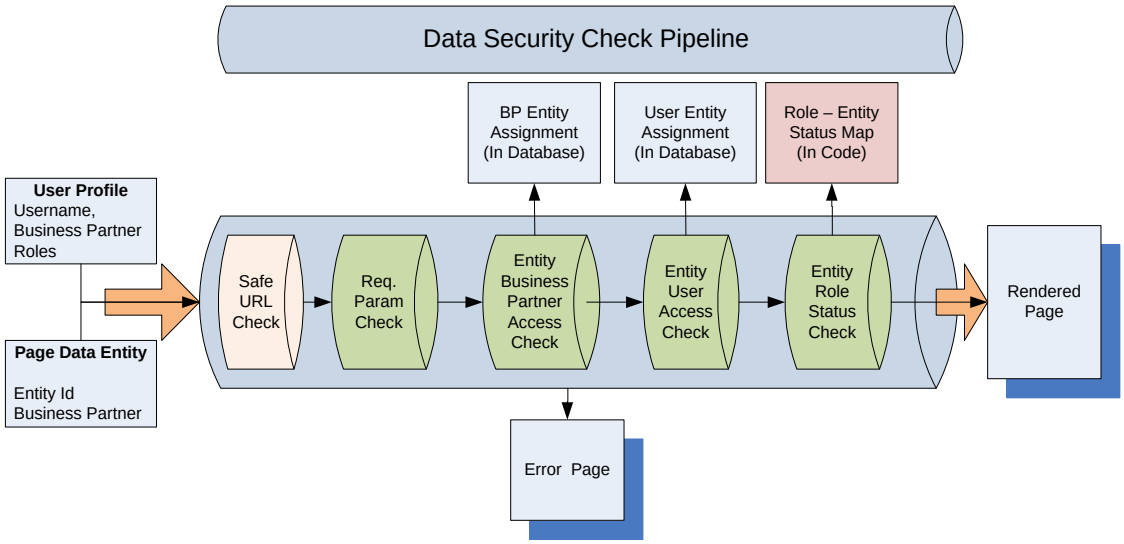
While it is anticipated that data containing personal identifiers would be shared only in very limited and extraordinary cases, in those instances any release of data to researchers outside First Things First is considered a loan of data, i.e., the recipients do not have ownership of the data. Prior to any data being shared, documentation and evidence of physical and process security standards meeting or exceeding that of FTF's will be required, and the recipient of said data will be subject to onsite audits to verify this as being and remaining in place. At no time will a participant's personal identifying information be sent via traditional mail, email, webmail, web browser, peer-to-peer network or via wireless transmission.

PARTNER DATA ACCESS POLICY:

While most information to be entered by partnering agencies and contained within the FTF system is deemed, by law and statute, as public information, certain information will only be available for viewing or manipulation by the individuals or organizations to whom that information pertains and those individuals or organizations identified as germane by FTF. The system interface may also be used to capture and communicate information relevant to monetary transactions. This information and its manipulation and the subsequent internal FTF functions will be secured to varying degrees so as to assure confidence of transactions. It is also necessary to secure that information from comprise where data and associated measures could influence future decisions of FTF, our Partners or other interested parties.

To achieve this objective, the FTF system will utilize a mechanism of authentication (identifying who they are) for those who come to the FTF site as well as authorization (identifying permissions and access levels). Both standard forms of authentication via user name and password and identity management are conducted using Active Directory. Figure 1 depicts FTF's process which employs three checks for authentication and authorization of all users.

Figure 1: User Authentication and Authorization using Active Directory


Data Security Check Pipeline
BP Entity Assignment (In Database)
User Entity Assignment (In Database)
Role – Entity Status Map (In Code)
User Profile
Username, Business Partner Roles
Page Data Entity
Entity Id
Business Partner
Safe URL Check
Req. Param Check
Entity Business Partner Access Check
Entity User Access Check
Entity Role Status Check
Rendered Page
Error Page

PARTNERING EARLY CHILDHOOD AGENCIES:

In addition to end user access to our system in order to complete data input and/or financial transactions, First Things First (FTF) will capture and receive data from various agencies and through its own data collections systems for the purpose of longitudinal or other studies. FTF will also collect and store data regarding parents and children for the purpose of studies to determine if programs are successful and how to better serve the communities.

FTF will use sensitive or confidential data to produce aggregate reports. While it may seem that the use of anonymous aggregated data poses little threat to confidentiality, there are some cases where specific populations may include only a few individuals. Statistical disclosure is the risk that arises when a population is so narrowly defined that tabulations are apt to produce a reported number small enough to permit the identification of individuals. In such cases, the Sr. Director of Research and Evaluation will enforce statistical cutoff procedures using a minimum confidentiality. It is the intent of First Things to avoid any possibility of inadvertently reporting personally identifiable information.

CONFIDENTIAL DATA POLICY:

In capturing and receiving data, it may be necessary to collect HIPAA and FERPA regulated information for the purpose of matching individuals as individuals may also have interaction and data records with other agencies. HIPAA regulated information to be collected will consist, but not be limited to, data such as First Name, Last Name, Address with Zip Code, Date of Birth, and Social Security Number. This data is used for the purpose of identifying a child or parent to ensure it is the same individual(s) over time. These individual level data will be aggregated and integrated with information from other agencies to provide trend, usage and impact information over time. It is the intention of FTF to use this data only for matching populations and not report on it.

This data will be stored in a physically secured location and encryption procedures will be used to ensure data integrity and compliance with all the regulations for storing such data. Also see Physical Storage Security Policy/System Architecture and Secure Data Storage Policy located herein.

ACCESS TO CONFIDENTIAL DATA BY PERSONNEL:

To minimize the impact of any security violations and improve accountability, First Things First will provide staff with access to the minimum set of resources required for their role. Access to systems, applications, and information will only be granted in accordance with a formal, written, and auditable

procedure (including a formal, written request for access to specific systems or data). FTF shall maintain a record of access to all data identified as limited use or confidential.

FTF's information technology (IT) personnel as well as other business units with necessary access to sensitive information are informed about the security policies and procedures for data identified as limited use or confidential. Practices such as separation of duties are utilized, when required and/or feasible, to ensure that personnel authorizing access to data are distinctly separate from those who can and are authorized to physically grant access. Whereas data management within FTF's database system is the responsibility of the Database Administrators, permission to access and/or to receive limited use or confidential data is authorized by the CEO and/or COO.

Because FTF's system will store limited use, confidential and HIPAA and/or FERPA regulated information, it is the policy of FTF to ensure compliance with rules and regulations. To ensure key staff is aware of the rules and regulations, as well as best practices when handing participant data, FTF requires staff that will have access to confidential data to complete the Federal NIH Collaborative Institutional Training Initiative (CITI) Certification for training in human subject research and research ethics. Copy of this certification is recorded and on file with the COO.

DATA HANDLING POLICY:

Staff must ensure that all personal or sensitive information in their possession is kept secure at all times against unauthorized or unlawful loss or disclosure. It is the responsibility of staff to ensure that the following procedures are conducted.

- Paper files and other records or documents containing protectively marked/personal/sensitive information are kept in a secure physical environment;
- Protectively marked/personal/sensitive information held on computers and computer systems is stored in line with FTF data security policies;
- Protectively marked/personal/sensitive data is correctly secured if transmission of this type of data is necessary; and
- Protectively marked/personal/sensitive data is correctly disposed of, in line with data security policy.

At no such time will any identifying information be stored on portable devices (such as laptop computers, digital cameras, and portable hard drives including flash drives, USB memory sticks, iPods or similar storage devices). Any transport of data, including identifying information, must be conducted using secure, encrypted formats, ensuring user IDs are stored/transported separately.

Physical safeguards for workstations are practiced to restrict access to authorized users include the following.

1. All workstations are password protected.
2. Computer monitors are positioned so that visitors or unauthorized persons cannot easily view the screen or what is displayed.
3. Visitors are not allowed unsupervised access to areas where workstations with access to EHPI are housed.
4. Laptops are to be kept and not out of the control of employees who maintain and or have access to EHPI while outside the facility.
5. Laptops that are given to employees will be recorded and are the responsibility of that employee. If an employee's laptop is lost, damaged or stolen, it will be immediately reported to an administrator or their designee.

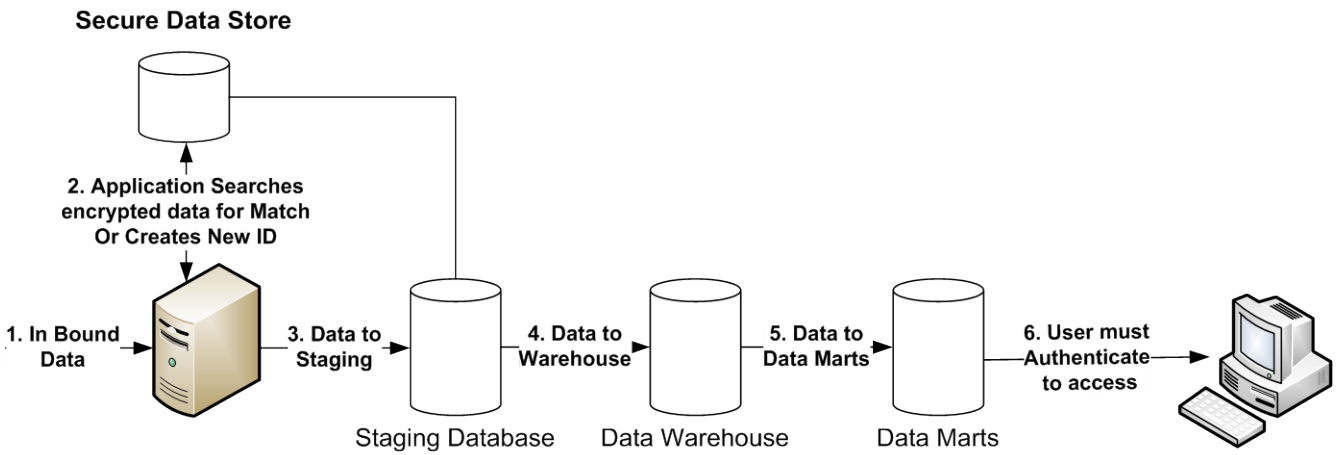
SYSTEM ARCHITECTURE AND SECURE DATA STORAGE POLICY:

First Things First will utilize a model to have separate storage of sensitive data and it will be encrypted. The surface storage and backups will be encrypted using Microsoft's SQL 2008 built-in functionality for creating certificates along with encryption and decryption functions to provide a secure solution. Field Level Encryption will be used, with encryption being done with certificates controlled by a separate group than FTF database administrators (DBAs).

All sensitive data will be stored in the Secure Data SQL file. It will be encrypted and stored as binary data type. User IDs are stored separate for those which encrypt and those that decrypt. Only those identified as a need to know and who are authorized will have access to said information. The keys for decryption will be encrypted as well and stored in a separate database from the actual data.

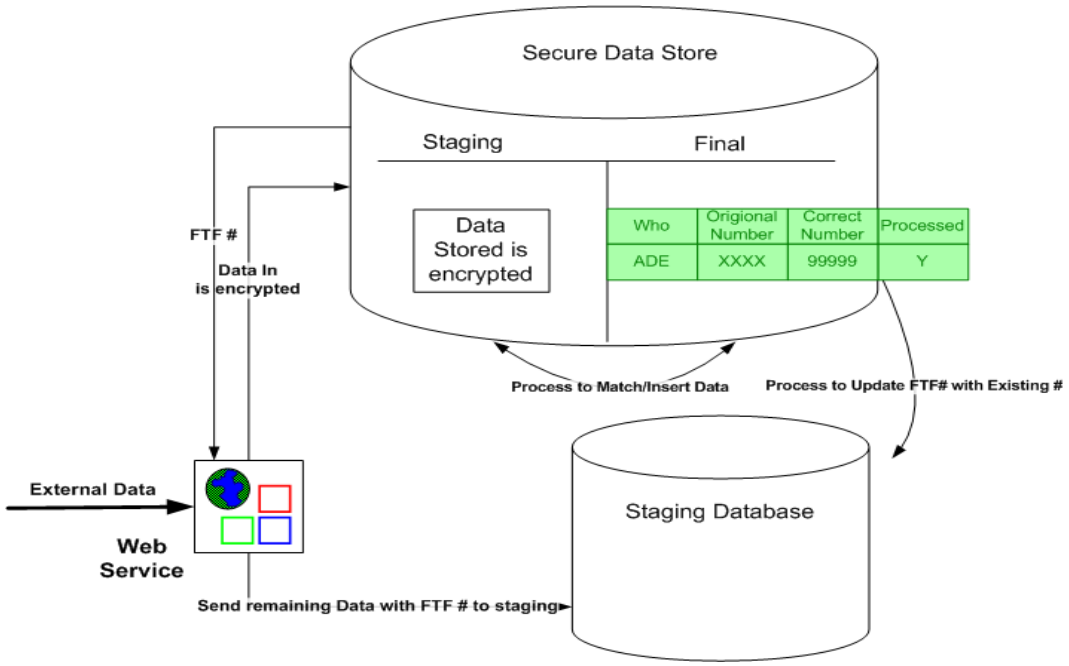
Figure 2 shows the High level architecture of the sensitive data model being used at First Things First.

Figure 2: Architecture of Secure Data Store



Sensitive Data will enter the system via two paths; externally through a secure web service and internally through the data collections built by FTF. Once the data is entered and requested to be saved, it will be sent to the Secure Data Store. Complete audit trails of every access will be recorded regardless of the user, for a complete audit trail. Transmitted data will not include any identifying information. Figure 3 provides an overview of FTF's secure data storage and encryption process.

Figure 3: Secure Data Storage and Encryption Process



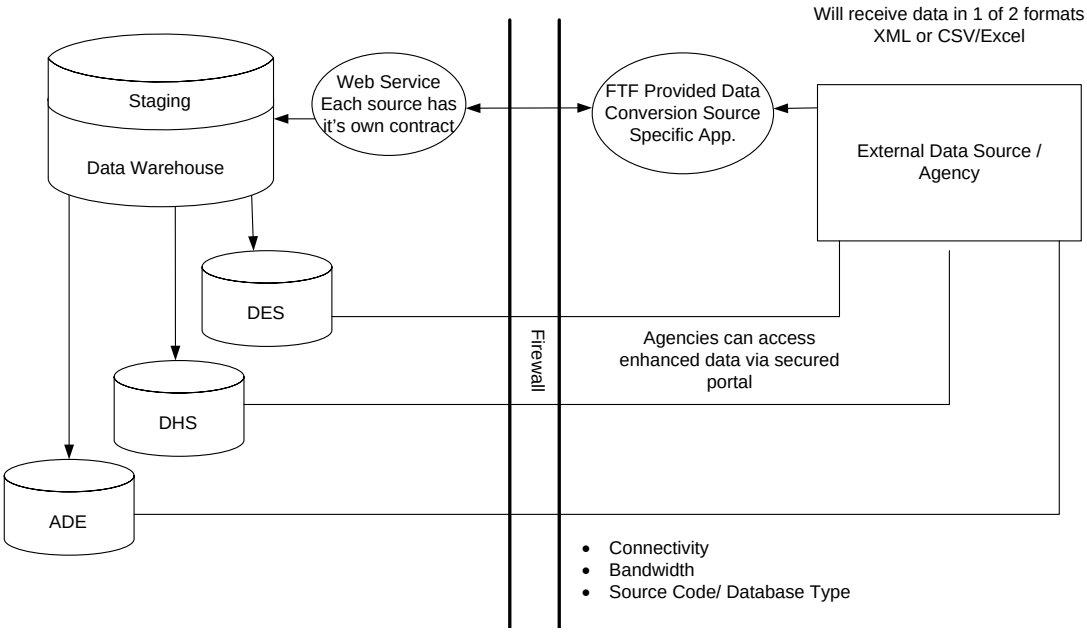
NETWORK ACCESS AND FIREWALL PROTECTION POLICY:

First Things First has a policy to securely and economically protect its business functions, including public access to appropriate information and resources, while maintaining compliance with the legal requirements established by existing Federal and State statutes pertaining to confidentiality, privacy, accessibility, availability, and integrity.

First Things First's network security standards provide secure and seamless interconnection of communications networks and systems while protecting FTF's physical and computing resources and data storage. Network security standards are employed through both FTF network infrastructure and the state's AZNET program for network communication services. Multi-layered protection is used at the Internet gateway, the network server, and the desktop levels to prevent introduction of malicious code or unauthorized access into the FTF's information systems. External (inbound and outbound) traffic shall be routed through secure firewalls. Firewall technology utilized by FTF will have security logging employed. Individual firewalls deployed on FTF's systems are centrally administered and managed to ensure security is applied and updated.

FTF uses a web service, through standardized XML messaging or other formats, to receive, collect or exchange data with another web service. External connections to FTF networks shall be routed through secure gateways and protected by through encryption. Secure Socket Layer (SSL) is employed between a web server and browser to authenticate the web server and the user's browser. First Things First maintains an inventory of all external partners who have connections with FTF via a web service. FTF will promptly remove any external connections when no longer required. Key network components shall be disabled or removed to prevent inadvertent reconnection. Figure 4 provides an example of external connections via secure gateway.

Figure 4: Secure gateway path for external connections


Will receive data in 1 of 2 formats
XML or CSV/Excel
Staging
Data Warehouse
Web Service
Each source has
it's own contract
FTF Provided Data
Conversion Source
Specific App.
External Data Source /
Agency
DES
DHS
ADE
Firewall
Agencies can access
enhanced data via secured
portal
Connectivity
Bandwidth
Source Code/ Database Type

PHYSICAL STORAGE SECURITY POLICY:

First Things First will safeguard the physical housing unit of secure and protected data. The following physical security practices are followed.

- Information systems (servers, storage, client devices, etc.), media storage areas, and related communication wiring and network devices are located in secure locations that are locked and restricted to access by authorized FTF personnel only.
- Critical data or information storage areas are subject to access monitoring that establishes the identity of the person entering/exiting as well as the date and time of the access (e.g., recording badge information, videotaping) and provides data for auditing of physical access.
- Locking mechanisms with security ID badge or security ID badge and key access are used to access secure areas; access codes shall be changed periodically, according to a schedule defined by the budget unit.
- Where badge-reading systems are employed to log access into and out of a secure facility, "piggybacking" of badge holders shall be prohibited.
- Unused keys, entry devices, etc., shall be secured.
- Physical access to "critical" IT hardware, wiring, and network devices shall be controlled for access by restricted/minimal privilege necessary for the authorized employee or contractor to complete assigned tasks.
- Physical access security measures employed for back-up systems/servers shall be equivalent to those of the primary system.
- Information systems, media storage areas, and related communication wiring and network devices should be protected against loss or malfunction of environmental equipment or services necessary for the operation of the facility.

Because theft or loss of IT equipment may potentially result in the unintentional disclosure of confidential information, FTF's computing and telecommunications equipment is password protected and routinely inventoried, accounted for, and safeguarded from loss and resulting unauthorized use. Removable storage media (disk, tapes, CDs, etc.) are consistently controlled and labeled to guard against misplacement and loss or unauthorized use of information.

POLICY FOR CASE OF BREECH:

An important aspect of First Things First data security policies is the effective and timely reporting of all suspected incidents of misuse or loss of protectively marked/ personal/sensitive information or breaches of data security. FTF will promptly identify, manage, report, manage and provide notification of a data breach related to an information security incident.

In the event a security breech occurs the following steps should be followed:

1. Data Systems identified should be shut down immediately and taken off the network.
2. The extent of the data accessed should be identified.
3. The IT Director should be notified immediately of the breech and the extent of the breech.
4. The Arizona Department of Administration's Arizona Strategic Enterprise Technology Office (ASET) a must be notified within 1 hour of breech.
5. IT Director will work with the CEO, COO, and Communications Director to come up with a communication plan to release if deemed necessary.
6. All individuals or the guardians of individuals whose data was breeched must be notified.
7. Any suspect component of the IT infrastructure must be clean and secure before bringing the component back on line.

Attachments:

A. Use of Electronic Equipment Policy and Personnel Form
B. FTF IT Security Policy
C. FTF Network Security Policy

Attachment A

FIRST THINGS FIRST The right system for bright futures **Use of Electronic Equipment**	**POLICY NO: IT - GENERAL 100** **APPROVED BY: Rhian Evans Allvin**
Effective Date: 8/10/2008	**Revision No: 3 (4/12/2011)** **Page 14 of 3**

- **AUTHORITY**

The Arizona Early Childhood Development and Health Board (AZECDH) shall develop, implement and maintain a coordinated Board plan for information technology (IT) (A.R.S. § 41-3504(A (1))), including the formulation of policies to effectuate the purposes of the Board (A.R.S. § 41-3504(A (13))).

- **PURPOSE**

The purpose is to establish a Board policy for proper Internet/ Intranet use and to require State employees and contractors to be informed of acceptable and unacceptable uses of State equipment before accessing the Internet/ Intranet.

- **SCOPE**

This applies to all divisions within AZECDH.

The Board Chief Executive Officer, working in conjunction with the Chief Information Officer (CIO), shall be responsible for ensuring the effective implementation of Statewide Information Technology Policies, Standards, and Procedures (PSPs) within each Division.

- **POLICY**

Employees may be assigned computer equipment, a telephone with voice mail, and a Blackberry or cell phone. Additionally, they have access to printers, fax machines, scanners, and other electronic means of communications or data processing. Employees using the Share Point Intranet will develop professional business sites that reflect the mission of the Board. The following activities are prohibited on the First Things First electronic equipment:

DRAFT

Attachment A

- The unauthorized modification or destruction of data or software.
- The intentional creation of misleading or unauthorized records or data.
- Communications by means of electronic equipment which are harassing or offensive to another.
- The possession or transmission of sexually explicit or pornographic material.
- The storage, use or transmission of personal software, files or data unless such software, files, or data is work related and has been approved in writing by the COO.
- Authorized equipment is the property of State government. Under no circumstances should authorized equipment be used for personal use. If an employee requires use of their assigned equipment for personal use, employee should notify direct supervisor.
- The unauthorized access to another employee's computer or telephone.
- The unauthorized use or release of passwords.
- Playing computer/ PDA games during work hours.
- Recording meetings or conversations without prior consent of all participants of the meeting or conversation. This does not apply to investigations authorized by the CEO or COO.

- **REFERENCES**
  - A. R. S. § 41-3504, "Powers and Duties of the Agency."

- **ATTACHMENTS**

  Attachment A. Sample Internet User Consent Form

DRAFT

Attachment A

ATTACHMENT A: USE OF ELECTRONIC EQUIPMENT CONSENT FORM

_____ Electronic Equipment User Consent

I, _____, have read and understand the Statewide Use of Electronic Equipment Policy. I agree to comply with all of the terms and conditions of this policy. I understand and agree that my employer reserves the right to monitor and log all network and Internet activity, including email, without notice. I have no expectation of privacy in the use of these resources. Further, I understand and agree that all network and information systems activity conducted with State/Agency resources is the property of the State of Arizona.

Signed: _____

Date: _____

LIABILITY

Neither the State of Arizona nor the _____ (Agency Name) make warranties of any kind, whether express or implied, for the use of the email system or electronic information resources. Additionally, neither the State of Arizona nor the agency indicated above is responsible for any damages, whatsoever, that employees, may suffer arising from or related to the use of Internet resources.

DRAFT

Attachment B

FIRST THINGS FIRST *The right system for bright futures* **IT Security Policy**	**POLICY NO: IT - GENERAL 100** **APPROVED BY: Rhian Evans Allvin**
Effective Date: 10/10/2008	**Revision No: 3 (3/10/2010)** **Page 18 of 5**

1. AUTHORITY

The Arizona Early Childhood Development and Health Board shall develop, implement and maintain a coordinated statewide plan for information technology (IT) (A.R.S. § 41-3504(A (1))) including adopting statewide technical, coordination, and IT policy and standards (A.R.S. § 41-3504(A (1(a)))).

2. PURPOSE

To establish a Board security policy for the protection of IT assets and resources, including data/information with our own network infrastructure and the AZNET program for network services.

3. SCOPE

This applies to all divisions within the Board.

The Chief Executive Officer working in conjunction with the Chief Information Officer (CIO) shall be responsible for ensuring the effective implementation of Statewide Information Technology Policies, Standards, and Procedures (PSPs) within each Division.

4 POLICY

The State of Arizona shall securely and economically protect its business functions, including public access to appropriate information and resources, while maintaining compliance with the legal requirements established by existing

Federal and State statutes pertaining to confidentiality, privacy, accessibility, availability, and integrity.

4.1 IT SECURITY POLICY RESPONSIBILITIES

The policy establishes that the Board shall:

4.1.1 Protect the State's IT assets, resources, and data/information from unauthorized access, use, disclosure, disruption, modification, or destruction in order to provide:

- Integrity, which means guarding against improper information modification or destruction, and includes ensuring information non-repudiation and authenticity;
- Confidentiality, which means preserving authorized restrictions from access and disclosure, including means for protecting personal privacy and proprietary information;
- Availability, which means ensuring timely and reliable access to and use of information. Availability is securely accomplished through identification, authentication, authorization and access control;
- Accountability, which includes requirements that actions of individuals or entities can be traced to the individual or entity, non-repudiation, and security review controls and procedures; and
- Assurance, including security administration and adherence to Statewide IT security policies and standards.

4.1.2 Provide security protections commensurate with the risk and magnitude of harm resulting from unauthorized access, use, disclosure, modification to, or destruction of either information collected or maintained by or on behalf of the Board.

4.1.3 Ensure that data/information contained in electronic transactions is protected via 1) identification, authentication, and authorization; 2) encryption; and 3) electronic signature, as necessary.

4.1.4 Provide adequate security for all information collected, processed, transmitted, stored, or disseminated in the Division's software application systems.

4.1.5 Ensure that networks, hardware systems, and software application systems operate effectively and provide appropriate confidentiality, integrity, and availability, using cost-effective management, personnel, operational, and technical controls.

4.1.6 Apply security controls to information systems, resources, and data/information sufficient to contain risk of loss or misuse of the information to an acceptable level that supports the mission and operation of the Board.

4.1.7 Ensure that information security management processes are integrated with the Board's strategic and operational planning processes, including planning and implementing (see paragraph 4.6) any necessary remedial action to address IT security deficiencies.

4.1.8 Communicate applicable Statewide and IT security policies and standards to appropriate third-party organizations.

4.1.9 Establish IT security programs, including assignment of roles and responsibilities, as well as creation of any necessary procedures, adherence requirements, and monitoring controls that adhere to:

- *Statewide Policy P800, IT Security*;
- Applicable Statewide Standards for IT security; and
- Budget-unit-specific IT security policies, standards, and procedures.

- Budget unit IT security programs shall be appropriate to each budget unit's operational and technology environment in order to provide a foundation for management to make informed decisions and IT investments that appropriately mitigate IT security risks to an acceptable level.

4.2. SECURITY ARCHITECTURE STANDARDS

Security Architecture defines common, industry-wide, open-standards-based technologies required to enable secure and efficient transaction of business, delivery of services, and communications among its citizens, the federal government, cities, counties, and local governments, as well as the private business sector. Security Architecture Standards allow the State and individual budget units to quickly respond to changes in technology, business, and information requirements without compromising the security, integrity, and performance of the enterprise and its information resources. Refer to Paragraph 6.20, Statewide Standards for Security Architecture, for further information.

4.3. IMPLEMENTATION

Arizona's EWTA has been designed to maximize current investments in technology, provide a workable transition path to targeted technologies, maintain flexibility, and to enhance interoperability and sharing. Security Architecture implementations shall adhere to implementation strategies described in *Statewide Policy P700, Enterprise Architecture*. Security Architecture shall be implemented in accordance with this policy, applicable statewide standards for security, and relevant Federal, and individual budget unit standards.

4.6. CONFORMANCE OF IT INVESTMENTS AND PROJECTS TO EA

To achieve the benefits of an enterprise-standards-based architecture, all information technology investments shall conform to the established EWTA that is designed to ensure the integrity and interoperability of information technologies for budget units. *Statewide Standard P340-S340, Project Investment Justification (PIJ),* defines conformance with the established EWTA and associated Statewide Policies and Standards. Variances from the established EWTA shall be documented and justified in the appropriate section of the PIJ document.

4.7. APPLICABILITY TO OTHER STATEWIDE EA POLICIES AND STANDARDS

Statewide Policy P800, IT Security, adheres to and demonstrates the purpose established in *Statewide Policy P100, Information Technology*. *Statewide Policy P800, IT Security*, adheres to the principles, governance, lifecycle process, and implementation elements described in *Statewide Policy P700, Enterprise Architecture*.

5. DEFINITIONS AND ABBREVIATIONS

Refer to the PSP Glossary of Terms located on the GITA website at http://www.azgita.gov/policies_standards/ for definitions and abbreviations.

6. REFERENCES

6.1. A. R. S. § 41-621 et seq., "Purchase of Insurance; coverage; limitations, exclusions; definitions."

6.2. A. R. S. § 41-1335 ((A (6 & 7))), "State Agency Information."

6.3. A. R. S. § 41-1339 (A), "Depository of State Archives."

6.4. A. R. S. § 41-1461, "Definitions."

6.5. A. R. S. § 41-1463, "Discrimination; unlawful practices; definition."

6.6. A. R. S. § 41-1492 et seq., "Prohibition of Discrimination by Public Entities."

6.7. A. R. S. § 41-2501 et seq., "Arizona Procurement Codes, Applicability."

6.8. A. R. S. § 41-3501, "Definitions."

6.9. A. R. S. § 41-3504, "Powers and Duties of the Agency."

6.10. A. R. S. § 41-3521, "Information Technology Authorization Committee; members; terms; duties; compensation; definition."

6.11. A. R. S. § 44-7041, "Governmental Electronic Records."

6.12. Arizona Administrative Code, Title 2, Chapter 7, "Department of Administration Finance Division, Purchasing Office."

6.13. Arizona Administrative Code, Title 2, Chapter 10, "Department of Administration Risk Management Section."

6.14. Arizona Administrative Code, Title 2, Chapter 18, "Government Information Technology Agency."

6.15. Federal Office of Management and Budget (OMB) Circular No. A-130, Appendix III, "Security of Federal Automated Information Resources."

6.16. State of Arizona Target Security Architecture.

6.17. Statewide Policy P100, Information Technology.

6.18. Statewide Policy P340, Project Investment Justification (PIJ).

6.18.1. Statewide Standard P340-S340, Project Investment Justification.

6.19. Statewide Policy P700, Enterprise Architecture.

6.20. Statewide Policy P800, IT Security.

6.20.1. Statewide Standard P800-S805, IT Risk Management.

6.20.2. Statewide Standard P800-S810, Account Management.

6.20.3. Statewide Standard P800-S815, Configuration Management.

6.20.4. Statewide Standard P800-S820, Authentication and Directory Services.

6.20.5. Statewide Standard P800-S825, Session Controls.

6.20.6. Statewide Standard P800-S830, Network Infrastructure.

6.20.7. Statewide Standard P800-S850, Encryption Technologies.

6.20.8. Statewide Standard P800-S855, Incident Response and Reporting.

6.20.9. Statewide Standard P800-S860, Virus and Malicious Code Protection.

6.20.10. Statewide Standard P800-S865, IT Disaster Recovery Planning (DRP).

6.20.11. Statewide Standard P800-S870, Backups.

6.20.12. Statewide Standard P800-S875, Maintenance.

6.20.13. Statewide Standard P800-S880, Media Sanitizing/Disposal.

6.20.14. Statewide Standard P800-S885, IT Physical Security.

6.20.15. Statewide Standard P800-S890, Personnel Security.

6.20.16. Statewide Standard P800-S895, Security Training and Awareness.

7. ATTACHMENTS

None.

FIRST THINGS FIRST *The right system for bright futures* **Network Security Policy**	**POLICY NO: IT-GENERAL 100** **APPROVED BY: Rhian Evans Allvin**
Effective Date: 10/10/2008	**Revision No: 3 (3/10/2010)** **Page 24 of 7**

1. AUTHORITY

The Arizona Early Childhood Development and Health Board shall develop, implement and maintain a coordinated statewide plan for information technology (IT) (A.R.S. § 41-3504(A (1))) including the adoption of statewide technical, coordination, and security standards (A.R.S. § 41-3504(A (1(a)))).

2. PURPOSE

To establish a Board policy to provide for secure and seamless interconnections of the Board's heterogeneous systems and communications networks, including wireless, modems, routers, switches, and firewalls and protecting the Board's computing resources and information from the risk of unauthorized access from external sources.

3. SCOPE

This applies to all divisions within the Board.

The Chief Executive Officer working in conjunction with the Chief Information Officer (CIO) shall be responsible for ensuring the effective implementation of Statewide Information Technology Policies, Standards, and Procedures (PSPs) within each Division.

4. Policy

The State of Arizona security standards shall be used to provide the minimum requirements for providing secure and seamless interconnection of communications networks and systems while protecting the State's computing resources and information whether that is through existing Board network infrastructure or through the states AZNET program for network communication services. Multi-layered protection shall be deployed at the Internet gateway, the network server, and the desktop levels to prevent introduction of malicious code or unauthorized access into the State's information systems.

4.1. NETWORK PERIMETER SECURITY**:**

The policy establishes that the Board shall:

4.1.1. Employ firewall technology at the edge of a Board's network including the Internet Gateway, to protect sensitive internal information assets and infrastructure from unauthorized access. External (inbound and outbound) traffic shall be routed through secure gateways, such as firewalls.

4.1.1 Establish network traffic filtering rules for traffic that traverses the Internet shall include the following:

- An incoming packet shall not have a source address of the internal network,
- An incoming packet shall not contain Internet Control Message Protocol (ICMP) traffic,
- An incoming packet shall have a publicly registered destination address associated with the internal network if using static or dynamic Network Address Translation (NAT),
- An incoming packet should not contain Simple Network Management Protocol (SNMP) traffic,
- An outgoing packet shall have a source address of the internal network,
- An outgoing packet shall not have a destination address of the internal network,

- An incoming or outgoing packet shall not have a source or destination address that is private or listed in RFC 1918-reserved space,
- Sources of traffic from Internet sites that are known to contain spam, offensive material, etc., may be blocked at the discretion of the Board.

4.1.2 Block inbound or outbound traffic containing source or destination addresses of 127.0.0.1 or 0.0.0.0, or directed broadcast addresses.

4.1.3 The Board may collectively establish inter-agency service agreements (ISAs) to implement and maintain a "trusted peer" relationship among multiple participants. Each participant in the agreement shall agree to conform to all applicable requirements set forth in the agreement to ensure sufficient and acceptable security protection for all other participating entities.

4.1.10 Establish IT network security programs, including assignment of roles and responsibilities, as well as creation of any necessary procedures, adherence requirements, and monitoring controls that adhere to:

- *Statewide Policy P800-S830, Network Security*;
- Applicable Statewide Standards for network security; and
- Board-specific IT security policies, standards, and procedures.

4.2. END POINT SECURITY**:** Client platform devices, including Board-owned assets, client devices used by remote workers and telecommuters, as well as third-party entities, connected to the Board's internal network should be protected from sending or receiving hostile threats from unauthorized network traffic or software applications.

4.2.1 Client platform devices shall utilize virus-scanning software in accordance with *Statewide Standard P800-S860, Virus and Malicious Code Protection*.

4.2.2 Client platform devices externally connecting to Board internal networks shall encrypt all traffic in accordance with paragraph 4.6.

4.2.3 Individual firewalls deployed on client platform devices provide protection against network-borne threats by providing traditional firewall services blocking network traffic based on protocol, ports, and software applications, content filtering of packets, as well as controlling the behavior of software applications deployed and executed on the client platform device.

4.3. ACCESS TO INTERNETWORKING DEVICES AND SHARED PLATFORMS**:** Internetworking devices (including routers, firewalls, switches, etc.) and shared platforms (including mainframes, servers, etc.) provide both access to and information about networks. They shall be controlled to prevent unauthorized access.

4.3.1 Access to Internetworking devices and shared platforms shall be restricted to authorized employees and contractors in accordance with *Statewide Standard P800-S885, Physical Security*, and *Statewide Standard P800-S875, Maintenance*.

4.3.2 Access to network management tools such as Simple Network Management Protocol (SNMP), Secure Socket Shell (SSH), and Remote Monitoring (RMON), etc., as well as telnet access, shall be controlled. SNMP shall be version 3 or higher to take advantage of improved security features.

4.3.3 Internetworking devices connected to the Internet shall have RFC 1918 and RFC 2827 implemented for inbound traffic.

4.3.4 Internetworking device passwords shall be immediately changed before or upon device installation and shall conform to requirements set forth in *Statewide Standard P800-S820, Authentication and Directory Services*, and Board specific password criteria.

4.3.5 Internetworking devices shall be configured to retain their current configuration, security settings, passwords, etc., during a reset or reboot process.

4.3.6 When disposing of internetworking devices that are no longer used by the Board, all configuration information shall be cleared in accordance with *Statewide Standard P800-S880, Media Sanitizing/Disposal*, to prevent disclosure of network configuration, keys, passwords, etc.

4.4. PATCH MANAGEMENT**:** The Board shall develop and implement written procedures that identify roles and responsibilities for implementing patch management that include the following activities:

4.4.1 Authorized Board employees or contractors shall proactively monitor and address software vulnerabilities of all internetworking devices in their network (routers, firewalls, switches, etc) by ensuring that applicable patches are acquired, tested, and installed in a timely manner.

4.4.2 Where practical and feasible, the Board designated staff shall test patches in a test environment prior to installing the patch.

4.4.3 Patches shall be installed on all affected internetworking devices. Designated employees or contractors shall monitor the status of patches once they are deployed.

4.4.4 Patches make changes to the configuration of an internetworking device designed to protect and secure internetworking devices and attached IT devices and systems from attack, and shall be controlled and documented in accordance with *Statewide Standard P800-S815, Configuration Management*.

4.5. DEMILITARIZED ZONE**:** Services provided through the Internet (Web-enabled applications, FTP, Mail, DNS, VoIP, etc.) shall be deployed on a Demilitarized Zone (DMZ) or proxied from the DMZ.

4.5.1 All communication from servers on the DMZ to internal applications and services shall be controlled.

4.5.2 Remote or dial-in access to networks shall be authenticated at the firewall, or through services placed on the DMZ.

4.5.3 The DMZ is the appropriate location for web servers, external DNS servers, Virtual Private Networks (VPNs), and dial-in servers.

4.5.4 Any Board external DNS servers should neither be primary servers nor permit zone transfers to DNS servers outside of the Board.

4.5.5 All remote access users shall be considered external and therefore should be subjected to the firewall rule set. VPNs should terminate on the external segment or outside of the firewall.

4.6. EXTERNAL CONNECTION TO NETWORKS: External connections to networks shall be routed through secure gateways and protected by the following encryption methods, as appropriate:

4.6.1 At a minimum either Triple DES (TDES) or Advanced Encryption Standard (AES) shall be deployed and supported for the transmission of data/information as identified in the *Statewide Standard, P800-S850 Encryption Technologies*.

4.6.2 Transport Layer Security (TLS) or Secure Socket Layer (SSL) shall be employed between a web server and browser to authenticate the web server and, optionally, the user's browser. Implementations of TLS and SSL shall allow for client authentication support using the services provided by Certificate Authorities.

4.6.3 Wireless Transaction Layer Security (WTLS) with strong authentication and encryption shall be used between a web server and the browser of a wireless mobile device, such as a cellular telephone, PDA, etc., to provide sufficient levels of security during data transmission.

4.6.4 VPNs shall be used to connect two networks or trading partners that must communicate over insecure networks, such as the public Internet, by establishing a secure link, typically between firewalls, using a version of the IPSec security protocol.

4.6.5 Strong authentication, such as challenge/response devices, one-time passwords, tokens, Kerberos, and smart cards, shall be used once permission to connect has been granted.

4.6.6 External connections shall be removed promptly when no longer required. Key network components shall be disabled or removed to prevent inadvertent reconnection.

4.7. INTER-NETWORK TRANSPORT SERVICES**:** Based on the Board's business requirements, inter-network transport services are configured and implemented to allow for automatic re-routing of communications when critical nodes or links fail, or fall-back to alternate transport services, including the provision of duplicate or alternate secure gateways and external exchanges or switching centers.

4.8. WIRELESS NETWORK ACCESS**:** The Board shall ensure that centralized user authentication in accordance with *Statewide Standard P800-S820, Authentication and Directory Services*, encryption technologies with automated key distribution, and VPN technologies are used as appropriate with standard wireless networks: IEEE 802.11x (Wireless Local Area Network (WLAN)), IEEE 802.15 (Wireless Personal Area Network (WPAN)), and IEEE 802.16 (Wireless Metropolitan Area Network (WMAN)).

4.9. INTRUSION DETECTION/PREVENTION**:** The Board shall ensure detection mechanisms or intrusion prevention tools are incorporated into all servers connected to WANs and to all internetworking devices that serve as gateways between WAN network segments.

4.9.1 When used, intrusion detection systems shall be installed both external and internal to firewall technology protecting the network to monitor, block, and report unauthorized activity.

4.9.2 Intrusion detection mechanisms for servers shall include the use of software and review procedures that scan for unauthorized changes to files, including system files.

4.9.3 Software and review procedures shall examine network traffic for known, suspicious attack signatures or activities and look for network traffic indicative of devices that have been misconfigured.

4.9.4 Violations of set parameters shall trigger appropriate notification to security administrators or Board staff, allowing a response to be undertaken.

4.9.5 When manufacturer recommended updates/patches are applied to IDS/IPS systems that may impact end-user connectivity, notification to all impacted entities/users as to date and time shall occur prior to any updates.

4.10. VULNERABILITY SCANNING: Network and host vulnerability scanners shall be used to test for the vulnerabilities of internal systems and of network perimeter defenses, as well as adherence to security policy and standards.

4.11. DESTRUCTION OF NETWORK DOCUMENTATION:

Destruction of hardcopy and electronic documentation of network device configurations, network diagrams, etc., shall be destroyed, when superseded, or no longer needed. Such destruction may be completed on-site by the use of a commercial strength document shredder and/or the use of a secure recycling container.

5. DEFINITIONS AND ABBREVIATIONS

Refer to the PSP Glossary of Terms located on the GITA website at http://www.azgita.gov/policies_standards/ for definitions and abbreviations.

6. REFERENCES

6.1. A. R. S. § 41-621 et seq., "Purchase of Insurance; coverage; limitations, exclusions; definitions."

6.2. A. R. S. § 41-1335 ((A (6 & 7))),"State Agency Information."

6.3. A. R. S. § 41-1339 (A),"Depository of State Archives."

6.4. A. R. S. § 41-1461, "Definitions."

6.5. A. R. S. § 41-1463, "Discrimination; unlawful practices; definition."

6.6. A. R. S. § 41-1492 et seq., "Prohibition of Discrimination by Public Entities."

6.7. A. R. S. § 41-2501 et seq., "Arizona Procurement Codes, Applicability."

6.8. A. R. S. § 41-3501, "Definitions."

6.9. A. R. S. § 41-3504, "Powers and Duties of the Agency."

6.10. A. R. S. § 41-3521, "Information Technology Authorization Committee; members; terms; duties; compensation; definition."

6.11. A. R. S. § 44-7041, "Governmental Electronic Records."

6.12. Arizona Administrative Code, Title 2, Chapter 7, "Department of Administration Finance Division, Purchasing Office."

6.13. Arizona Administrative Code, Title 2, Chapter 10, "Department of Administration Risk Management Section."

6.14. Arizona Administrative Code, Title 2, Chapter 18, "Government Information Technology Agency."

6.15. Statewide Policy P100, Information Technology.

6.16. Statewide Policy P710, Network Architecture.

6.16.1. Statewide Standard P710-S710, Network Infrastructure.

6.17. Statewide Policy P800, IT Security.

6.17.1. Statewide Standard P800-S815, Configuration Management.

6.17.2. Statewide Standard P800-S820, Authentication and Directory Services.

6.17.3. Statewide Standard P800-S850, Encryption Technologies.

6.17.4. Statewide Standard P800-S860, Virus and Malicious Code Protection.

6.17.5. Statewide Standard P800-S875, Maintenance.

6.17.6. Statewide Standard P800-S880, Media Sanitizing/Disposal.

6.17.7. Statewide Standard P800-S885, IT Physical Security.

6.18. State of Arizona Target Security Architecture, http://www.azgita.gov/enterprise_architecture.

7. ATTACHMENTS

None.

ATTACHMENT XX – Workforce Knowledge and Competency Framework (CKEC) Revision Plan

ATTACHMENT XX – Workforce Knowledge and Competency Framework (CKEC) Revision Plan **Workforce Knowledge and Competency Framework (CKEC) Revision Plan**

Workforce Knowledge and Competency Framework (D)(1)

RTT-ELC Definition Indicators The Workforce Knowledge and Competency Framework, at a minimum:	**Current CKEC**	**Revision Plan**
(a) is evidence-based	Based on CDA requirements and *Preparing Early Childhood Professionals: NAEYC's Standards for Programs* (Hyson, 2003).	1) Review current literature on EC professional preparation, including the key related to improved child outcomes. 2) Identify essential evidence-based skills to incorporate into revision.
(b) incorporates knowledge and application of the State's Early Learning and Development Standards, the Comprehensive Assessment Systems, child development, health, and culturally and linguistically appropriate strategies for working with families	Were developed concurrently (and were aligned) with the *AzELS* and before the *Infant/Toddler Guidelines*, *Program Guidelines*, and *TQRIS Rating System*.	1) Revise CKEC to incorporate new standards and guidelines.
(c) includes knowledge of early mathematics and literacy development and effective instructional practices to support mathematics and literacy development in young children;	Includes knowledge of language, literacy, and literature (4.2.5) and mathematics and science (4.2.6).	1) Tier competencies to indicate increasing levels of skill and knowledge 2) Revise math competences and knowledge based on review of *National Research Council report Mathematics Learning in Early Childhood: Paths Toward Excellence and Equity*, and other early mathematics literature (e.g., Clements, XXX); 3) Revise language, literacy, and literature competencies and knowledge based on review of current research on early literacy.
(d) incorporates effective use of data to guide instruction and program improvement;	Includes knowledge and skills for using a variety of techniques and instruments to gather information on	1) Tier competencies to indicate increasing levels of skill and knowledge; 2) Revise based on

RTT-ELC Definition Indicators The Workforce Knowledge and Competency Framework, at a minimum:	**Current CKEC**	**Revision Plan**
	child performance and to apply assessment information to planning appropriate programs and instruction (CKEC 4.3.1. Observation and assessment; 4.3.2. Classroom planning and record keeping).	information in *National Research Council report Early Childhood Assessment, Why, What, and How.* 3) Include knowledge around administration of Quality First Instruments. 4) Include knowledge and skills related to using data from new data system. 5) Include knowledge and skills related state-approved formative assessment system, early childhood screening instruments, and Kindergarten Entry Assessment.
(e) includes effective behavior management strategies that promote positive social emotional development and reduce challenging behaviors; and	Includes knowledge of and skills regarding supporting children's social/emotional development (CKEC 4.2.3 Social/Emotional skills; 4.4 Guidance and relationship development)	1) Tier competencies to indicate increasing levels of skill and knowledge; 2) Revise to include specific behavior management strategies designed to reduce challenging behaviors especially for children with delays or disabilities.
(f) incorporates feedback from experts at the State's postsecondary institutions and other early learning and development experts and Early Childhood Educators.	Were developed by a team of early childhood experts from across Arizona including faculty from institutes of higher education.	Reconvene Professional Development Workgroup to revise CKEC. Include plan to vet with national experts and include a planned revision cycle.

ATTACHMENT YY – Standards of Practice: Home Visitation

ATTACHMENT YY – Standards of Practice: Home Visitation

FIRST THINGS FIRST
Ready for School. Set for Life.

Standards of Practice

Home Visitation

I. Strategy Description

Parents and families play a pivotal role in shaping their children's lives and preparing them for school. Often the best way to reach families with young children is by bringing services to their front door. Comprehensive, evidence based home visitation programs provide participating families of infants and toddlers with information and education on parenting, child development and health topics while assisting with connections to other resources or programs as needed. An evidence-based home visitation program is implemented in response to findings from a needs assessment, that includes home visiting as a primary service delivery strategy (excluding programs with infrequent or supplemental home visiting), and is initially offered on a voluntary basis to families expecting a baby or families with young infants.

An evidence-based home visitation program is defined as the following:

- existing for at least three years,
- research-based, grounded in relevant empirically-based knowledge,
- linked to program determined outcomes,
- associated with a national organization or institution of higher education with comprehensive home visitation program standards that ensure high quality service delivery and continuous program quality improvement,
- demonstrated significant, sustained positive outcomes per required benchmarks and participant outcomes when evaluated using well-designed and rigorous, randomized controlled research designs and,
- results are published in a peer-reviewed journal, or
- Quasi-experimental research designs, or the model must conform to a promising and new approach which achieves the required benchmarks and participant outcomes that should be grounded in empirical work and have an articulated theory of change

A variety of evidence based models exist to address the spectrum of universal needs to targeted or specialized needs of particular populations such as first time parents, teen parents, families at-risk for abuse-neglect, low income families, the experience and credentials of the home visitor, the duration and intensity of the visits, and the end goal or focus of the intervention. Yet, the common ground that unites home visitation program models is the importance placed on infant and toddler development.

In coordination and collaboration with community based services, voluntary home visitation programs educate families and bring them up-to-date information about health, child development and school readiness, and connect them to critical services. Home visitation is a bridge that links the resources of the community with the safety of the home environment to reduce isolation, empowering even hard-to reach parents to build a better future for themselves and their children. For example, home visitors directly impact early language and emergent literacy development and parent-child interactions by communicating the importance of reading daily to infants and toddlers and through individualized service provision. They provide families with the information, education, coaching and modeling to establish daily reading activities and literacy rich home environments which promote infants' positive associations with books and other print materials thereby supporting language acquisition. Daily reading activities also impact social emotional development by strengthening the bond and interactions between parents and their infants and toddlers. As part of service provision, home visitors regularly inform families of the services available in their local community such as those available through public library. Through referral and coordination of services, home visitors can bridge daily reading activities and the availability of books and other print material within a family's home to those activities and programs available through the public library and elsewhere in the broader community; altogether reinforcing the importance of families' daily reading activities with infants and toddler resulting in positive early childhood outcomes and school readiness. (Peifer, 2011)

It is expected that home visitation programs funded by First Things First will be comprehensive for the families they serve and will be offered at no-cost, on a voluntary basis. Programs are also expected to minimize duplication of home visitation services for families.

For further information and resources regarding evidence based home visitation, refer to:

- Home Visiting Evidence for Effectiveness http://homvee.acf.hhs.gov/

- Mathematica Policy Research http://www.mathematicampr.com/EarlyChildhood/evidencebasedhomevisiting.asp
- The PEW Center on the States http://www.pewcenteronthestates.org/initiatives_detail.aspx?initiativeID=52756
- ZERO TO THREE http://www.zerotothree.org/public-policy/infant-toddler-policy-issues/home-visit.html

II. Standards of Practice

A. Implementation Standards

1. Family centered and strengths-based approach:

- Conduct awareness, outreach and enrollment activities for eligible families who are expecting a baby or who have a newborn or infant child.
- Engage families in assessment of their strengths and needs particularly around the following areas: parental resilience; social connections; knowledge of parenting and child development; concrete support in times of need; and children's social-emotional development.
- Assist families in the development and implementation of a family service plan, which includes specific goals and objectives based upon assessment findings, and future planning for transition from the home visitation program as appropriate.
- Ensure children receive developmental screening, preferably during well-child visits at 9, 18 and 24 months of age and every six months thereafter, or at any other time there are concerns about developmental delays, for all of the following developmental domains: social emotional, language and communication; including emergent literacy, cognitive, physical and motor development. If the home visitor is conducting the developmental screening at those age-intervals, the First Things First Developmental Screening Standards of Practice must be followed.
- Assist families in developing skills related to observing and understanding their child's ongoing growth and developmental progress. Connect families with the most appropriate provider and/or agency when developmental or health related concerns are noted.

  This includes:

  - parent's understanding and ability to read their infant's subtle cues
  - reasonable expectations for infant and toddler behavior
- Provide resource and referral information - identify services available to families and the subsidies to which they may be entitled; help them to fill out the forms to gain those services; and help the families to follow through to ensure service delivery, as needed.
  - Assist parents to learn how to advocate for their children within a variety of settings, including school, child care and human service agencies.
- Provide service coordination with other community resources to minimize duplication and to ensure that families receive comprehensive services as needed.

2. Information, education and coaching on each of the core areas: parental resilience, social connections, knowledge of parenting and child development (social emotional, language and communication – including emergent literacy, cognitive, physical and motor development) , concrete support mechanisms and children's social-emotional development. Information and support is tailored to the needs of the family, and identified in the family service plan. This includes:

- All domains of child development (social emotional, language and communication – including emergent literacy, cognitive, physical and motor development), including understanding when to have concerns related to children's development; and
- A focus on early language and literacy:
  - Inform and educate parents and families on typical early language and emergent literacy development for infants and toddlers.
  - Literacy coaching and instruction should be woven into the activities of all program components; presented and practiced in contexts that are meaningful to families' lives and needs.
  - Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children.
  - Actively engage parents in learning how everyday experiences can nurture the language and literacy development of their children.
  - Support parents in maintaining a literacy-rich home environment.
- Appropriate child-adult interactions and development of parenting skills (i.e. physical touch, positive discipline, early language and literacy experiences and verbal and visual

communications); and

- Health (e.g. nutrition; obesity; breastfeeding; physical activity; immunizations; oral health; insurance enrollment; participation in consistent medical/dental homes; participation in prenatal care; safety; developmental health; vision and hearing screening); and
- Identify their natural support systems such as peers.
- Home visitation programs may also engage families through the facilitation, arrangement or organization of community based group activities to further enhance socialization and peer support.

3. Service delivery is based upon a culture of trust and respect.

- Create a family-centered environment.
- Home visitors are from the community and have extensive knowledge of community resources.
- Structure activities compatible with the family's availability and accessibility.
- Demonstrate genuine interest in and concern for families.
- Clearly define program objectives with the families upon enrollment; understanding what the program will accomplish helps families become fully engaged in program services.
- Create opportunities for formal and informal feedback regarding services delivered and act upon it; ensure that input shapes decision-making.
- Encourage open, honest communication.
- Maintain confidentiality; be respectful of family members and protective of their legal rights.
- Support the growth and development of all family members; encourage families to be resources for themselves and others.
    - Encourage family members to build upon their strengths.
    - Reflect the commitment to effectively serve the identified target population with an emphasis on fathers and grandparent caregivers, through publicity/outreach, literature and staff training.
    - Help families identify and acknowledge informal networks of support and community

resources.

- Create opportunities to enhance parent-child and peer relationships.
- Strengthen parent and staff skills to advocate for themselves within institutions and agencies.

4. Programs are flexible and continually responsive to emerging family and community issues while ensuring model fidelity.

- Be accessible for families. Offer extended service hours including weekend/evening hours.
- Engage families as partners to ensure that the program is beneficial. Families have regular input and feedback in programmatic planning to meet their needs.
- Develop a collaborative, coordinated response to community needs.

5. Evaluation and monitoring is a collaborative, ongoing process that includes input from staff, families, program administrators, and community members.

- Programs must demonstrate mechanisms to assess program effectiveness and to implement quality improvements. Programs must participate in data collection and reporting of performance measures to First Things First.

B. Staffing Standards

1. The length of employment and experience/education are reflective of high quality staff. Home visitors are required to have a minimum of a Bachelor's degree in early childhood development, education, family studies, social work, nursing or a closely related field; unless a specific, evidence based program model is implemented through lay-persons such as a promotora model of service delivery.
2. Wages and benefits are adequate for supporting high quality staff.
3. Assessment of home visitors' skills and abilities. Home visitors must be able to engage families while maintaining professional boundaries.
4. Prior to serving families, staff must have professional training or have participated in

development opportunities to ensure a level of competency in service delivery.

5. Home visitors receive ongoing staff development/training to ensure program quality and give staff an opportunity to develop professionally.

6. Supervisors and home visitors will have access to and receive training on the utilization of the Arizona Infant and Toddler Developmental Guidelines (January 2012) as a regular part of practice.

7. Staff will receive training and information regarding mandatory reporting. Arizona law requires home visitation staff who suspect that a child has received a non-accidental injury or has been neglected, to report their concerns to Child Protective Services or local law enforcement (ARS §13-3620.A).

8. Supervisors should work with home visitation program staff to prepare and implement professional development plans.

9. Establish supervision as a collaborative process with mechanisms that support staff in difficult situations and provides ongoing opportunities for discussion between staff members and supervisors to reflect and debrief. Supervision will also include observation. It is important that supervisors spend time with home visitors in the field to have a sense of how the service is being delivered. This will help supervisors and staff to identify coaching and mentoring opportunities.

10. A confidential case file is maintained for each family. This file will include documentation such as contact notes, intake, assessment or screening tools and the service plan. Programs will ensure quality of service provision through regular case file reviews.

11. All First Things First Home Visitation Standards of Practice are modeled in all activities including planning, governance, and administration.

12. To ensure quality services, caseload size for each staff person is based upon:

- How many hours per week the home visitor works; and

- Family need and intensity of services provided (for example, for families with high risk or multiple risk factors, frequency and intensity of programming can increase to allow for more time to build relationships, modify maladaptive behaviors or attitudes, or practice newly learned parenting skills); and

- Where each family lives.

  For example; 20 families is the maximum caseload for a home visitor working entirely in homes with families assessed as high risk or with multiple risk factors, at one visit per week

- Evidence based program model fidelity

13. Establish an effective, consistent supervisory system that provides support for all staff members and ensures accountability to participants, funders, and the community.
14. All staff work as a team, modeling respectful relationships.
15. Build a team of staff who is consistent with program goals and whose top priority is the well-being of families and children.

C. Cultural Competency

1. Affirm, strengthen and promote families' cultural, racial and linguistic identities and enhance their ability to function in a multicultural society.

- Create opportunities for families of different backgrounds to identify areas of common ground and to accept and value differences between them.
- Hire staff who reflect the cultural and ethnic experiences and language of the families with whom they work and integrate their expertise into the entire program.
- To address cultural competency objectives, early childhood practitioners /early childhood service providers shall ensure that children and families receive from all staff members effective, understandable, and respectful care that is provided in a culturally competent manner- a manner compatible with their cultural beliefs and practices and preferred language. Early childhood practitioners /early childhood service providers should ensure that staff at all levels and across all disciplines receive ongoing education and training in culturally and linguistically appropriate service delivery. Early childhood practitioners/early childhood service providers should develop participatory, collaborative partnerships with communities and utilize a variety of formal and informal mechanisms to facilitate community and family-centered involvement to

ensure that services are delivered in a manner that is consistent with the National Standards on Culturally and Linguistically Appropriate Services and/or the National Recommendations on Cultural and Linguistic Competence for the National Association for the Education of Young Children." http://minorityhealth.hhs.gov/templates/browse.aspx?lvl=2&lvlID=15 ; http://www.naeyc.org/positionstatements/linguistic

- Service providers should understand individual Tribes/Nations are distinct and separate communities from other Tribes/Nations and their governmental systems and structures are not reflective of each other. Services to Tribal communities and on reservations must be provided in a manner compatible with the Tribe's/Nation's cultural beliefs and practices, to include the preferred language of the community. Services must also be provided in accordance with the Tribe's/Nation's laws, policies and procedures. The effectiveness of services is directly related to the provider's consideration of the beliefs, customs and laws of the Tribe/Nation.
- Service providers can obtain information about providing services on tribal lands from a variety of sources. These include the FTF Regional Coordinator, Regional Council members, tribal websites and publications, as well as official representatives of the Tribe/Nation such as the governing body, standing committees and authorized departments.
- It is highly recommended that service providers seek guidance from one or more of these sources before initiating services on reservations. Failure to do so could result in contraventions of cultural beliefs, Tribal laws or sovereignty.
- The ideal applicant will demonstrate their ability to operate within these parameters through prior experience working with Tribes/Nations, demonstrating that staff are culturally competent, partnerships with agencies serving Native American families, knowledge of cultural beliefs, customs and laws of the Tribe/Nation or a combination of these elements.
- Related to data collection, evaluation or research activities:
    - In the United States, Native American Tribes are considered autonomous nations with all of the rights and responsibilities of a nation. Understanding this, Native American Tribes are charged with protecting the health and safety of their people. To this end, Tribes have full ownership over any data collected within their reservation boundaries. This means that Tribes can allow or not allow any program to collect data from or related to any early childhood development and health program or activities on the reservation.

Any grantee implementing programs in tribal communities must have official tribal permission to collect and utilize sensitive data from or related to any early childhood development and health program or

ATTACHMENT ZZ – FTF Family Support Strategies and Funding SFY12

FTF Family Support Strategies and Funding SFY12

Family Support Strategy	Regional Councils implementing strategy	Funding Level for SFY12
Parent Kit Provides families of every newborn leaving the hospital with the Arizona Parent Kit, which includes 6 DVDs about good parenting practices, a resource guide and a book to encourage early literacy.	Statewide	$ 1,600,000
Helpline Provides advice and information on child development and behavior to families through a free phone line staffed by child development specialists.	Statewide	$90,000
Reach Out and Read Trains pediatric practices to engage parents and young children in early literacy activities; provides books to pediatricians or their staff to distribute to families with young children.	State and Regions: Graham/Greenlee, Navajo Nation, Salt River Pima Maricopa Indian Community, White Mountain Apache, Yuma	$466,247
Curriculum Development- Parent Education Research, develop, and deliver effective parent education for specific target populations and where no appropriate curriculum exists.	San Carlos Apache Region	$47,000
Parent Outreach and Awareness Provides families with education, materials and connections to resources and activities that promote healthy development and school readiness.	Yavapai	$50,000
Home Visitation Provides voluntary in-home services for infants, children and their families, focusing on parenting skills, early physical and social development, literacy, health and nutrition. Connect families to resources to support their child's health and early learning.	Central Maricopa, Central Pima, Cochise, Coconino, Cocopah Tribe, Gila, Gila River Indian Community, Graham/Greenlee, Hualapai Tribe, La Paz/Mohave, Navajo Nation, Navajo/Apache, North Phoenix, North Pima, Northeast Maricopa, Northwest Maricopa, Pascua Yaqui Tribe, Pinal, Santa Cruz, South Phoenix, South Pima, Southeast Maricopa, Southwest Maricopa, Yavapai, Yum	$23,713,491

Community Based Training Parent Education Provides classes on parenting, child development and problem-solving skills including education and training for families on language and literacy development of their young children.	Central Maricopa, Central Phoenix, Central Pima, Colorado River Indian Tribes, Gila River Indian Community, Gila, Graham/Greenlee, Navajo/Apache, North Phoenix, North Pima, Northeast Maricopa, Northwest Maricopa, Pinal, Salt River Pima Maricopa Indian Community, San Carlos Apache, South Pima, Southeast Maricopa, Southwest Maricopa, Tohono O'odham Nation, White Mountain Apache Tribe, Yavapai, Yuma	$6,459,221
Family Resource Centers Provides local resource centers that offer training and educational opportunities, resources, and links to other services for healthy child development.	Central Maricopa, North Phoenix, Northwest Maricopa, Santa Cruz, South Phoenix, Southwest Maricopa	$4,966,344
Family Support—children with special needs Provides coaching, group activities and services to the parents of children with special needs. Services are designed to help their child reach his/her fullest potential.	LaPaz/Mohave, White Mountain Apache Tribe, Yuma	$405,000
Family Support Coordination Improves the coordination of, and access to, family support services and programs.	Central Phoenix, Tohono O'odham Nation, Yavapai	$ 1,182,241
Native Language Enrichment Provides materials, awareness and outreach to promote native language and cultural acquisition for the young children of Tribal families.	Gila River Indian Community, Hualapai Tribe, Navajo Nation, Salt River Pima Maricopa Indian Community, San Carlos Apache	$ 508,044
Crisis Intervention Provides short-term, focused intervention and supports to families.	Central Phoenix, Northeast Maricopa	$ 648,809

ATTACHMENT AAA – FTF Family support strategies across targeted ELL communities in Maricopa, Pima Santa Cruz and Yuma

ATTACHMENT AAA – FTF Family support strategies across targeted ELL communities in Maricopa, Pima Santa Cruz and Yuma

FTF Family Support Strategies across targeted ELL communities in Maricopa, Pima, Santa Cruz and Yuma

Regional Council and description of home visitation and family resource center programs	**Children served SFY12**	**Funding levels SFY12**	**Raising a Reader Implementation-Targeted Communities**	**Impact**
South Phoenix Regional Partnership Council <u>Home Visiting Programs</u> a) Nurse Family Partnership improves the health, well-being, and self sufficiency of low-income, first-time parents and their children. b) In a collaborative of four organizations, the South Phoenix Regional Consortium provides Parents as Teachers to families with one or more of the following risk factors: involvement in state or county corrections, below the 100% FPL, teen parents, education limitations/ language or literacy barriers. c) Healthy Families Arizona targeted to prevent abuse and neglect by promoting child health and development, enhancing parent/child interaction and relationships and improving family self-sufficiency. <u>Family Resource Centers</u> a) Maricopa Integrated Health System's South Central Family Learning Center is a clinic-based resource center housed within the Family Health Center, increasing access to family support, child development, health-related information, and high-quality social support. A bilingual coordinator promotes early learning, health education, parent support, and child health literacy, all with a primary focus on children birth through age five. b) The Worthy Institute in partnership with the Phoenix Union High School District, Roosevelt School District, Tolleson	561 families/ home visiting 4,100 families/ family resource centers	$2,250,000/ home visiting $1,115,142/ family resource centers	Maryvale—85033, 85031, 85035 South Phoenix—85041, 85040	750 families

School District are expanding and creating school/private partnerships to implement culturally responsive, family centered, strength based centers. Target populations are families of racial and ethnic minority populations, including, pregnant and parenting teens, single mothers and low income families. c) School Based Family Resource Centers promote positive early childhood development and readiness for school by providing programs and educational opportunities for parents to learn about their and how to help them reach their potential. The core programs of the center include: new baby care workshops for parents; play and learn/play and grow groups for preschoolers and their parents; support groups; family literacy, parenting classes; resource and referral; parents as mentors; resource library including computer access; and developmental screening.				
Central Phoenix Regional Partnership Council <u>Home Visiting Programs</u> Healthy Families Arizona is a community-based, family centered, comprehensive, voluntary home visitation program serving at risk prenatal families and families with newborns through age five. Program goals are to prevent child abuse and neglect, enhance parent/child interaction; promote child health and development; and to increase family self-sufficiency.	230 families/ home visitation	$1,320,000/ home visiting	85003, 85004, 85007, 85009, 85034, 85008, 85013, 85015, 85016	500 families
North Phoenix Regional Partnership Council <u>Home Visiting Programs</u>	423 families/ home	$1,546,000/ home visiting	Sunnyslope—85020, 85029	250 families

a) Healthy Families AZ Program is for families identified as at risk for child abuse and neglect. Services are targeted to prevent abuse and neglect by promoting child health and development, enhancing parent-child interaction and relationships and improving family self-sufficiency. b) Parenting Arizona Home Visitation program is designed to teach child development, child health, effective parenting techniques, promote school readiness, and to provide linkage to community resources. Three goals for the program are to prevent child abuse and neglect, to enhance parent-child interactions, and to promote child health and development. c) Choices for Families Home Visitation program provides a range of services promoting the safety, well-being, protection, development, and permanency of children; as well as the support and preservation of families. The program provides a continuum of services both in the home and in the facility, individually and in groups. d) Nurse Family Partnership is an evidence-based, nurse home visiting program that improves the health, wellbeing and self-sufficiency of low income, first time parents and their children. <u>Family Resource Centers</u> The School Based Family Resource Centers serve families living or receiving services in the Washington Elementary and Deer Valley School Districts. The centers offer a broad range	visitation 1,500 families/ family resource centers	$700,000 family resource centers		

of coordinated service including: preventive programs, parenting skills training, and family-centered support services.				
Northwest Maricopa Regional Partnership Council <u>Home Visiting Programs</u> Parents as Teachers (PAT) and Parenting Arizona Home Visitation programs designed to teach child development, child health, effective parenting techniques, and to provide linkage to community resources. Three goals for the program are to prevent child abuse and neglect, to enhance parent-child interactions, and to promote child health and development. Engagement and retention efforts will focus on supporting the parent, parent-child interaction, and child development and health, and will be strength based and culturally competent. <u>Family Resource Centers</u> a) Family Resource Centers through Adelante Healthcare provide parents and caregivers of young children birth through five years with improved access to information and support around child development, health and parenting within a variety of communities throughout Area 1 (Aguila, Morristown, Wickenburg and Wittman) and Area 4 (Glendale). Centers will focus on providing an array of services, including but not limited to a location within neighborhoods where families frequently visit, where they can access print material information, phone to ask questions, and/or visit to attend classes, events, activities and fairs. b) The Sun City Area Interfaith Services Resource Center provides information, resources and high quality social support for families with children birth through age	225 families/ home visitation 6,949 families/ family resource centers	$499,883/ home visiting $574,100/ family resource centers	Glendale—85301,85303 El Mirage, Aguila,	350 families

five in Area 2 (El Mirage, Sun City West, Surprise and Waddell) and Area 3 (Peoria, Sun City and Youngtown) by providing a mobile resource center, resource fairs, quarterly newsletters, bi-monthly parenting classes and workshops. c) Glendale Elementary School District #40 has started a new small scale Family Resource Center at Bicentennial South to provide resource and referral information to identify supports and services available to families with young children, access to information and support in areas of child development and parenting skills and parent education classes that provide a focus on literacy.				
Southwest Maricopa Regional Partnership Council <u>Home Visiting Programs</u> The Choices for Families Home Visitation program promotes the safety, well-being, protection, development and permanency of children, as well as the support and preservation of families. The program is a family centered, strengths based family support and parent education program in which the Family Support Specialist works directly with the family to develop individual goals related to parent, life skills, health care and self-sufficiency. The program also provides Developmental Screening services to the children of families enrolled in our program. <u>Family Resource Centers</u> a) The City of Avondale provides a family-centered, strengths-based family education program with early literacy workshops, and food boxes including the necessary	225 families/ home visitation 2,750 families/ family resource centers	$300,000/ home visiting $710,000/ family resource centers	Buckeye	150 families

age appropriate food and supplies for children from birth through age five, such as diapers and baby formula. The program is expected to provide approximately 720 food boxes to families in need and 1,500 families will be served with Health Insurance Outreach and Enrollment Assistance. b) The Town of Buckeye Family Resource Center provides early childhood education and programs that support early childhood education, early literacy and information and resource distribution The Town of Buckeye partners with Buckeye Outreach for Social Services, All Faith, Buckeye Elementary School District, The Salvation Army Buckeye Service Extension, Southwest Behavioral Health, Adelante Healthcare, and Head Start. c) The Town of Gila Bend resource center is focused on promoting and strengthening the skills of parents as the first and most important teachers of their children. Families with children aged birth through five will be provided with parent education, early language and literacy, infants basic needs for families in crisis, access to information and resources through the development or expansion of a community resource center as well as provide linkages and referrals to other community and social services that meet the needs of the families				
Central Maricopa Regional Partnership Council <u>Home Visiting Programs</u> a) Parents as Teachers Home Visitation program to provide parent education, screening and resource	218 families/ home visitation	$750,000/ home visiting $1,300,000 /family resource centers	Guadalupe Chandler—85255 Tempe—85211, 85212	350 families

network to families. b) Healthy Families AZ is an evidence based program offering comprehensive home visitation services that promote child health and development, enhance parent-child interaction and relationships, improve school readiness and pediatric literacy, and improve family self-sufficiency. <u>Family Resource Centers</u> a) Family Resource Centers of Tempe and Kyrene school districts, located on the campuses of seven elementary schools in Tempe and Guadalupe, providing a network of support, information, and education for families. The centers provide early literacy and parenting classes, bilingual counseling services, workshops on topics related to early development, positive discipline, nutrition and information on local community resources. b) The Chandler Family Resource Center programs include early literacy development using the interactive, research-based Giggles, Squiggles, and Squirms - Instructional Activities for Young Learners program, the Strengthening Multi-Ethnic Families program, which offers strength-based parent training for families with children age 3 years and up. In addition, the Chandler Family Resource Center offers social support activities, services to address basic needs (Food Bank), and other family support resource and referral to partnering community programs. c) The Chandler CARE Center is expanding its current	5,368 families/ family resource centers			

services to include a community-based computer lab. Parents and their children birth through five will use the computer lab to participate in ASSET. This Channel Eight Educational Outreach computer-based program is an interactive series of classes that will promote parents' and children's early literacy skills. Parents will also (learn to) use the Internet to locate additional services and programs for their preschoolers. The computer lab, software, printers and access to online classes will also be available for adults who are earning a GED or seeking employment. In addition to the ASSET program, the New Directions Institute provides a community-based parent education for parent/caregiver and child learning together. The program facilitated work and play using the NDI Brain Boxes and brain development parenting curriculum. In addition, the Chandler CARE Centers programs promote proper nutrition and health for children birth through five.				
Southeast Maricopa Regional Partnership Council <u>Home Visiting Programs</u> a) Healthy Families AZ is an evidence based program offering comprehensive home visitation services to promote child health and development, enhance parent-child interaction and relationships, improve school readiness and pediatric literacy, and improve family self-sufficiency. b) Banner Health's Pregnancy, Parenting and Play program is a home visiting, parent support program that provides health and developmental supports for	1,683 families/ home visitation	$4,933,831/ home visiting	Mesa—85201 Queen Creek—85242 Gilbert--85296	250 families

pregnant and parenting teens and first time parents of late preterm infants. c) Parenting Arizona provides child development, child health, effective parenting techniques, and linkages to community resources. d) Parents as Teachers (PAT) Born to Learn model provides home visitation, group meetings, screening and a resource network to help families identify and connect with needed community resources and overcome barriers to success.				
Central Pima Regional Partnership Council <u>Home Visiting Programs</u> a) Nurse Family Visitor/Community Health Worker home visiting program to support high risk families, including pregnant women, through home-based support and transportation assistance to at-risk families who exhibit difficulty in getting their children to medical related appointments. b) Healthy Families and Parents as Teachers provides community-based and home-based visitation with a guided learning approach to parent education and support. Programming also includes outreach and enrollment assistance for public health insurance to eligible but not yet enrolled families. All programming is designed and delivered with purposeful effort for cross-community/ cross-regional collaboration to increase outcomes for families.	833 families/ home visitation	$2,423,000 / home visiting	85713, 85714, and 85705	650 Families

South Pima Regional Partnership Council Home Visiting Programs a) Family Support Alliance, which consists of 25 organizations that serve families through a continuum of services, includes home visitation and community-based parent education. The Family Support Alliance provides monthly professional development opportunities for the parent educators/home visitors of the participating partners. b) Sunnyside Parents as Teachers (PAT) and Even Start Family Literacy Program (ESFLP) coordinate and integrate existing family education programs to support, enhance and increase home visitation services to families in the South Pima Region. Parents and caregivers have access to education, information, resources and high-quality social support to help break the cycle of poverty and illiteracy. PAT and ESFLP are early childhood family education and support programs serving families from pregnancy until their child enters kindergarten.	297 families/ home visitation	$973,046/ home visiting	Summit View—85706, 85756 Amado—85645 Ajo—85321 Three Points—85726	500 Families
Yuma Regional Partnership Council Home Visiting Programs a) Choices for Families program, promotes the safety, well-being, protection, development, and permanency of children, as well as the support and preservation of families. The program is research and evidence based, using the Family Centered practice model. b) Health Start, through the Yuma County Health Services	375 families/ home visitation	$1,019,974 / home visiting	Yuma—85364, 85365 San Luis	750 families

District, is a six week program that helps parents learn and practice skills to help promote social, cognitive, language and literacy skills that will prepare their child for a lifetime of learning and school success. The goal of the program is to ensure that every family of children birth through five years of age has the education, resource information and support they need to promote the healthy development of their child. c) Healthy Families Arizona is targeted to prevent abuse and neglect by promoting child health and development, enhancing parent/child interaction and relationships and improving family self-sufficiency.				
Santa Cruz Regional Partnership Council <u>Home Visiting Programs</u> The Mariposa Community Health Center Promotora Home Visitation model provides childhood development, early literacy development, child wellness and nutrition and physical activity supports to families. <u>Family Resource Centers</u> Family Resource Centers in Rio Rico and Nogales provide a one-stop-center for families including a resource library, media center, private space for meeting with families, parent education and early literacy programs.	280 families/ home visitation 350 families/ family resource centers	$336,600/ home visiting $552,600/family resource centers	Nogales and Rio Rico	500 families

ATTACHMENT BBB – Standards of Practice Community Based Training: Parent Education

ATTACHMENT BBB – Standards of Practice Community Based Training: Parent Education

FIRST THINGS FIRST
Ready for School. Set for Life.

Standards of Practice

Community-Based Training: Parent Education

I. Strategy Description

All children need caring parents and adults who provide nurturing and stable relationships for good developmental outcomes and success in school and life. “But even the most educated parents cannot provide all of the learning tools children need, and many parents have not been prepared with an understanding of how children learn and develop” (Tangible Steps Toward Tomorrow, 2007). Recognizing parents and families play the most critical role in shaping their young child’s readiness for school and potential for success in life, it is important to invest in the continuum of family support strategies which support parents and families in their critical role. Evidence based, community parent education programs are a part of the continuum of family support. When implemented based upon needs assessments, community based parent education works to enable families to build on their own strengths and capacities to promote the healthy development of children. “Evidence-based parenting education programs are those that have been studied in both controlled, clinical trials and community settings and have demonstrated specific, expected outcomes. However, the effectiveness of any parent training program will be dependent upon selecting a model that is appropriate for the given population and implemented with fidelity.” (Meeker, 2005) Successful family education programs facilitate the acquisition of parenting and problem-solving skills necessary to strengthen families. Effective parenting education helps parents and families understand the importance of developing nurturing, positive and strong relationship bonds with their young child to support children’s social-emotional development, provides information on parenting and of child development, increases parental resilience, and social connections and awareness of support mechanisms available for parents. Research suggests that improving fundamental parenting practices reduces the likelihood of problem behaviors in children. Parent-child relationships can be enhanced through parent training and family strengthening programs.

While these programs come in different forms, they have a common goal of increasing the level of family functioning and promoting healthy child development. Parent education programs are embedded in their local communities. As a result, parents and families are able to access education and information in their community on a variety of child development and health topics.

Evidence based programs involve both parents and children in a series of classes (e.g. one to three hours per class session with participation in a series of sessions held once to several times a week over the course of several weeks) to demonstrate a positive impact upon school readiness and child development outcomes. Effective program models may run simultaneous parent-only and child-only sessions followed by family sessions with opportunities to practice new skills. The essential element is that families have opportunities to practice skills with on-site staff guidance.

Based upon Building Bright Futures, regional needs and assets reports, and preliminary information from the Family and Community Survey 2010, we know that Arizona's parents and families with young children need information on child development; to develop parenting skills; and have access to resources. Evidence based community-based family education programs serve as another opportunity for Arizona's parents and families to access education, information and resources. These programs can have the greatest impact with families of older toddlers and preschoolers who are seeking out educational opportunities with socialization components to support their child's early language and emergent literacy and social emotional development.

It is expected that evidence based community based family education programs funded by First Things First will be offered to families of young children at no-cost, on a voluntary basis.

II. Standards of Practice

A. Implementation Standards

1. <u>Family centered and strengths-based approach:</u>

- Conduct local awareness, outreach and enrollment activities for eligible families and their young children ages birth through five years.

- Provide information about where and when parenting education programs are available easily accessible by all interested persons.
- Establish programmatic expectations for each enrolled parent or family i.e. what parents and families hope to achieve through participation and the commitment to complete the series of classes/ program completion.
- Engage parents and families of young children in assessing their strengths and needs particularly around the following areas: parental resilience; social connections; knowledge of parenting and child development including a focus on early language and emergent literacy and health; and concrete support in times of need.
- Implement retention activities to sustain parents and families engagement and ongoing participation and completion of the series of classes
- Provide resource and referral information - identify services available to families.

2. Information, education and coaching on each of the core areas:

Programs offer a **series of classes** for each enrolled parent or family using curricula that provide information and support in each of the core areas: child development including a focus on early language and emergent literacy, health, parenting skills, and resource and referral:

- All domains of child development (social emotional, language and communication – including emergent literacy, cognitive, physical and motor development), including understanding when to have concerns related to children's development

- A focus on early language and emergent literacy:
  - Inform and educate parents and families on typical early language and emergent literacy development for infants and toddlers.
  - Literacy coaching and instruction should be woven into the activities of all program components; presented and practiced in contexts that are meaningful to families' lives and needs.
  - Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children.
  - Actively engage parents in learning how everyday experiences can nurture the language

and literacy development of their children.

- Support and resources for parents in maintaining a literacy-rich home environment.

- Health (e.g. nutrition; obesity; breastfeeding; physical activity; immunizations; oral health; insurance enrollment; participation in consistent medical/dental homes; participation in prenatal care; safety; developmental health; vision and hearing screening)
- Appropriate child-adult interactions and development of parenting skills (i.e. physical touch, showing affection, spending time together, positive discipline, parental monitoring, early reading, language experiences, and communication)
- Identify their natural supports such as peer support
- Resource and Referral Information-Identify supports and services available to families with young children (e.g. nutrition; obesity; breastfeeding; physical activity; immunizations; oral health; insurance enrollment; participation in consistent medical/dental homes; participation in prenatal care; safety; where to access developmental screening and intervention; vision and hearing screening)

3. <u>Service delivery is based upon a culture of trust and respect.</u>

- Create a family-centered environment.
- Parent educators are from the community and have extensive knowledge of community resources.
- Structure activities compatible with the family's availability and accessibility.
- Demonstrate genuine interest in and concern for families.
- Clearly define program objectives with the families upon enrollment; understanding what the program will accomplish helps families become fully engaged in program services.
- Create opportunities for formal and informal feedback regarding services delivered and act upon it; ensure that input shapes decision-making.
- Encourage open, honest communication.

- Maintain confidentiality; be respectful of family members and protective of their legal rights.

- Support the growth and development of all family members; encourage families to be resources for themselves and others.

  - Encourage family members to build upon their strengths.

  - Reflect the commitment to effectively serve the identified target population with an emphasis on fathers and grandparent caregivers, through publicity/outreach, literature and staff training.

  - Help families identify and acknowledge informal networks of support and community resources.

  - Create opportunities to enhance parent-child and peer relationships.

- Strengthen parent and staff skills to advocate for themselves within institutions and agencies.

4. <u>Programs are flexible and continually responsive to emerging family and community issues while ensuring model fidelity.</u>

   - Be accessible for families. Offer extended service hours including weekend/evening hours.

   - Ensure manageable classroom size and appropriate staffing patterns. Calculate classroom size and staffing patterns based upon:

     - Space, square footage; for adult-only sessions, there will be a maximum of 25 participants; and

     - Number of sessions held for families throughout a calendar week; and Program model. For example, for groups that involve both adults and children, staffing patterns must demonstrate appropriate staff to family ratios (e.g. lead instructor and two teachers for eight families with two year olds – while adults receive information from lead instructor, teachers provide care for the

two year olds and are available to assist with facilitation of parent-child activities).

- Engage families as partners to ensure that the program is beneficial. Families have regular input and feedback in programmatic planning to meet their needs.
- Develop a collaborative, coordinated response to community needs.

5. Evaluation and monitoring is a collaborative, ongoing process that includes input from staff, families, program administrators, and community members.
    - Programs must demonstrate mechanisms to assess program effectiveness and to implement quality improvements. Programs must participate in data collection and reporting of performance measures to First Things First.

B. Staff Standards

1. The length of employment and experience/education are reflective of high quality staff. Parent and family educators are required to have a minimum of a Bachelor's degree in early childhood development, education, family studies, social work, nursing or a closely related field.
2. Establish an effective, consistent supervisory system that provides support for all staff members and ensures accountability to participants, funders, and the community.
3. Establish supervision as a collaborative process with mechanisms that support staff in difficult situations and provides ongoing opportunities for discussion between staff members and supervisors to reflect and debrief. Supervision will also include observation. It is important that supervisors spend time with parent educators in the field to have a sense of how the service is being delivered. This will help supervisors and staff to identify coaching and mentoring opportunities.
4. All staff work as a team, modeling respectful relationships.

5. Build a team of staff who is consistent with program goals and whose top priority is the well-being of families and children.

6. Assess staff skills and abilities. Staff must be able to engage families while keeping a professional rapport.

7. Provide ongoing staff development/training on the First Things First Parent Education Community Based Training Standards of Practice principles.

8. Supervisors and parent educators will have access to and receive training on the utilization of the Arizona Infant and Toddler Developmental Guidelines (January 2012), the Early Learning Standards and the Program Guidelines for High Quality Early Education: Birth through Kindergarten as a regular part of practice.

9. Provide ongoing staff development/training to ensure program quality and give staff an opportunity to develop professionally.

10. Supervisors should work with staff to prepare professional development plans.

C. Cultural Competency

1. Affirm, strengthen and promote families' cultural, racial and linguistic identities and enhance their ability to function in a multicultural society.

   - Create opportunities for families of different backgrounds to identify areas of common ground and to accept and value differences between them.

   - Hire staff who reflect the cultural and ethnic experiences and language of the families with whom they work and integrate their expertise into the entire program.

   - To address cultural competency objectives, early childhood practitioners /early childhood service providers shall ensure that children and families receive from all staff members' effective, understandable, and respectful care that is provided in a culturally competent manner- a manner compatible with their cultural beliefs and practices and preferred language. Early childhood practitioners /early childhood service providers should ensure that staff at all levels and across all disciplines receive ongoing education and training in culturally and linguistically appropriate service delivery. Early childhood practitioners/early childhood service providers should develop participatory,

collaborative partnerships with communities and utilize a variety of formal and informal mechanisms to facilitate community and family-centered involvement to ensure that services are delivered in a manner that is consistent with the National Standards on Culturally and Linguistically Appropriate Services and/or the National Recommendations on Cultural and Linguistic Competence for the National Association for the Education of Young Children." http://minorityhealth.hhs.gov/templates/browse.aspx?lvl=2&lvlID=15 ; http://www.naeyc.org/positionstatements/linguistic

- Service providers should understand individual Tribes/Nations are distinct and separate communities from other Tribes/Nations and their governmental systems and structures are not reflective of each other. Services to Tribal communities and on reservations must be provided in a manner compatible with the Tribe's/Nation's cultural beliefs and practices, to include the preferred language of the community. Services must also be provided in accordance with the Tribe's/Nation's laws, policies and procedures. The effectiveness of services is directly related to the provider's consideration of the beliefs, customs and laws of the Tribe/Nation.
- Service providers can obtain information about providing services on tribal lands from a variety of sources. These include the FTF Regional Coordinator, Regional Council members, tribal websites and publications, as well as official representatives of the Tribe/Nation such as the governing body, standing committees and authorized departments.
- It is highly recommended that service providers seek guidance from one or more of these sources before initiating services on reservations. Failure to do so could result in contraventions of cultural beliefs, Tribal laws or sovereignty.
- The ideal applicant will demonstrate their ability to operate within these parameters through prior experience working with Tribes/Nations, demonstrating that staff are culturally competent, partnerships with agencies serving Native American families, knowledge of cultural beliefs, customs and laws of the Tribe/Nation or a combination of these elements.
- Related to data collection, evaluation or research activities:
    - In the United States, Native American Tribes are considered autonomous nations with all of the rights and responsibilities of a nation. Understanding this,

> Native American Tribes are charged with protecting the health and safety of their people. To this end, Tribes have full ownership over any data collected within their reservation boundaries. This means that Tribes can allow or not allow any program to collect data from or related to any early childhood development and health program or activities on the reservation.

Any grantee implementing programs in tribal communities must have official tribal permission to collect and utilize sensitive data from or related to any early childhood development and health program or activities.

ATTACHMENT CCC – Arizona Partnerships with Tribes: Native Language Acquisition

Arizona Partnerships with Tribes: Native Language Acquisition

Tribe	Description of current program	Children served	Current Funding Levels (SFY12 FTF funding)	Expansion through RttT and funding	Outcome
Salt River Pima Maricopa Indian Community	The current Native Language Enrichment Strategy involves the development and production of both CDs and books spoken and written in Akimel O'Odham and Xalychidom Piipaash. Three Community Cultural programs came together to identify the types of native language books to develop. The decision was made to develop one children's book that would include basic words with pictures in both the native languages and English. Each of the three Community Cultural programs agreed to develop a section of the book. A draft copy of the book is being finalized and will go through a review from fluent native language speakers and readers. In addition to the books, the Early Childhood Education program recorded children singing several nursery rhyme songs in the native language. This recording is in the process of being edited and finalized for production. The CD will be included with the book for distribution.	300 children 0-5yrs currently enrolled in Early Childhood Development Center.	$20,000 for the development of the book and CD and production	$100,000 for the following components: 1. Development of parent and early childhood program curriculum 2. Expansion and production of print materials 3. Training with early childhood educators to integrate early childhood curriculum 4. Community based parent education program	The continued development of this Native Language Enrichment program has a potential to reach the 1,000 children age 0-5 in the Community
Gila River Indian Community	The Gila River Indian Community's Tribal Council supports the revitalization of the Akimel O'odham and Pee Posh languages through their Cultural Resource Standing Committee. The Community focuses on native language revitalization by integrating language revitalization and literacy into k-12 education through cultural coordinators. The Cultural Coordinators provide teaching staff with education and training on native language and	294 children participating in Early Head Start/Head Start	$62,529 for dedicated Cultural Coordinator for the Head Start programs	$100,000 for the expansion of the program across all early childhood programs including the CCDF early childhood program serving 102 children (age 0-5) and the home based Face programs serving 89 infants and toddlers through the following components: 1. Development of parent and early childhood	Expand the number of children reached from 294 to 559, reaching all children participating in early childhood programs. Increased parent engagement in community based cultural programs including

	work with teachers to imbed native language in everyday activities and lessons. Three training sessions are held annually and the early childhood from the Head Start, CCDF, and FACES programs participate in the training. The Community's k-12 Cultural Coordinators also provide a monthly classroom based activity for the center based FACE programs (3) and pre-kindergarten programs (3). Through FTF funding, the native language acquisition program has been expanded to the early childhood population through a dedicated early childhood cultural coordinator for the Head Start/Early Head Start programs (4 sites/294 children 0-5 yrs old) and includes the following: • Development of print materials including, books, big books, alphabet, and theme posters (animals, desert plants, objects) • Curriculum development with native language components imbedded. • Parent participation in native language and culture classes. • Elder community member engagement in supporting young children's exposure to native language through elder volunteer story time in classrooms, elder led culture activities in early care centers, and elder led teaching of traditional dance and song.			program curriculum to integrate an infant and toddler component to the program which is predominantly serving preschool age children. 2. Expansion and production of print materials appropriate for infants, toddlers and preschoolers 3. Expanded training for early childhood educators to integrate the native language curriculum in the classroom environment 4. Community based parent education programs for families with children 0-5	participation in native language classes, outings, dancing and cooking.

San Carlos Apache	The early childhood native language and acquisition program focuses on the following in SFY12: • Increase the capacity of child care providers in the San Carlos Apache region in the area of Apache language and culture through professional development opportunities in native language and culture acquisition and preservation. • The development of a research based curriculum that fosters Apache language and culture acquisition and preservation • Development of an outreach plan for the involvement of families and children During SFY13 the implementation of the curriculum will begin within the five Head Starts and the two child care programs in the region while continuing professional development activities that began in SFY12 cycle and activities that foster language and culture preservation will be conducted directly with young children and families.	30 Early Care and Education Providers in SFY12 SFY13: 30 Providers and 329 children and families	$62,539	$60,000 for the development and production of print materials and expansion of community based parent education programming	Print materials to accompany parent and early learning native language acquisition curriculum to reach 1,000 children Community based parent education program to reach 100 families and children
Hualapai	The Hualapai Tribe Native Language Enrichment Program, implemented by the Hualapai Cultural Resources Department, will develop, produce, and publish children's books written in both the Hualapai and English languages in five separate books: 1) The Hualapai Alphabet; 2) Hualapai Kinship Terms; 3) Anatomy; 4) Animals and the Environment; and 5) Hualapai lullabies. Additionally, the books will be equipped with "voice save technology" wherein as the pages are turned a small speaker will play the words on the page so that child and parent/caretaker can hear and see the words simultaneously. This will encourage literacy skill development in parents	Goal is to reach 60 children in the Head Start program	$26,945 FY2012	$30,000 for the following components: 1. Development of the early childhood program curriculum 2. Expansion and production of print materials 3. Training with early childhood educators to integrate early childhood curriculum	Comprehensive native language acquisition program in the Head Start program serving 60 children

	as well. Once developed, the distribution plan includes 150 copies distributed through partnerships with programs where community members can access and utilize the books, such as the Hualapai Head Start, Cultural Resources, Health Department, Boys and Girls Club, and the Hualapai Education and Training Center.				
Hualapai	The Maternal Child Health program, implemented through a contract with the Hualapai Health Department, is a family support program that provides home visitation to families on the Hualapai Indian Reservation. The program is universally implemented designed to work with 100% of the pregnant women and infants, and with targeted families and children who are in need of additional services. Specifically, the Maternal Child Health program is focused on working with children at the earliest point, building critical infrastructure for a universal child development, preventive wellness, and early identification program. The Maternal Child Health strategy addresses the need for outreach, education, and case management, combined with the need for early developmental screenings, in-home family support, and service coordination and referral activities.	30 infants and toddlers	$106,713 FY2012	$30,0000 for the development of a parent curriculum and community based parent education programming	Comprehensive native language acquisition program integrated with the Maternal and Child Health program to increase children's early language and literacy development, serving 30 infants and toddlers

Havasupai	The Havasupai Home Visiting program, Early Steps to School Success (ESSS), provides family support and early literacy education to 40 Havasupai Tribal families that live in the remote tribal areas of Supai Village and Supai Camp. The ESSS program, administered in a partnership between the Havasupai tribe, Save the Children and First Things First, uses a model that has been proven successful on tribal nations and in rural communities. In this unique partnership, home visitors use a research-based curriculum to promote culturally appropriate early learning and literacy support to prenatal families and families with children from birth to age three. This program shows positive outcomes by helping children develop the language and pre-literacy skills that are essential for school success, educating parents on how to support their children's language development and pre-literacy education, and promoting positive home and school connections. This program also partners with Head Start and the elementary school to provide parent education programming to promote social networks and expand group activities to promote health, early learning and child development.	Up to 40 families will benefit from the ESSS program	$119,721 FY2012	$20,000 to partner with the Flagstaff/Coconino County Library to provide monthly early literacy community based sessions for parents in the home visiting and Head Start program. Two library staff will travel monthly to the Supai Village to provide the workshops, incorporating story modeling. The Supai families do not have access to a library so in addition to the workshops, the funds will provide additional early childhood books for the families.	Increase literacy rich environment through participation in community based literacy program and distribution of age and culturally appropriate books for children birth to five—reaching 60 children total.
Navajo Nation	The Navajo Nation Regional Partnership Council has funded a comprehensive native language acquisition program to support families of children birth to five with expansion of existing or new literacy rich environments that promote Navajo language acquisition in early care and education at preschools, centers and home based settings through funding including but not limited to: development of materials, dissemination of materials, resource center, training for early	12,000 children and their families in the region and foster community awareness about the importance of early language and literacy development in the Navajo	$510,842	No expansion through RttT	No expansion through RttT

	education personnel and parents in the use of and integration of curriculum, and community awareness and involvement of parents and families	language.			

ATTACHMENT DDD – Native Language Enrichment Standards of Practice

FIRST THINGS FIRST
Ready for School. Set for Life.

Native Language Enrichment
Standards of Practice

Native languages throughout the state of Arizona are endangered. Many native languages have been passed from generation to generation orally, and with them, the stories, customs, and life of a people. Native languages are inseparable from cultural identity and spirituality.

Since every community is different, language stabilization and acquisition strategies will also differ from one place to another, allowing them to be consistent with local customs. The concepts of language, identity, culture, and spirituality are highly complex. One can and should ask whose responsibility and privilege is it to teach a native language. The answer may be unclear and likely varies from one context or community to another. Further confusion may be inevitable now that the schools on tribal lands are involved in the teaching of native language and literacy.

A significant factor to revitalize native language is largely dependent on reinforcement in the home. Parents choose, for a variety of valid social reasons, not to teach their children their native tongue or they themselves do not speak their native language. Success of language preservation efforts depends strongly on family support and participation. If family members do not reinforcement and support their children learning their native language, success will be difficult. Therefore, language revitalization initiatives should be interwoven with efforts for family involvement because preservation of native language cannot prevail if the leadership does not originate in the home.

Every means possible to promote native language and the virtues of bilingualism must be utilized. For example, use of radio announcements airing speakers' testimonials, could be a part of a community effort to save/maintain a language.

- Within each community, native language transmission can occur at different levels:

Individual level: Native speakers help latent speakers and non-speakers learn the native language by utilizing existing language learning material, taped stories, and by creating new materials.

Family level: Family reunions and family-based summertime and weekend language immersion activities are organized; families are encouraged to limit the intrusion of English-language media; and parental support groups are established to further encourage native language.

School level: Schools develop curriculum for mother (family)/child programs. Fluent native speakers teach non-native speaking parents the traditional language. This methodology will ensure that children learn and maintain the language.

Community level: Senior citizens centers are encouraged to have seniors use their native language with

young children, for example in “language nests” at local preschools and Head Start centers; community seminars in the native language are promoted; community meetings and conferences about native language are organized, language institutes for families and communities are held, programs for parents of children in bilingual programs are developed; and “banks” of language learning materials are created and available to all community members.

Tribal Nations level: Elected officials are encouraged to use and promote the native language; networks of Native American language supporters are developed across tribal boundaries.

Communities recognize that lessoning the threat of native language extinctions will mean both individual and group attitudes must be changed. These changes must permeate throughout the entire community.

- Within each community, native language early literacy transmission occurs at multiple levels and simultaneously:

It is understood that from birth, all young children are exposed to different languages, cultural values, beliefs and assumptions within the family and in the context of their community. Children absorb powerful messages from people, the environment, and the community that shape their identity, social and cultural values. How infants, toddlers, and young children interact within their environment and respond to experiences is heavily influenced by the values and beliefs of the family and others who care for them.

Because culture has a powerful impact on early learning, early childhood education professionals need competencies in learning about the families, cultures, and languages of children in their care to challenge their own assumptions about differences. Early childhood education professionals must be knowledgeable about their own cultural values and how their experiences can influence learning and development. This will allow them to be better equipped to deliver services in a culturally sensitive manner to all young children, including infants and toddlers.

Children’s early experiences with oral and written language, both formal and informal, provide essential foundations for all of their learning. Therefore, it is expected that centers, implementing Native Language early literacy programs will use the following Early Literacy Standards of Practice when teaching young children in center based settings.

Standards of Practice for Early Literacy in Early Childhood Education Settings:

Standard #1: Provide daily opportunities *in the identified Native Language* for children to develop listening and understanding skills.

- Provide daily opportunities for children to listen to stories, rhymes, songs and conversations as appropriate for the age group.

- Talk to babies and toddlers with simple language, frequent eye contact, and responsiveness to their cues and language attempts.

- Talk to preschool children using sophisticated vocabulary and sentence structure within the context of the learning environment.

- Tell and retell oral stories to children.

Standard #2: Provide daily opportunities *in the identified Native Language* for children to speak and practice communicating throughout the day.

- Engage children in reciprocal (back and forth) conversations about topics that are of interest to them.

- Provide opportunities throughout the day for children to verbally express their thoughts, feelings and understandings.

- Provide for a balance of child and adult conversations.

Standard #3: Provide opportunities *in the identified Native Language* for children to develop the ability to distinguish between sounds

- Frequently play with young children by talking to, singing to, and doing finger plays.

- Include books with rhyming words and alliteration in the shared reading experiences.

- Introduce culturally appropriate nursery rhymes to young children by reciting them frequently.

Standard #4: Provide children with daily opportunities to learn about books, their purpose, and how to handle them.

- Share age-appropriate books *in the identified Native Language* with children on a daily basis by reading to the child on an adult's lap or together with one or two other children (infants, toddlers and preschool), or in a large group (preschool).

- Allow children, even babies the opportunity to handle books.

- Reread books, especially favorite ones.

Standard #5: Provide children with opportunities to practice using drawing and writing materials.

- Provide simple writing materials such as crayons and markers and large paper for toddlers to explore and manipulate.

- Provide ample variety of writing materials that are readily accessible to preschool children throughout the day and throughout the child care setting including outdoor environments.

- Model purposeful writing for children such as making recipe for making traditional foods, lists of traditional foods or materials needed for an activity, making a birthday or get well card for a child or writing a recipe.

Standard #6: Provide opportunities for children to begin to develop alphabet knowledge.

- Use the names of the letters throughout the day within the context of writing children's names or modeling writing for preschool children.

- Incorporate the names of letters into interactive songs and games.

Standard #7: Provide books that are reflective of the child and family's language and culture

- Provide books that are written in the language that is spoken in the child's home.

- Provide books that reflect the child's culture or ethnicity in a non-stereotypical manner.

- Provide books that reflect the child's family structure in a respectful manner.

Additionally, grantees providing native language early literacy training to teaching staff should follow the **First Things First Community-Based Professional Development for Early Care and Education Professionals.**

RESEARCH NOTES:

Fishman J, Clarke D, Reyhner J, Christensen R, Wallace L, Zepeda O (1996 & 2007). *Stabilizing Native Languages.* Northern Arizona University.: http://jan.ucc.nau.edu/~jar/SIL/. 67-79.

Bowman, B.T., Donovan, M. S., & Burns, S. S. (Eds.). (2001). *Eager to learn, educating our preschoolers*. Washington, D.C.: National Academy Press, 186-200.

Neuman, S.B., Copple, C., & Bredekamp, S. (2000). *Learning to read and write, developmentally appropriate practices for young children*. Washington, D.C.: National Association for the Education of Young Children.

ATTACHMENT EEE – Letters of Intent & Support – Philanthropic Organizations

VIRGINIA G.
PIPER
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October 12, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, Arizona 85007

Dear Governor Brewer:

The Virginia G. Piper Charitable Trust strongly endorses the state's Race to the Top-Early Learning Challenge application. In the past few years, Arizona has made significant progress in establishing a comprehensive, statewide early childhood system that gives all children the strong foundation necessary for success in school and life. But there is still much work to be done. The Early Learning Challenge funds will accelerate our systems-building efforts and allow us to enhance the system to meet the needs of our most vulnerable children.

The Trust is a principal philanthropic partner in local early childhood efforts. Since we began awarding grants in 2000, the Trust has invested nearly $24 million to support children birth to five, primarily in the Greater Phoenix area. These investments span the areas of child development, early learning, healthcare and special needs.

Highlights of our early childhood investments include:

$6.7 million to expand and improve the quality of healthcare services, including funding to add developmental training to pediatric residency programs, build new pediatric emergency facilities and neonatal intensive care units, and support healthcare services for uninsured and underinsured children and their families.

$2 million to improve the quality of formal and informal child care settings, including a planning grant in 2002 to determine the feasibility of creating a quality child care rating system in Arizona.

$5 million to launch and distribute the Arizona Parent Kit to all parents of newborns in Maricopa County to inform and guide good parenting practices prior to First Things First funding the program statewide.

$3.4 million to support early learning efforts such as funding Teach for America Phoenix to place Corp members in pre-kindergarten programs in low-income areas, expanding research-based language and literacy programs (Reach Out and Read, Parents as Teachers and Raising A Reader) and building the first Educare Center in Arizona to serve the needs of high-risk students in a high-risk community.

In addition, the Trust is a principle funder of Expect More Arizona—a public-private partnership dedicated to strengthening Arizona's education system, from birth to career—and we are one of three philanthropic partners funding a BUILD early childhood systems-building initiative in Arizona. Although we enjoy strong public-private partnerships in Arizona, we recognize the importance of building a comprehensive early childhood system for our state that can be sustained far above and beyond the current revenue streams. Fulfilling our commitment to young children requires more than simply funding programs and services. It means having a shared vision about what children need to enter Kindergarten prepared to succeed and a collective and sustained commitment to work across sectors to realize that vision.

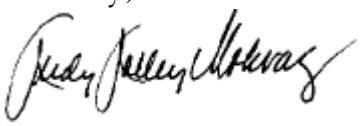
Our foundation will continue to invest in the areas noted above; however, our board recently selected early literacy as a funding priority. That priority aligns with the state's commitment to phase in implementation of a common, statewide Kindergarten assessment to measure children's skills and competencies in all domains, deliver relevant data to classroom teachers to inform their instruction, and link assessment results from preschool with assessments conducted in elementary school to track children's progress.

Arizona's commitment to having all children reading by third grade places special emphasis on the need for a Kindergarten assessment tool that will help identify children's learning and development progress at the earliest stage possible. We believe this goal is critical to improving early literacy and other skills young children need to be successful in school; thus,

the Trust is prepared to make a significant commitment to ensure successful implementation of a statewide Kindergarten assessment over the next five years.

The Race to the Top-Early Learning Challenge application builds on the strengths of our early childhood systems work and the well-established public-private partnerships in the state. Arizona is prepared to take bold steps to create an early childhood system that is world-renown for its support of young children. We applaud the Governor for her leadership on the Race to the Top-Early Learning Challenge application and her commitment to overcome the educational challenges facing our state.

Sincerely,



Judy Jolley Mohraz
President and CEO

ARIZONA COMMUNITY FOUNDATION
2201 E. Camelback Road, Suite 202, Phoenix, Arizona 85016 • Tel: (602) 381-1400 • (800) 222-822 • Fax: (602) 381-1575

October 7, 2011
The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:
The Arizona Community Foundation (ACF) is proud to provide our support for the Race to the Top – Early Learning Challenge application submitted by First Things First. Established in 1978, ACF works to improve the quality of life in Arizona by promoting and facilitating effective philanthropy. Our success is directly related to our generous donors who invest through the Arizona Community Foundation in our state's most effective nonprofit organizations.

We have worked closely with the U.S. Department of Education's Deputy Assistant Secretary, Jim Shelton, particularly on i3 and Promise Neighborhoods, and we understand the excellence that his office demands in identifying and selecting worthy partners.

ACF highly values the investment in early learning as demonstrated in our own grant making and partnership efforts. ACF represents many community donors that have an interest in education and especially in early education initiatives as demonstrated by gifts to the Arizona Early Education Funds held at ACF. ACF donors and funds have made numerous grants to support early learning, health, literacy, and professional development for teachers. We sincerely believe that the best investment is in our youngest learners starting at birth.

A few years ago, we coalesced the leading research on early care and learning in Arizona and produced a report, "Building Our Foundation" that was widely circulated and used by leaders in our state. We appreciated that you invited us to present that report to your Transition Team to inform your thinking when you first became Governor. That report not only informed others thinking and approaches, but also informed ours.

In the past few years, Arizona has faced notable challenges affecting the early childhood system, but we have also made some important and meaningful progress. For example, in 2006 Arizona voters overwhelmingly approved a tobacco tax increase dedicated solely to support the development of a statewide early childhood development and health system. When it was challenged in the last election cycle, we and Helios supported an organization which was a strong voice to oppose that challenge, and we are so proud of our state to overwhelmingly oppose the challenge and honor the original commitment.

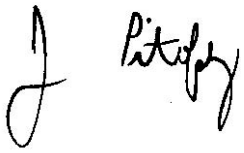
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Also, we have supported two Arizona early learning efforts that are in partnership with the U.S. Department of Education. First, we provided a grant to help Parents as Teachers achieve their match requirement so that they could successfully receive a significant i3 award (Parents as Teachers' i3 effort is supporting early learning in Native American communities and their largest i3 presence is in Arizona). Second, when La Zona de Promesa in Tucson applied for Promise Neighborhoods, they were one of the only applications in the country to receive a perfect score of 100. But, because they misunderstand one aspect of the application, they did not receive the award for the planning grant. Yet, the U.S. Department of Education believed in them so much, that they allowed La Zona de Promesa to join the learning cohort of those who were awarded the grant, minus the funding. So, when we and Helios heard this, we gave them the funds for the planning grant.

Fulfilling our commitment to our youngest children means more than simply funding programs and services. It means having a shared vision about what being prepared for kindergarten actually means and then a collective and sustained commitment to work across sectors to realize this vision. If we do not prioritize our youngest children, and, instead focus on the latter years, we are simply building on sand. With that recognition, we are now strongly considering making early learning/literacy a primary focus of our discretionary education dollars, and we hope to make that official in December 2011.

We also want to share how impressed we have been with the leadership of Rhian Evans Allvin at First Things First. She is a tireless, passionate, knowledgeable and collaborative leader in our state, and we are so thrilled that she is leading FTF. The Arizona Community Foundation is proud to provide our support for this application and for your continued leadership on behalf of Arizona's youngest learners. If our participation can be of service to you or this effort, please call on us freely.

Sincerely,



Jim Pitofsky
Chief Strategy Officer
Arizona Community Foundation

DIAMOND FOUNDATION

The Honorable Janice K. Brewer
Arizona Governor
Executive Tower
1700 West Washington Street
Phoenix, AZ 85007

Dear Honorable Janice K. Brewer,
I am writing this letter in support of Arizona's Race to the Top – Early Learning Challenge Grant application to the U.S. Department of Education to increase the school readiness of children in Arizona.

Over the past five years, through the United Way of Tucson and Southern Arizona, the Diamond family has been supporting early childhood care and education through a variety of activities aimed at raising the quality of programs available for young children in Tucson. Approximately 8,000 children in Southern Arizona are arriving at kindergarten ready to succeed. In addition, we have provided scholarships for early childhood teachers. As a result, at Pima Community College, the graduation rate for early childhood teachers will increase by 10% in 2011-2012 from previous years.

While this effort has been beneficial to many children in the Tucson area, children throughout Arizona do not all have access to quality early-childhood education. Research has shown that high quality early learning has a significant impact on a child's outcomes later in life. Nobel Prize Laureate in Economics, Professor James Heckman, recently wrote: "early developmental resources is the most effective and cost-efficient way to promote productivity, boost lifetime wages and provide equal opportunity, greater achievement and stronger economic success." In troubling economic times with limited resources. Because of this our family is in strong support of the Race to the Top – Early Learning Challenge grant and we pledge to continue supporting efforts in Tucson that will complement the work of the state should you receive a grant.

It is of utmost importance to expand and enhance the school readiness goals in Arizona until every child in the state has access to quality early education. With the Race to the Top – Early Learning Challenge grant funding, Arizona will have the opportunity to increase the quality of teacher education and expand the programs similar to those in which my family has invested.

Sincerely,

Helaine Levy
Diamond Family Foundation

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Helios Education Foundation

Engaging minds. Enriching lives.

October 10, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, Arizona 85007

Dear Governor Brewer:

On behalf of Helios Education Foundation, I am pleased to offer this letter of support to the State of Arizona and partners for the Early Learning Challenge grant submission to the Department of Education. At Helios Education Foundation, we believe education opens minds and doors, improves the quality of life for individuals and communities, and creates opportunities for success starting with Early Childhood Education. The Foundation's vision is to ensure every individual has the opportunity as well as the personal, financial and academic support they need to succeed.

The Early Learning Challenge grant is strongly aligned to our impact area called Early Childhood Education. This impact area serves children birth through five years of age and addresses the quality of early learning experiences. We focus on providing professional development opportunities for teachers of children aged birth to five who are working in the field of early childhood education, students enrolled in institutions of higher education pursuing an early childhood degree, and in creating coordinated professional development opportunities for Pre-K and K-3 teachers.

Helios shares in the commitment to ensure that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top – Early Learning Challenge application:

- Successful State Systems
- High-Quality, Accountable Programs
- Promoting Early Learning and Development Outcomes for Children
- A Great Early Childhood Education Workforce
- Measuring Outcomes and Progress

In the past few years, Arizona has faced notable challenges affecting the early childhood system, but we have also made some important and meaningful progress. For example, in 2006 Arizona voters overwhelmingly approved a tobacco tax increase dedicated solely to support the development of a statewide early childhood development and health system.

Over the last decade, we have made substantial progress building a unified early childhood system. The Race to the Top – Early Learning Challenge grant is an opportunity to dramatically propel our system-building efforts. In the first few years of life, children's intellects and emotions, and even their ability to develop concern for others (the beginnings of conscience), are building the foundation upon which their later success or failure will greatly depend.

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www.helios.org

We know that evidence-based early childhood programs—such as quality early education, including prekindergarten; preventive health and dental care; and voluntary home visiting—support children's healthy development and help them become productive adults.

Sincerely,

Paul J. Luna
President and Chief Executive Officer

HELPING PEOPLE IN NEED
PROTECTING ANIMALS AND NATURE
ENRICHING COMMUNITY LIFE IN
ARIZONA AND INDIANA



NINA MASON PULLIAM
CHARITABLE TRUST

October 13, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

On behalf of the Board of Trustees of the Nina Mason Pulliam Charitable Trust, I am writing to lend our support for Arizona's application for the Race to the Top, Early Learning Challenge Fund.

The Nina Mason Pulliam Charitable Trust provides grants that focus on the areas of service Mrs. Pulliam supported during her lifetime. This includes programs for women, children and families under our Helping People in Need program area. Over the past three years, the Trust provided almost $1.5 million in support to expand or develop early childhood programs and other direct services benefiting infants and toddlers in low-income communities in Maricopa County. The Trust's investments are made to support a strong system of early education for Arizona children, an effort that is supported by many philanthropic institutions.

We share your steadfast commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top – Early Learning Challenge application:

- Successful State Systems
- High-Quality, Accountable Programs
- Promoting Early Learning and Development Outcomes for Children
- A Great Early Childhood Education Workforce
- Measuring Outcomes and Progress

We hope that this application is successful and provides opportunity for dialogue with you and other Arizona leaders to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's application.

Sincerely,

Harriet M. Ivey

Harriet M. Ivey
President and CEO

TRUSTEES
Frank E. Russell
Nancy M. Russell
Carol Peden Schilling

PRESIDENT/CHIEF EXECUTIVE OFFICER
Harriet M. Ivey

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RODEL
FOUNDATION
OF ARIZONA

October 11, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, Arizona 85007

Dear Governor Brewer,

As President and CEO of The Rodel Foundation of Arizona, I add my voice of support for strong early childhood education in the State of Arizona. The Rodel Foundation has been working for nearly a decade to improve Arizona's educational system.

Along with the financial support of partners, Rodel has invested in several initiatives designed to increase student achievement. The Math Achievement Club by Rodel (MAC-Ro) is being used by over 50,000 students in high-poverty schools. In July 2011, the Rodel Exemplary Teacher Initiative was recognized by the National Council on Teacher Quality by stating, "features of the Rodel Exemplary Teacher Initiative provide inspiration for all student teaching programs. … the program has been an unconditional success" and has recognized 119 teachers who have trained over 500 Promising Student Teachers. The Rodel Exemplary Principal Initiative is in its fifth year recognizing Exemplary Principals who mentor Aspiring Principals.

These programs will see even greater success as Arizona develops a strong early childhood education system. As Arizona children arrive at school more prepared for the challenges of learning, teachers will be able to ensure students meet rigorous expectations as the State moves to the Common Core State Standards. We share the commitment to ensure that Arizona's early learning system excels in core areas that are a hallmark of our State's Race to the Top – Early Learning Challenge application:

- Successful State Systems
- High-Quality, Accountable Programs
- Promoting Early Learning and Development Outcomes for Children
- A Great Early Childhood Education Workforce
- Measuring Outcomes and Progress

To this end, Rodel is beginning the process of expanding our Rodel Exemplary Teacher Initiative to recognize Early Childhood educators. This will assist the State's goal of ensuring Arizona has, "A Great Early Childhood Education Workforce." Once implemented, Rodel Exemplary Early Childhood Teachers will begin mentoring Promising Early Childhood educators.

We offer our support and look forward to working together to plan, coordinate, and implement the broad vision and strategies presented in Arizona's Early Learning Challenge application.

Sincerely,

Jacqueline R. Norton

Jacqueline R. Norton
President and CEO

JRN:hp

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www.RodelFoundationAZ.org • T 480-367-2920 • F 480-348-0502
A supporting organization of the Arizona Community Foundation

October 11, 2011

The Honorable Janice K. Brewer
Arizona Governor
Executive Tower
1700 West Washington Street
Phoenix, AZ 85007

Dear Honorable Janice K. Brewer,

I am pleased to submit this letter to confirm that United Way of Tucson and Southern Arizona fully supports Arizona's Race to the Top – Early Learning Challenge application and fully intends to collaborate with First Things First and other state agencies to achieve the goals and objectives set forth in the application.

In 1999, the United Way of Tucson and Southern Arizona founded First Focus on Kids (FFK) a regional partnership for early childhood development and education in Pima County. The partnership was created to improve the well-being and school readiness of young children in the community. FFK is a multi-member partnership of community volunteers including: business leaders, early childhood and literacy experts, youth and family development agencies, state and local government representative and parents. Since its inception, FFK has continued to grow and produce positive outcomes for Pima County's vulnerable children and families. The FFK partnership continues its work through five different subcommittees: Quality Improvement, Professional Development, Health and Special Rights, Family Support Alliance, and Early Childhood Awareness.

First Focus on Kids continues to ensure that young children in our community are ready for school and set for life. Through the work of FFK more children have access to higher quality early care and education programs; more parents have the knowledge and skills to support their children's learning and development; more children are read to regularly and are surrounded by quality, age-appropriate books at home and in child care; and more child care professionals are receiving the education and academic preparation they need to support children's school readiness. In addition, FFK works to ensure that more families and early childhood professionals have access to current information about and strategies for understanding the importance of healthy nutrition, regular dental and health care, and daily exercise and physical activity.

For the last three years, First Focus on Kids has received significant grant funding from the First Things First state organization and the local Regional Partnership Councils. This has made it possible for FFK to work in partnership with First Things First and our partners to increase our efforts to raise families' and the Southern Arizona community's awareness of the importance of high quality early care and

education, on-going professional development for early childhood teachers, and regular access to health and dental care.

United Way of Tucson and Southern Arizona and First Things First have a long collaborative history. We share the same values about the importance of families as their children's first teachers. We also share the philosophy that it is essential to provide many families with access to high quality services and supports. We will work with First Things First and the state in every way possible to make sure that Arizona achieves the goals, objectives, and the spirit embedded in the Race to the Top - Early Learning Challenge grant application.

Sincerely,

Tony Penn
President and CEO
United Way of Tucson and Southern Arizona
330 N Commerce Park Loop
Tucson, Arizona 85754

LIVE UNITED

UNITED WAY OF NORTHERN ARIZONA
1515 East Cedar Avenue, Suite D-1
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Business 928-773-9813 Fax 928-773-9814
www.nazunitedway.org

October 10, 2011

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Cindy May

2011 Campaign Chair Northeast Chapter
Linda Morrow

President & CEO
Kerry Blume

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

United Way of Northern Arizona (UWNA) was incorporated in 1967 and has served the community for 43 years. UWNA is committed to advancing the common good by forging relationships with community partners to create measurable improvements in the lives of northern Arizona's most vulnerable residents. UWNA carries out its mission "to improve lives by **mobilizing communities to make lasting changes in community conditions"** by investing in three action areas: Education, Income and Health - the building blocks of a good life.

Advancing the common good is less about helping one person at a time and more about changing systems to help us all. We are all connected and interdependent. We all win when a child succeeds in school, when families are financially stable, and when people are healthy. Together with our partners, collaborators and generous donors, UWNA invests resources across three action areas – Education, Income and Health – to strategically advance the common good.

In the area of Education, United Way of Northern Arizona (UWNA) runs a four-week school readiness program called KinderCamp, a targeted intervention program designed to help children and their families prepare for kindergarten. Priority is given to children with little or no preschool experience; children who speak a language other than English at home; children whose parents did not graduate from high school; children with developmental health characteristics that put them at risk for failure in school, such as premature birth; and children who will be attending low-income schools for kindergarten. The annual program - which focuses on improving school readiness skills in the areas of literacy, cognitive and social-emotional development - is offered tuition-free for families whose children qualify for the program. KinderCamp is made possible through a partnership with Flagstaff Unified School District (FUSD), and support from Alliance for Children's Early Success and NACOG Head Start along with generous contributions from donors.

In addition, UWNA works in partnership with First Things First to help families living with low incomes gain and maintain access to quality, affordable child care. UWNA and First Things First are also helping child care providers expand capacity and improve the quality of their programs to provide young children with better opportunities for early learning. Lastly, UWNA's early childhood Community Initiative Council, Alliance for Children's Success (ACES), is a volunteer-led, grassroots effort to cultivate the potential of each child by promoting and enhancing early childhood development within the community.

United Way

LIVE UNITED

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United Way of Northern Arizona shares your steadfast commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top – Early Learning Challenge application:

- Successful State Systems
- High-Quality, Accountable Programs
- Promoting Early Learning and Development Outcomes for Children
- A Great Early Childhood Education Workforce
- Measuring Outcomes and Progress

Fulfilling our commitment to our young children means more than simply funding programs and services. It means having a shared vision about what being prepared for kindergarten actually means and then a collective and sustained commitment to work across sectors to realize this vision. Arizona's vision for ensuring that all children have a solid foundation for success in school and life is clearly reflected in the state's application to the Early Learning Challenge.

In the past few years, Arizona has faced notable challenges affecting the early childhood system, but we have also made some important and meaningful progress. For example, in 2006 Arizona voters overwhelmingly approved a tobacco tax increase dedicated solely to support the development of a statewide early childhood development and health system. Over the last decade we've made substantial progress building a unified early childhood system. The Race to the Top – Early Learning Challenge grant can help Arizona build on the strengths of our early childhood system, acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services and experiences that support young children's success in school and in life.

We offer our commitment and pledge to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application. United Way of Northern Arizona strongly supports this opportunity to change outcomes for children in the state of Arizona.

Sincerely,

Kerry Blume

Kerry Blume
President/CEO

180 West 1st Street
Suite B
Yuma, AZ 85364
tel 928.783.0515
fax 928.782.5463

www.unitedwayyuma.org

United Way
United Way of Yuma County

October 7, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

The United Way of Yuma County is enthusiastic in our support of Arizona's application for the Race to the Top Early Learning Challenge.

United Way of Yuma County creates opportunities by focusing on the building blocks for a better life; education, income and health. United Way of Yuma County has a vision for Arizona and Yuma County to build a caring community where all children and youth succeed, families are self-sufficient, neighborhoods are vital and safe, and all people enjoy maximum health and independence.

United Way of Yuma County has invested in programs and services helping children and youth achieve their full potential. For over a decade we have funded programs that are improving access to quality, affordable child care and early learning opportunities. We have partnered with schools and parents to improve graduation rates and we provide funding to support after-school and mentoring programs for at risk youth.

The programs United Way of Yuma County has provided financial and collaborative support to demonstrate a historic commitment to and are in alignment with the Race to the Top Early Learning Challenge.

United Way of Yuma County shares your commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top-Early Learning Challenge application:

- Successful State Systems
- High-Quality Accountable Programs
- Promoting Early Learning and Development Outcomes for Children
- A Great Early Childhood Education Workforce
- Measuring Outcomes and Progress

Decades of research has established that young children's brains are 90 percent developed by the time they are 5, and the experiences young children have from birth to 5 set the stage for whether they will be prepared to achieve in school and beyond.

United Way of Yuma County funds the American Academy of Pediatrics reading program, Reach Out & Read; which provides developmentally appropriate books through the pediatrician's office during the child's wellness checks from birth to 5. United Way also funds the Kith & Kin program. This program works with relatives caring for young children. United Way of Yuma County launched the Dolly Parton Imaginary Library program for Yuma County youth birth to five. Each month a new, carefully selected book is mailed directly to the child's home. We are also a First Things First partner and participate in the support of the Quality First program and also manage the early child care scholarships in Yuma County.

We offer our commitment and pledge to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application.

United Way of Yuma County appreciates and supports your leadership and the Race to the Top application.

Sincerely,

Madeleine Coil

Madeleine Coil

President & CEO

October 10, 2011

Dear Governor Brewer:

On behalf of Valley of the Sun United Way (VSUW), I am pleased to submit this letter of support for Arizona's application to the United States Department of Education for the Race to the Top Early Learning Challenge. Your leadership and that of your state agencies in competing for this funding will have a lasting impact on our state.

VSUW is the largest nonprofit funder of health and human services in Maricopa County. VSUW partners with over 700 businesses, multiple philanthropic agencies and governmental agencies to invest over $70 million dollars in our community each year to improve conditions for vulnerable populations. A Board of Directors of 50 community leaders guides and oversees our work in three major focus areas including Ensuring Children and Youth Succeed, Increasing the Financial Stability of Individuals and Families and Ending Hunger and Homelessness.

VSUW has been investing in early childhood since our founding in 1925 reflecting our long term understanding of the importance of caring for our youngest citizens. Over the past ten years, as evidence of the importance of high quality early childhood experiences grew, VSUW has increased our focus and efforts in this area. We have led and participated in multiple awareness and education campaigns, brought federal Early Learning Opportunities Funding to the state and coordinated multiple partnerships to bring best practice interventions to some of our highest need communities.

VSUW Board of Directors and staff actively supported Proposition 203 which created the Arizona Early Childhood Development and Health Board, also known as First Things First, and provided a dedicated funding source for an early childhood system. We have continued to work in close partnership with First Things First in the development and implementation of a system of care that supports all of Arizona's children. VSUW partners closely with First Things First in the implementation of several of their signature programs. VSUW is pleased to utilize our strength in building and leading community partnerships and efficiently administering complex programs to contribute to the successful execution of First Things First's vision.

The VSUW Board of Directors and staff leadership continue to be committed to a broad based system of care for young children. This includes the investment of multiple sources of public and private funding. This commitment is demonstrated in our ongoing investment of private funds in early childhood programs.

VSUW's **Success by Six** initiative layers services into seven high need communities in Maricopa County to improve school readiness for young children in these communities. Elementary School statistics regarding free and reduced lunch population, third grade reading scores and English as a second language are used to select the communities. Services include early literacy training, developmental screening and referral, quality improvement in formal and informal care setting and transition support. VSUW is investing $568,000 in this program this year.

The **VSUW – Helios Education Foundation Professional Development Program** is a pilot program whose purpose is to inform the field about the potential and challenges to moving early childhood teachers onto a professional pathway. A total of 15 centers and 45 teachers have participated in the program which includes assistance with tuition, coaching, training and modest incentives for purchase of equipment and supplies. $242,000 will be invested in the program this year.

The **School Readiness Kit** is a toolkit for families that VSUW designed and produces for distribution to families of children for the purpose of providing information on early development and over 125 activities that they can do with their children to promote optimum development. The kit was developed in alignment with the Arizona Early Learning Standards and includes sections on:

- Language, Reading and Art
- Math, Science and Social Studies
- Health, Safety and Development
- My Child's Information

Over 85,000 School Readiness Kits have been distributed over the past five years. An estimated 18,000 kits will be distributed this year at a cost of $450,000. Approximately $300,000 in funding is provided through contracts with First Things First.

VSUW also will invest $1,193,000 this year in thirteen community-based nonprofits providing early childhood programs including child care, family support and education services to high need children to enhance the quality of these programs and improve access for children from low income families.

Looking forward to the future, VSUW has identified a gap in adequate programs for those caring for children outside of the regulated child care system (informal child care providers). To address that gap, we are seeking to develop a new, innovative program to reach informal care providers and offer education, training and resources to enhance the quality of care provided. We are currently exploring best practices and surveying key informants and expect to launch a pilot program mid-2012.

VSUW is pleased to continue to partner with public and private entities to improve the early childhood system in Arizona. We are excited to see the articulation of a plan to create a shared vision and a comprehensive system that assures that ALL of our children have the opportunity to realize their full potential. We commend you for your leadership in the preparation and submission of this application. We offer our commitment to work together to plan, coordinate, and implement the strategies presented for the creation of a comprehensive early childhood system.

Sincerely,



Merl E. Waschler
President and CEO

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FLINN FOUNDATION

October 6, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington St., 9th floor
Phoenix, AZ 85007

Dear Governor Brewer,

I write today to affirm the Flinn Foundation's support of Arizona's application in the Race to the Top Early Learning Challenge.

Since the Flinn Foundation's establishment in 1965 by Dr. and Mrs. Robert S. Flinn, we have dedicated our philanthropic resources to improving the quality of life in Arizona to benefit future generations. Inspired by Dr. and Mrs. Flinn's personal commitment to strengthening health care, the Foundation has given tens of millions of dollars to support medical education, biomedical research, community health care, and health-policy research.

The Flinn Foundation has also dedicated more than $20 million over the past 25 years to the Flinn Scholars Program, designed to enhance the ability of Arizona's public universities to attract the highest achieving graduates of the state's high schools. The Flinn Scholars have helped the universities' Honors programs become some of the finest in the nation.

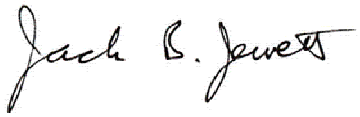
Without a strong education system in Arizona, however, the Flinn Foundation's decades of investment in our future will stand at risk. This is especially true with respect to early education, the foundation upon which rests Arizona's K-12 system, and in turn our research universities. As Arizona transitions to a more diversified and resilient economy, it must embrace outcome-focused educational innovation and reform. Failing to do so will threaten our quality of life far more than did the recent global recession.

The Flinn Foundation is pleased to note that Arizona's Race to the Top Early Education Challenge application emphasizes coordination of funding streams and stakeholders. Arizona has made significant progress in the last decade to build a cohesive early-education system, developing better tools to define standards, measure outcomes, and provide accountability. The Race to the Top Early Education Challenge grant will accelerate these system-building activities, with our children as beneficiaries.

Arizonans have enthusiastically supported investments in education in recent years, on multiple occasions passing ballot initiatives directing revenue to strengthen our schools and universities. Perhaps most notably, in 2006 Arizona voters approved a tobacco-tax increase dedicated specifically to supporting the development of an early-childhood development and health system. We are eager to build a better future, and the Race to the Top Education Challenge grant will help us do that.

The era has passed in which Arizona could achieve prosperity by relying on natural resources, abundant sunshine, and low labor costs. At the Flinn Foundation, we see education as the economic driver of our state's knowledge-based economy in the 21st Century. The realization of our philanthropic vision depends on more effective instruction for all students, beginning at the beginning: with our youngest, most vulnerable, and most promising residents. We enthusiastically endorse Arizona's application in the Race to the Top Early Education Challenge.

Sincerely,



Jack Jewett
President and CEO
Flinn Foundation

SCIENCE foundation ARIZONA
Innovation at Work

October 14, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

I am writing on behalf of Science Foundation Arizona (SFAz), a public private partnership established in 2006 as a 501c 3 to diversity Arizona's economy and be a catalyst for high-wage, knowledge-based jobs. Since then, SFAz has invested nearly $120 million in 142 grants in strategic research and education grants on behalf of the state.

A total $38 million has been invested into multiple education grants to improve Science, Technology, Engineering and Mathematics – STEM – opportunities for students from early grades through graduate degrees to develop the talent needed for Arizona to be competitive in the global marketplace. Those investments have enabled SFAz to reach over 240,000 students and 5,500 teachers across the state with quality STEM education experiences.

SFAz recognizes the importance of strong STEM education throughout the educational continuum, including early childhood. Engaging kids before age 5 is critical to ongoing development and achievement. To harness the excitement and natural discovery during early childhood years with quality experiences helps foster that curiosity throughout a child's school years and lays the foundation for future success in STEM disciplines. Arizona must continue to grow its commitment to engaging students in education and STEM fields at all ages.

Over the last decade we've made substantial progress building a unified early childhood system. The Race to the Top – Early Learning Challenge grant is an opportunity to dramatically propel our system-building efforts. SFAz has worked closely with the Governor and educators in these efforts by bringing quality STEM education programs to kids and will continue to do so. This grant will enable continued coordination and strengthening of that commitment that we all share in creating healthy and successful individuals and economies for all Arizonans.

I offer our commitment and pledge to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application. Thank you for your continued leadership and support of quality education for Arizona students.

Sincerely,

Darcy Renfro
Vice President and Director, STEM Initiatives
Science Foundation Arizona

400 E. Van Buren Street, Suite 200 Phoenix, AZ 85004 [phone] 602.682.2800 [fax] 602.682.2890
www.sfaz.org

theSteeleFoundation
growing stronger families through education, holistic health and community enrichment

October 11, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

RE: The Race to the Top – *Early Learning Challenge Grant*

Dear Governor Brewer:

As President of The Steele Foundation, and on behalf of our Board of Directors, I would like to take this moment and share with you our ongoing support of First Things First and their efforts to apply and obtain *The Race to the Top – Early Learning Challenge Grant*.

Incorporated in 1980, The Steele Foundation has committed three decades to partnering with and supporting nonprofit organizations across the state. The Steele Foundations mission is focused on the well-being of children, young adults and families in Arizona. With roughly 60% of our annual budget allocated to educational programs we are committed to helping children thrive and develop into confident, productive and successful adults.

The Foundation has committed to supporting quality early childhood education across Arizona. We continue to partner with other funders hoping to embed educational practices such as those noted in *The Race to the Top – Early Learning Challenge Grant* within the community. Our partnerships include schools, museums, crisis family centers and funder collaborations seeking to better understand the state's education systems challenges, successes and future objectives. *The Race to the Top – Early Learning Challenge Grant* will help Arizona build on the strengths of our early childhood system. This grant would acknowledge differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services that support young children's success in school and in life. We share your steadfast commitment to ensuring that Arizona's early learning system excels. Below are some examples of partner organizations that we have committed to support and are extremely proud of:

- Arizona Brain Food
- BUILD Initiative
- Crisis Nursery
- Educare, Arizona
- Children's Museum of Phoenix

- Childsplay, Arizona
- Legacy Connection *Back to School Backpack* Program
- Phoenix Theater
- New Directions Institute for Infant Brain Development
- Ryan House
- Arizona Science Center
- St. Mary's Food Bank Afterschool *Kids Café* Program
- Southwest Human Development Fussy Baby Help Line

The Steele Foundation's ongoing efforts will include supporting sustaining high-quality, accountable programs and promoting early learning and development outcomes for children. We are continuously measuring outcomes and progress of our educational programs. The Steele Foundation relentlessly seeks out partnerships that will elevate each of these efforts and maintain Arizona's ongoing commitment to providing children with the education they need and deserve in order to become productive and successful in life.

The Race to the Top – Early Learning Challenge Grant is an opportunity to dramatically propel our system-building efforts. Fulfilling our commitment to our young children means more than simply funding programs and services. It means having a shared vision about what being prepared for kindergarten actually means and then a collective and sustained commitment to work across sectors to realize this vision. Arizona's vision for ensuring that all children have a solid foundation for success in school and life is clearly reflected in the state's application to the *Early Learning Challenge Grant*.

Our state cannot afford the cost of inaction. We offer our commitment and pledge to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's *Early Learning Challenge* application.

Sincerely,

Marianne Cracchiolo Mago
President

MCM/als

ATTACHMENT FFF – Letters of Intent & Support – Early Childhood Education Organizations

Arizona Head Start ASSOCIATION

Supporting Head Start quality today, impacting Arizona's tomorrow!

10-14-11

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

As the Director of the Arizona Head Start Association (AHSA), representing 33 programs and over 22,000 low income children in Arizona ages 0-5 and their families, we have a vested interest in building strong early childhood systems for our state. As you may know, Head Start (children ages 3-5), and now with the addition of Early Head Start (pregnant mothers and children ages 0-3), has been providing high quality comprehensive child and family development programs for over 45 years! Through federal to local funding, Head Start brings in approximately $140 million *each year* to our state's neediest young children! The overall effect, not only to our children and families, but our local communities, state agencies, and multitude of partners, is substantial. Head Start programs, through working with partners, are required to contribute at least 20% in-kind or non-federal share.

Head Start has always provided comprehensive services to all children enrolled including health, oral health, family engagement, services to children with disabilities, developmental screening and follow up including vision and hearing, nutrition, parent involvement and much more! Additionally, Head Start staff are engaged in a variety of professional development endeavors. Our goal is to help families become more self-sufficient and to help children enter school ready to learn and be successful. As you can see, our goals and services are very aligned with First Things First. We frequently work with other state agencies, including DES, ADHS, ADE, AHCCCS, ASDB, and others when feasible and reasonable. Especially in light of scarce resources, we work collaboratively even more to leverage resources and reach the most vulnerable of our state's young children.

In summary, the Arizona Head Start Association (AHSA) is very supportive of this application and broad vision and specific strategies presented in Arizona's Early Learning Challenge application.

Respectfully,

Bonnie Williams

Bonnie Williams,
AHSA Director

2525 South Rural Road, #4-S • Tempe, AZ 85282 • (Voice) 480-557-9607 (Fax) 480-557-9614

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

As the President and Immediate Past President of the Arizona Association for the Education of Young Children (AzAEYC), and on behalf of the entire Board of AzAEYC, we are enthusiastically offering our support of Arizona's Race to the Top—Early Learning Challenge Application. We commend you for your commitment to ensure that Arizona's early learning system excels and that our young children have access to the high-quality early care and education programs that lay the foundation for school readiness, academic success, and adult achievement.

Arizona AEYC is a state affiliate of the National Association for the Education of Young Children (NAEYC), the world's largest organization working on behalf of young children. Linkages to the national organization with over 80,000 members and a network of over 300 affiliates means that Arizona has access to resources that are central to improving the quality of classroom teaching and the education of early childhood teachers. Through its affiliation with NAEYC and its statewide presence in Arizona, AzAEYC fulfills its mission to support early childhood professionals by providing expertise in the areas of professional leadership, professional development, and public policy/advocacy. Both of us have been elected to serve on the Governing Board of NAEYC, and through the connections and networks that have resulted from that experience, we have been able to facilitate bringing nationally known experts to Arizona to share best practices and technical assistance. We will continue to use those connections to further the goals set forth in this application.

AzAEYC has been partnering with First Things First to convene a Professional Development Workgroup, and we are committed to implementing the plan as described in the application. It is an energetic and well-informed group dedicated to bringing Arizona's Early Childhood Professional Development System to new heights. Revising the Core Knowledge Elements and Competencies and removing structural barriers to the progression of early childhood degrees are primary to continuing the momentum that has been established by this Workgroup.

The structure of AzAEYC (a state affiliate with over 1100 members in six local affiliates and developing student chapters) enhances the ability to use our resources and the resources of the national organization throughout the state. This is crucial to building a professional development system that is relative to ALL early childhood professionals in a variety of settings. AzAEYC can be a major player in engaging a larger number of individuals in the professional development activities that are outlined in this application.

AzAEYC has been integrally involved in early childhood leadership development activities, and we are committed to building and leveraging the successful efforts to date. It is key to our mission. The collaboration with the Arizona Emergent Leaders Program has been strengthened and refined since its acceptance as one of the NAEYC Legacy Leaders Fellowship Program entities. We are prepared to expand our Members in the Making Leadership Development Program and to bring the successful Communities of Practice that have involved our Southern Arizona AEYC affiliate to a larger statewide scale as resources are available. We have established a pattern of being able to bring internationally known early childhood experts such as Ellen Galinsky and Sue Bredekamp to Arizona to strengthen the systems knowledge of early childhood professionals, and we support the expansion of such early childhood leadership-building capacity. We have renewed interest for additional affiliate chapters and student chapters throughout the state, and we are capitalizing on this interest in membership and leadership development.

Arizona has made substantial progress in building a unified early childhood system, and we are thrilled that the Race to the Top—Early Learning Challenge opportunity could dramatically increase our system building efforts. We thank you for your leadership and commitment to further development of these important initiatives. In turn, we offer our commitment to implement both the vision and the strategies that are presented in Arizona's Race to the Top—Early Learning Challenge application.

Sincerely,

Cheryl L. Foster

Naomi Karp

Cheryl L. Foster, President
AzAEYC

Naomi Karp, Past President
AzAEYC

southwest human development
Creating a Positive Future for Young Children

October 11, 2011

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CEO

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Mary Ann Turley
John C. Lincoln Health Network

James Van Steenhuyse
UBS Financial Services Inc.

southwest human development
Southwest Human Development is the Easter Seals affiliate for central and northern Arizona

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www.swhd.org

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

As the founder and CEO of Southwest Human Development, Arizona's largest provider of early childhood services, I'm writing to express my enthusiastic support for Arizona's Race to the Top – Early Learning Challenge application. We are proud to be a partner in this effort and share your steadfast commitment to ensuring that Arizona's early learning system excels in this endeavor's core areas.

Throughout its 30 year history, Southwest Human Development has focused on our community's youngest children – ages birth to five. Today the agency serves 135,000 children and families each year with the goal of helping children establish the healthy foundation upon which all future development takes place – intellectual, social, emotional, physical and behavioral.

Our services focus on five primary areas: child health and development, services for children with disabilities, Head Start, early literacy, and training for early childhood professionals.

In 2007, Southwest Human Development became the local affiliate for Easter Seals in central and northern Arizona in large part because of our reputation for high-quality disabilities services.

Commitment to Race to the Top Early – Learning Challenge Core Areas
Fulfilling our commitment to our young children means more than simply funding programs and services. It means having a shared vision about what being prepared for kindergarten actually means and then a collective and sustained commitment to work across sectors to realize this vision. To this end, Southwest Human Development has long played a leadership role in improving and unifying Arizona's early childhood education, development and health system.

Southwest Human Development has partnered with First Things First since its inception in an effort to ensure that Arizona has a successful early childhood state system. I was a member of the strategic planning committee and am currently a member of the Central Phoenix Regional Partnership Council. Members of Southwest Human Development's staff also sit on various Regional Councils throughout Maricopa County and on First Things First standing committees including health, early learning, professional development, and family support.

As another example of our focused investment in early childhood, Southwest Human Development was a partner in the development of early learning standards designed to be used in all preschools throughout Arizona.

Examples of our more recent work supporting core areas of the Race to the Top– Early Learning Challenge application include:

Southwest Human Development was very involved in the early development of Arizona's Quality Improvement Rating System (QIRS) for early care and education programs. As a QIRS grantee, we have more than 25 instrument reliable assessors working in child care settings across the state. A a subcontractor for the coaching component, Southwest took a leading role in the design, delivery and evaluation of these services.

In 2009 Southwest Human Development brought the national Raising A Reader program to Arizona and immediately made significant revisions to the curriculum to better meet the needs of children ages birth to three. A key component of this program is a partnership with the Arizona Multihousing Association which allows us to offer Raising A Reader on the grounds of low-income apartment communities. Evaluation results show a significant increase in in-home reading routines and other critical early literacy indicators.

Professional development and technical assistance for Arizona's early childhood providers has been a focus of Southwest Human Development throughout its history. Target audiences include center-based and in-home early care and education providers as well as the range of professional and paraprofessional staff working in our state's early childhood system.

Our programs at Southwest Human Development are research- and best-practice based and subject to ongoing evaluation. High quality programming is a hallmark of Southwest Human Development and we constantly strive to make program improvements and even discontinue programs should they no longer prove to be effective.

A Financial Commitment to Arizona's Early Childhood System
Southwest Human Development is fully committed to supporting early childhood programs and systems like those aligned with the Race to the Top core areas.

The agency supplements its local, state and federal government contracts with numerous corporate and foundation grants as well as gifts from individual donors. In FY 2010/2011 we received grants from over 40 separate corporations and foundations. These funds are used to support programs with no government funding, and to supplement programs with some government funding like Raising A Reader, Reach Out and Read and the Birth to Five Helpline.

Southwest Human Development has provided Head Start services for 30 years and Early Head Start since the program's inception in 1983. We receive over $13 million in Head Start funds annually. In addition we receive over $30 million in state funding for early childhood programs each year.

Strategies to Support Core Areas in the Future
Expanding the Raising A Reader program throughout Arizona is an important component of the Race to the Top application and Southwest Human Development will share its experience and expertise to fully support this effort.

Southwest Human Development will also fully participate in the planned implementation of the Quality Improvement Rating System in its Head Start program and encourage other Head Start programs throughout Arizona to do the same.

Southwest Human Development will continue its commitment to sharing its early childhood experience and expertise with public and private organizations across Arizona as the state works to ensure that all children have a solid foundation for success in school and in life. This includes sharing our expertise in the use of evidence-based literacy interventions that have proven successful with English language learners, such as DRIVES.

Summary

Arizona's early childhood system has historically existed with little coordination between disparate funding streams and stakeholders. Yet, in the past few years we have made important and meaningful progress such as the voter approved tobacco tax increase dedicated solely to supporting the development of a statewide early childhood development and health system.

Over the last decade we've made substantial progress building a unified early childhood system. The Race to the Top – Early Learning Challenge grant is an opportunity to dramatically propel our system-building efforts.

The Race to the Top – Early Learning Challenge grant can help Arizona build on the strengths of our early childhood system, acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services and experiences that support young children's success in school and in life.

We fully support your leadership and efforts to ensure that all Arizona children enter school ready to learn. We offer our commitment and pledge to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application.

Sincerely,

Ginger Ward
CEO

EDUCARE
ARIZONA

October 8, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

Educare Arizona's mission is to narrow the achievement gap for children growing up in high-risk communities. Research shows that low-income children often start school far behind their higher income peers, and often fail to catch up. Low-income children are also less likely than their middle class and affluent peers to have health insurance, meaning that they are less likely to have access to the critical preventive health care that ensures they are healthy and ready to learn. The Educare model works to reduce this equity gap by providing highly effective early childhood education, health care and family support for the children who need it most. By participating in a research-based program model that combines the best in early education and family support, at-risk children and their families are able to overcome some barriers and arrive at kinder-garten prepared to learn and on par with their more advantaged peers.

While Educare Arizona is a relative newcomer to the Phoenix community the Bounce Learning Network, the backbone of the Educare Schools network, has been serving families and their young children across the United States for the past decade. Educare Centers serve as a platform for broader change, inspiring higher quality programs throughout the community, more effective public policies within each state, and a smarter approach to the first five years of life and learning.

Speaking for myself and the Board of Directors of Educare Arizona, we strongly share your ongoing commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top – Early Learning Challenge application:

- Successful State Systems
- High-Quality, Accountable Programs
- Promoting Early Learning and Development Outcomes for Children
- A Great Early Childhood Education Workforce
- Measuring Outcomes and Progress

1300 N. 48th Street,
Phoenix, Arizona 85008
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EDUCARE ARIZONA

In the past few years, Arizona has faced extraordinary financial challenges affecting the early childhood system however, our citizens have worked vigorously and consistently to put the needs of families and children first. For instance in 2006 Arizona voters overwhelmingly approved a tobacco tax increase dedicated solely to support the development of a statewide early childhood development and health system. The creation of this system facilitated the development of a more unified early childhood system.

The Race to the Top – Early Learning Challenge grant could significantly help Arizona continue to build on the strengths of our early childhood system, acknowledge and effectively utilize differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a highly coordinated set of services and experiences that support young children's success in school and in life.

Fulfilling our commitment to our young children and their families means more than simply funding programs and services. It means having a shared vision about what being prepared for kindergarten actually means and then a collective and sustained commitment to work across sectors to realize this vision. I offer our commitment and pledge to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application.

Sincerely,



Billie J. Enz, Ph.D.
Executive Director, Educare Arizona
Emeritus Professor, Arizona State University

1300 N. 48th Street,
Phoenix, Arizona 85008
602-845 4200

ARIZONA CHILD CARE ASSOCIATION

October 12, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 W. Washington
Phoenix, AZ 85007

Dear Governor Brewer,

The Arizona Child Care Association (ACCA) believes that there is no more important priority for our State than to ensure that Arizona's young children receive quality early learning and development programs that prepare them for success in school and life.

The Race to the Top Early Learning Challenge provides a unique opportunity for Arizona to receive the resources that are necessary to develop and implement a state early learning and development system that is responsive to young children with "high needs" and their families. We share the vision of a quality and accountable early care and education system that builds on the current mixed service delivery. ACCA supports the Arizona Race to the Top application and will actively partner to help ensure successful implementation.

ACCA is a professional non-profit organization of licensed private non-profit and proprietary child care centers statewide. Our mission is to promote accessible, affordable, and quality early care and education that meets the needs of Arizona's families and children. ACCA reflects the diversity of our state and field: urban, suburban, rural, small businesses, faith based providers, community agencies, and national companies. We will share our unique perspective as owners and operators of early care and learning programs to ensure meaningful and achievable system change.

Private child care providers are committed to improving the quality of early learning in Arizona and the Race to the Top provides many opportunities for ACCA to provide assistance. Many private child care providers are participating in the First Things First Quality First program and receiving technical assistance, incentives, and ongoing support to improve quality. ACCA has and will continue to work with First Things First to identify the most effective approaches and resources that are necessary to sustain quality and achieve positive outcomes for children.

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Child care centers employ the workforce that provides the early care and learning to tens of thousands of children and have a major investment in a professional development system tailored to the unique needs of that workforce. ACCA will be an active participant in the development of an Arizona early childhood professional development system.

As licensed child care providers we understand the importance of regulations that are designed to protect children by requiring caregivers to meet health and safety standards and having employees clear background checks. Arizona children receiving regular paid out of home care from unrelated providers deserve State oversight and protection. ACCA strongly supports all efforts in the Arizona Race to the top application that would move unregulated providers into State certification or licensing.

Licensed child care centers that provide State subsidized care, services to at-risk families, preschool, and nutritious meals and comply with licensing regulations, follow early learning standards and program guidelines, and participate in quality improvement programs, must interact with multiple state agencies. The Early Learning Challenge will allow Arizona to coordinate and align state programs and result in a more efficient and cost effective service delivery. Race to the Top funding will provide critically needed resources to allow Arizona to develop the infrastructure and data systems to measure progress and ensure accountability.

ACCA has been active in public policy, program development and advocacy for early care and education at the state and national level for 20 years. We have open and effective working relationships with the state agencies and many successes partnering with other advocacy groups and community agencies. As a partner, ACCA will share our knowledge, expertise and experience to inform your office and other local elected officials, government agencies, and convey to the general public the value of greater public investments in early care and education.

Please do not hesitate to contact me if there is anything we can do to further support and assist in this important initiative for the State of Arizona.

Sincerely,

Bruce Liggett

Bruce Liggett
Executive Director

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ASCC
Association for Supportive Child Care

October 7, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

As the Executive Director of the Association for Supportive Child Care, I am honored to write a letter of support for the First Things First application for the Race to the Top – Early Learning Challenge.

The Association for Supportive Child Care (ASCC) was established in 1976 as a private non-profit organization. ASCC's mission is to enhance the quality of child care for children in Arizona. We remain focused on the needs of children and families and believe that every child should be provided the best possible care and nurturing.

ASCC is funded through community donations, government funding, United Way, corporations, and generous contributions from individual and foundations.

For thirty-five years, ASCC has remained dedicated to enhancing the care, education and well being of children throughout Arizona . Through the delivery of services and supports to early care and education professionals, children and their families, ASCC has consistently advanced our mission to enhance the quality of early care and education for Arizona's children. With this commitment, ASCC fully aligns with the goals in the Race to the Top – Early Learning Challenge application.

Decades of research has established that young children's brains are 90 percent developed by the time they are five. The experiences young children have from birth to five set the stage for whether they will be prepared to achieve in school and beyond.

Fulfilling our commitment to our young children means more than simply funding programs and services. It means having a shared vision about what being prepared for kindergarten actually means and then a collective and sustained commitment to work across sectors to realize this vision.

Arizona's vision for ensuring that all children have a solid foundation for success in school and life is clearly reflected in the state's application to the Early Learning Challenge.
The Race to the Top – Early Learning Challenge grant will help Arizona build on the strengths of our early childhood system, acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services and experiences that support young children's success in school and in life.

The Association for Supportive Child Care shares Arizona's steadfast commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top – Early Learning Challenge application.

- Successful State Systems
- High Quality, Accountable Programs
- Promoting Early Learning and Development Outcomes for Children
- An Educated Early Childhood Workforce
- Measurement of Outcomes and Progress

We offer our commitment and pledge to work together to plan, coordinate and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application.

Sincerely,

Susan Jacobs

Susan Jacobs
Executive Director

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ASCC
Association for Supportive Child Care

October 7, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

As the Executive Director of the Association for Supportive Child Care, I am writing this letter of support on behalf on one of our programs, Child Care Resource and Referral, for the First Things First application for the Race to the Top – Early Learning Challenge.

Child Care Resource and Referral began in Arizona in 1992 with funding from the Arizona Department of Economic Security/Child Care Administration through the federal Child Care and Development Fund. Child Care Resource and Referral has maintained Quality Assurance (a national accreditation process) through Child Care Aware since November 2005.

Finding child care is often an overwhelming experience for working families. Child Care Resource and Referral is a statewide program that assists parents in their search for child care and educates them on how to identify quality child care programs.

Child care and early education programs listed with CCR&R include family child care homes, child care centers, Head Start, preschools, faith-based child care centers and others.

CCR&R provides families with information on all types of child care, unbiased referrals to child care providers and programs, information about child care resources and services and information about choosing child care. Providing information regarding the Quality Rating Scale (QRIS) and helping families become aware of the various components of the ratings align with the information that is provided to families when they call seeking a child care referral. Through this service, CCR&R supports the focused investment area of the Race to the Top – Early Learning Challenge application through engaging and supporting families.

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United Way

CCR&R uses a database, NACCRRAware, that was developed by the National Association of Child Care Resource and Referral Agencies (NACCRRA) to track and document the number of calls received requesting referral information. NACCRRAware has the ability to collect and aggregate a substantial amount of information. This information includes, but is not limited to the number of requests within specific geographic areas, age of children needing care, number of referrals received by each client and number of clients seeking subsidized child care.

The database includes in-depth information about the early childhood providers which include but is not limited to the number of children that they serve, the age groups served, their regulatory status, languages provided, rates, meals served, and whether they serve children with specials needs. Having this capability will align with the goal of building and enhancing an early learning data system that can be used for continuous program improvement and decision making.

Over the last decade, Arizona has made substantial progress building a unified early childhood system. The Race to the Top – Early Learning Challenge grant is an opportunity to dramatically propel our system building efforts.

We offer our commitment and pledge to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona/s Early Learning Challenge application.

We share Arizona's commitment to ensure that Arizona's early learning system excels in building a successful state system, in developing and maintaining high-quality early childhood programs and in promoting early learning and development outcomes for children.

Sincerely,

Susan Jacobs

Susan Jacobs
Executive Director

Making Children's Lives Better

Child & Family RESOURCES, INC.

OUR VISION

- Resilient children and families
- Excellent childcare and education
- Communities that value children and families



October 10, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

Child and Family Resources Inc., a community non-profit organization in Arizona, wishes to strongly support Arizona applying for Race to the Top –Early Learning Challenge federal funding. Our organization is a leading provider of programs and services designed to enhance the quality of early childhood education and health, and we serve over 15,000 children and families across the state annually.

We are glad that you are a supporter of education and recognize the crucial importance of making sure all children are successful in school. Countless studies document that one of the most cost effective things we can do to promote higher graduation rates and academic success is make sure all children enter Kindergarten ready to learn. We know that so much of a child's brain development occurs prior to age five and that it is critical to provide educational activities and enrichment, particularly to children from low income or deprived environments, during the first five years of life.

Thanks to the wisdom of the voters in supporting First Things First, Arizona has made significant strides in improving our early childhood education system, but there is so much more to be done. The opportunity to secure these prestigious federal funds, particularly in light of painful state cutbacks, is something Arizona should compete aggressively for. The Race to the Top – Early Learning Challenge grant is an opportunity to dramatically propel our system-building efforts.

I have purposefully kept this letter short, but there is so much detail that can be added about the sophisticated and professional efforts already in place in Arizona in the Early Childhood Health and Education arena. I would think we would be a competitive candidate for one of these grants. Thank you for your support.

Eric Schindler, Ph.D. President/CEO

eschindler@cfraz.org

ELLIS CENTER FOR EDUCATIONAL EXCELLENCE

October 6, 2011

The Honorable Janice Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor:

We are happy to endorse the state's application for federal funding under the RTT/Early Learning Challenge competition.

The Ellis Center, a local education philanthropy, shares your commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top - Early Learning Challenge Application: successful state systems; high quality, accountable programs; promoting early learning and development outcomes for children; a great early childhood workforce; and measuring outcomes and progress.

In particular the Ellis Center is addressing the reality that Arizona's early childhood system has historically existed with little coordination between disparate funding streams and stakeholders. In the context of our work in comprehensive district-level K12 reform, we are presently partnering with both the Creighton and Balsz School Districts in inner-city Phoenix. A critical component of the work involves linking school systems to early childhood programs, thus a better alignment between Head Start and K3 on both the Creighton and Balsz campuses. This linkage is essential if we are to enjoy a seamless continuum of services between pre-school and K12. Presently we are working on implementation of an alignment project that would involve Head Start teachers at Southwest Human Development with public school K3 teachers at Creighton.

The state's application for RTT/Early Learning Funds is absolutely consistent with our approach and we are committed to helping however we can. Already Ellis has committed close to $200,000 to its early childhood linkage for planning and design work, and we are prepared now to spend funds on implementation. I believe this action attests to private sector commitment to many of the goals and actions of the state's early learning application.

You have our best wishes for success.

Sincerely,

Stephen Mittenthal, Ph.D.
Executive Director
Ellis Center for Educational Excellence

Arizona
Dental
Association

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October 12, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

On behalf of the Planning Committee of the Arizona American Indian Oral Health Summit we are writing to support a strong early childhood education, development and health in Arizona.

On April 21-22, 2011, a historic statewide Arizona American Indian Oral Health Summit was held at the Fort McDowell Radisson Resort located on the Fort McDowell Yavapai Nation. 114 participants attended the Summit. This was the first time in Arizona state history that a multi-agency sponsored statewide American Indian Oral Health Summit was held. The purpose of convening the Summit was to provide a venue for entities conducting oral health services to come together to share information, network and make recommendations for service improvements, and to provide an opportunity for community leaders to learn about various oral health prevention and treatment models being practiced in Arizona and Alaska.

A Planning Committee was formed in October of 2010 to plan the event. The Planning Committee membership included tribal representatives from the Pascua Yaqui Tribe and Gila River Indian Community. The Committee also included representatives from the Arizona Department of Health Services, Arizona Health Care Cost Containment System, First Things First, Advisory Council on Indian Health Care, Arizona Dental Association, Arizona Dental Hygienists Association, Delta Dental of Arizona Foundation and the Arizona Public Health Association.

- We share your steadfast commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top (RttT) – Early Learning Challenge (ELC) application:
  - Successful State Systems
  - High-Quality, Accountable Programs
  - Promoting Early Learning and Development Outcomes for Children
  - A Great Early Childhood Education Workforce
  - Measuring Outcomes and Progress

- Decades of research has established that young children's brains are 90 percent developed by the time they are 5, and the experiences young children have from birth to 5 set the stage for whether they will be prepared to achieve in school and beyond.

- Fulfilling our commitment to our young children means more than simply funding programs and services. It means having a shared vision about what being prepared for kindergarten actually means and then a collective and sustained commitment to work across sectors to realize this vision.

- Arizona's vision for ensuring that all children have a solid foundation for success in school and life is clearly reflected in the state's application to the ELC.

- Arizona's early childhood system has historically existed with little coordination between disparate funding streams and stakeholders.

- In the past few years, Arizona has faced notable challenges affecting the early childhood system, but we have also made some important and meaningful progress. For example, in 2006 Arizona voters overwhelmingly approved a tobacco tax increase dedicated solely to support the development of a statewide early childhood development and health system.

- Over the last decade we've made substantial progress building a unified early childhood system. The RttT - ELC grant is an opportunity to dramatically propel our system-building efforts.

- The RttT - ELC Challenge grant can help Arizona build on the strengths of our early childhood system, acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services and experiences that support young children's success in school and in life.

- We offer our commitment and pledge to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's ELC application.

The Planning Committee for the Arizona Indian Oral Health Summit looks forward to being an active supporter for the RttT- ELC program and strongly recommends the approval of this application. Children who live on tribal lands face particular challenges that increase their risk for school failure. These include poverty, parental unemployment, and lack of access to health care. These risk factors are exacerbated by geographic isolation – the poverty rate is higher among families on reservations than among American Indian families in other areas. The programs that serve them may also face challenges related to geographic isolation and limited resources. Through the RttT – ELC Program we look forward to greater success in reaching out to Native American students and parents so success is achieved in their higher education endeavors.





Frederick L. Hubbard
Executive Director
Advisory Council on Indian Health Care

Kevin Earle
Executive Director
Arizona Dental Assn.

October 7, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

The Arizona Chapter of the American Academy of Pediatrics (AzAAP) is a professional membership association comprised of pediatricians, pediatric subspecialists, academicians, hospital administrators and physicians, nurse practitioners, school nurses and other child healthcare providers. AzAAP has built an impressive network among pediatricians and other medical professionals and child advocacy organizations throughout Arizona, working collaboratively to improve the health and well-being of Arizona's children and adolescents. On behalf of my colleagues – approximately 900 pediatricians and other healthcare providers– I strongly support your leadership in applying for the *Race to the Top – Early Learning Challenge* funding.

Pediatricians and other healthcare providers have a unique role in ensuring children are ready for school when they enter kindergarten. In our daily clinic practice, pediatricians provide families with important prevention education, treat acute and episodic physical conditions, and refer families to community resources essential to ensure the physical, emotional and mental health of their children. Our patients and families perceive us as a credible source of information, and often make decisions about how to best care for the health of their children based on our guidance. And, only if they are healthy can children learn and grow. However, optimal health is not the only thing a child needs to succeed, and without appropriate systems supporting early education and development, children will not be adequately prepared to succeed in school and grow to contribute and strengthen Arizona. With this knowledge, AzAAP and our members value our partnerships and collaborations with other professions and systems outside of healthcare who work towards the common goal of giving children the best start at life.

In the past few years, Arizona has faced notable challenges affecting the early childhood system, but we have also made some important and meaningful progress. For example, in 2006 Arizona voters overwhelmingly approved a tobacco tax increase dedicated solely to support the development of a statewide early childhood development and health system (First Things First). The *Race to the Top – Early Learning* Challenge grant can help Arizona build on the strengths of this still-growing early childhood system, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services and experiences that support young children's success in school and life.

The necessity of strengthening our early childhood system is further highlighted in our experiences as small business owners in a profession with

THE AMERICAN ACADEMY OF PEDIATRICS
ARIZONA CHAPTER

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PROGRAMS

Best Care For Kids
Director: Peggy Stemmler, MD

Reach Out and Read AZ Coalition
Director: Yvonne Funcke-Sanweiss, MD

Medical Services Project
Director: Liz McKenna, MD

EXECUTIVE DIRECTOR
Sue Braga
sue@azaap.org ***email***

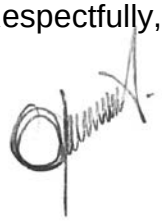
well-documented workforce challenges. We know it essential that children grow into adults who possess the intellectual and technical tools necessary to succeed in the healthcare arena. The foundation of many skills needed for 21st century jobs, including healthcare, is established in the earliest years in life. We know that evidence-based early childhood programs – such as quality early education, preventative health and dental care and voluntary home visiting – support children's healthy development and help them become productive adults.

AzAAP and our membership share your commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's *Race to the Top – Early Learning Challenge* application:

- Successful State Systems
- High-quality, Accountable Programs
- Promoting Early Learning and Development Outcomes for Children
- A Great Early Childhood Education Workforce
- Measuring Outcomes and Progress

As pediatricians and other pediatric healthcare providers, AzAAP commits to continuing our efforts in collaborating to create a strong early childhood education, development and health system in Arizona. Furthermore, we commend your leadership in ensuring Arizona children get the best start possible to be healthy and ready for school so that they can contribute to strengthening Arizona in the future.

Respectfully,



Arturo Gonzalez, MD, FAAP
President, Arizona Chapter of the American Academy of Pediatrics

ARIZONA'S CHILDREN ASSOCIATION

Protecting Children. Preserving Families.
Across Arizona Since 1912.

October 10, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

We join you in your efforts to elevate early care and education to a priority status. In the work I have been doing in Arizona for the past twelve years as the President and Chief Executive Officer of Arizona's Children Association, I have seen the wisdom of investing in primary prevention strategies guaranteeing the deliberate and nurturing care and safety of our youngest children.

Arizona's Children Association is the oldest and largest child welfare agency in Arizona. Founded in 1912, we have stayed true to our mission of Protecting Children and Preserving Families, serving more than 48,000 children and families annually. Programs and services include foster and kinship care, adoption, crisis care, family support and preservation, counseling, substance abuse and child sexual abuse treatment, special education school, early childhood education, Head Start, adult education, preventive health and fitness and a Community Center. With such a broad base of services, we have always kept current with best practices in each domain, now with a special emphasis on what neuroscience can teach us about the wisdom of investing in high quality care for all children in the first five years of life. We share our State's vision about what being mentally and physically healthy looks like, what being prepared for kindergarten actually means, and what systems and safeguards must be in place to sustain our commitments and to work across all sectors to realize this vision.

In 2006, New Directions Institute for Infant Brain Development joined our Family of Agencies in order to expand early brain development training and programming throughout our State. Arizona's Children Association has made a large investment not only in bringing the messages about brain development to thousands of parents, caregivers and community leaders, but we have expanded

all of our Head Start sites, our parent education programs, and have recently appointed a Prevention Director to coordinate our growing number of services throughout Arizona. Recently, the creation of First Things First, a sustainable resource devoted exclusively to the strengthening of early childhood systems and coordination of early care and education services, has brought hope to our families in Arizona that we can and will develop safe, stimulating environments for all young children.

Arizona's Children Association supports our State's application to the Early Learning Challenge. We stand ready to assist in any way to assure that our child welfare agency will participate fully in measuring outcomes, in advocating for all parents to be educated about the important role they have in promoting healthy early development, and to provide high quality programs that prepare Arizona's young children for school success.
We see this Race to the Top – Early Learning Challenge Grant as an opportunity to dramatically propel our system-building efforts forward in concrete ways to assure that we can accomplish these goals. We look forward to working with the Governor's office and all other stakeholders in order to plan, coordinate, and implement our shared statewide vision. Protecting and preserving families must become our top priority.

Sincerely,

Fred Chaffee
President

FC

Arizona Subdivision of the Division for Early Childhood of the Council for Exceptional Children

October 13, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

The Arizona Division for Early Childhood of the Council of the Council for Exceptional Children promotes policies and advances evidence-based practices that support families and enhance the optimal development of young children who have or are at risk for developmental delays and disabilities. DEC is an international community of professionals and family members all working together to support the development of young children with special needs and to create a system of support for all young children and their families.

- We share your steadfast commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top – Early Learning Challenge application:
  - Successful State Systems
  - High-Quality, Accountable Programs
  - Promoting Early Learning and Development Outcomes for Children
  - A Great Early Childhood Education Workforce
  - Measuring Outcomes and Progress

- Decades of research has established that young children's brains are 90 percent developed by the time they are 5, and the experiences young children have from birth to 5 set the stage for whether they will be prepared to achieve in school and beyond. This is significantly relevant for children with developmental delays and disabilities.

- Arizona's vision for ensuring, that all children, especially those with developmental delays and disabilities have a solid foundation for success in school and life is clearly reflected in the state's application to the Early Learning Challenge.

- In the past few years, Arizona has faced notable challenges affecting the early childhood system, but we have also made some important and meaningful progress. For example, in 2006 Arizona voters overwhelmingly approved a tobacco tax increase dedicated solely to support the development of a statewide early childhood development and health system.

- Over the last decade we've made substantial progress building a unified early childhood system. The Race to the Top – Early Learning Challenge grant is an opportunity to dramatically propel our system-building efforts.

- The Race to the Top – Early Learning Challenge grant can help Arizona build on the strengths of our early childhood system, acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services and experiences that support young children's success in school and in life.

- We offer our commitment and pledge to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application.

The Arizona Division for Early Childhood of the Council of the Council for Exceptional Children supports your work and dedication on behalf of Arizona children and families. Your leadership and commitment to our state's youngest population is admirable. The Arizona DEC fully supports your efforts to secure Race to the Top – Early Learning Challenge funds and to partner with the Governor's Office when awarded!

Jaymie Jacobs
President
Arizona Division of Early Childhood/ Council for Council for Exceptional Children
520-235-0063
Jaymie10@comcast.net

Children's Action Alliance

A Voice for Arizona's Children since 1988

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(520) 795-4199
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psjacks@azchildren.org

A Member of
Voices
For America's Children

October 10, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

As CEO of Children's Action Alliance, I am delighted to write this letter in support of Arizona's application for the Race to the Top-Early Learning Challenge Grant.

Children's Action Alliance has been committed since our inception more than 20 years ago to developing and supporting an excellent early childhood education, development and health system in Arizona. We have convened many groups and provided extensive research in each of these areas to citizens, policy makers at every level, business leaders, philanthropy, parents, and educators. We have worked cooperatively with organizations statewide that provide services for young children to communicate the importance of early childhood education and to encourage best practices. We have been privileged to work with many administrations of state government toward these shared goals. In recent years we have been active participants in a broad range of activities involving First Things First, including assisting with strategic planning, working on needs and assets studies, and providing expertise in child care, literacy, and health.

Many years of research, both local and national, have confirmed that young children who are healthy, have access to excellent preschool experiences, and whose families have the tools to provide a strong home are far more likely to succeed once they enter school. Our state's commitment to students achieving reading proficiency by the end of grade three will be enormously supported by an effective, coherent early childhood education and health system. Through their ardent support of the First Things First Program, the voters have demonstrated their intuitive understanding of the importance of early childhood preparation for later success. For low-income children in particular, a readiness gap fuels much of what has become known as the achievement gap. Readiness includes being in good health; having the support of a strong family; feeling safe; and having positive social interaction skills, language skills, the motivation to learn, emotional and behavioral self-control, and physical skills and capacities.

The Race to the Top-Early Learning Grant would offer an excellent opportunity and resources for consolidating the gains Arizona has made in the last few years to create such a coherent system, despite our significant budgetary challenges. RTTT emphasizes reinforcing systems that support children with high needs, precisely those who suffer from the readiness gap. It provides an opportunity to build accessible and meaningful data sources about children's health and achievement that can be used to guide research based interventions that will truly support children's success. In addition, it offers an efficient method for disseminating information and providing coaching and expertise based on analyses of data collected to practitioners throughout Arizona, even those in more remote areas.

In addition to providing a context for data collection and access, the RTTT proposal provides venues for improved cooperation among the many entities that serve young children. Through the creation of an Interagency Coordinating Council and a System Integration Task Force, state agencies, stakeholders, local and state representatives, philanthropic organizations, and advocates will have significant input into goals and progress on strategies and initiatives. It is vital to have a designated, on-going opportunity for consistent input, cohesive action, and collaborative allocation of resources and responsibilities.

Children's Action Alliance will continue our longstanding commitment to ensuring that every Arizona child is healthy and ready to succeed when they enter school. We will certainly offer our expertise and resources to support the activities of the RTTT grant. The RTTT would enormously facilitate the enhancement and support of a system that would help children and families grow and thrive. We know that your leadership and support for the RTTT application have been crucial to its development thus far and will be crucial to its success in the future.

Sincerely,

Dana Wolfe Naimark
President and CEO

Casa de los niños

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Tucson, Arizona
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fax: 520-623-2443
www.casadelosninos.org

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Executive Director

October 10, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

I am Susie Huhn the Executive Director of Casa de los Ninos a community based non-profit with a mission to prevent child abuse and neglect through our services that promote child safety and family stability. We believe in the work of prevention and know that it not only make economic sense, but saves lives. Research has taught us the value of the first five years of life and the importance of building strong families to nurture young children that will grow to be productive adults.

We share your steadfast commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top – Early Learning Challenge application:

- Successful State Systems
- High-Quality, Accountable Programs
- Promoting Early Learning and Development Outcomes for Children
- A Great Early Childhood Education Workforce
- Measuring Outcomes and Progress

Decades of research has established that young children's brains are 90 percent developed by the time they are 5, and the experiences young children have from birth to 5 set the stage for whether they will be prepared to achieve in school and beyond.

Fulfilling our commitment to our young children means more than simply funding programs and services. It means having a shared vision about what being prepared for kindergarten actually means and then a collective and sustained commitment to work across sectors to realize this vision.

COA

CWLA Child Welfare League of America MEMBER AGENCY

Over the last decade we've made substantial progress building a unified early childhood system. The Race to the Top – Early Learning Challenge grant is an opportunity to dramatically propel our system-building efforts.

We offer our commitment and pledge to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application.

When our country fails to invest effectively in its children, all Americans pay the price – in taxes for criminal justice costs, costs to business, and costs to the victims.

Casa de los Ninos fully supports Arizona's application for the Race to the Top Early Learning Challenge grant with a priority to serve children with High Needs, especially tribal children, English language learners, low income children and children with special needs, have their early care and education experience in a 3-5 star quality setting.

Sincerely,

Susie Huhn
Executive Director

Chicanos Por La Causa, Inc.

2112 East Buckeye Road
Phoenix, AZ 85034
(602) 257-0700 Fax: (602) 256-2740
www.cplc.org

A PROMISE OF OPPORTUNITY

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October 12, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Re: State of Arizona's Race to the Top – Early Learning Challenge Application

Dear Governor Brewer:

Over the years, Chicanos Por La Causa, Inc. (CPLC) has developed a wide array of services and programs that continue to strengthen the State of Arizona. In addition to social services, CPLC espouses affiliates and maintains subsidiaries that fortify its presence within the communities it serves. Education is one of the four pillars that CPLC focuses on as part of their mission-driven departments. Education includes teaching, guiding, supporting, encouraging, and acknowledging all children, youth, and adults, regardless of economic and social status, ethnicity, creed, age, and gender. Education is an investment in our future.

CPLC is committed to early childhood development and is the State of Arizona grantee for Migrant and Seasonal Head Start programming. CPLC's goal is to afford every child and their parents the opportunity to achieve a quality education. In its effort to realize this goal, CPLC has built an extensive and comprehensive education system designed to encourage and support children, youth, and adults in their quest for an education.

Chicanos Por La Causa, Inc. shares your steadfast commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top – Early Learning Challenge application:

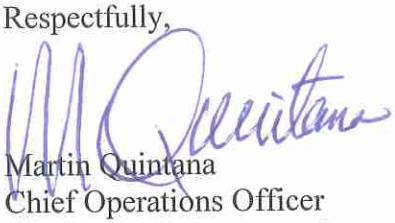
- Successful State Systems
- High-Quality, Accountable Programs
- Promoting Early Learning and Development Outcomes for Children
- High- Quality Early Childhood Education Workforce
- Measuring Outcomes and Progress

CPLC recognizes that the Race to the Top – Early Learning Challenge grant will help Arizona build on the strengths of our early childhood system, acknowledge and appreciate differences in programs and services reduce inefficiency, improve quality. Ultimately what will be experienced is a coordinated set of services and

United Way
Valley of the Sun United Way

experiences that support young children's success in school and in life. CPLC offers our commitment and pledge to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application.

Respectfully,



Martin Quintana
Chief Operations Officer
Chicanos Por La Causa, Inc.

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Fax (602) 244-1316
www.crisisnurseryphx.org

United Way
Valley of the Sun
United Way

crisis nursery
breaking the cycle of child abuse and neglect

October 12, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

Crisis Nursery, Inc. is pleased to enthusiastically support Arizona's application for the Race to the Top Early Learning Challenge.

Founded in 1977, Crisis Nursery has provided safe havens, comprehensive medical services, early childhood education and family support services to more than 18,000 vulnerable young children and their families in our community. Our mission of "*breaking the cycle of child abuse and neglect*" and our vision of "*a community where children and families, especially the most vulnerable, have the support and opportunities they need to thrive and succeed*" embody our commitment to help build a comprehensive and strong early childhood education, development and health system for Arizona's youngest children.

Crisis Nursery has been an active participant in our State's child welfare and early childhood education system for over three decades. Over the past decade, despite myriad economic challenges, we have collectively made substantial progress in building a unified early childhood system through the efforts of First Things First. I personally have served as a member of the Central Phoenix First Things First Regional Council since its inception and know that we have a huge potential to impact the well-being of children in our region.

But fulfilling our commitment to Arizona's young children means more than simply funding programs and services. It means having a shared vision and a collective and sustained commitment to work across sectors to realize this vision. The Race to the Top Early Learning Challenge grant is a wonderful opportunity to propel these efforts.

Crisis Nursery offers our full support to this application and we pledge to actively participate in planning, coordinating and implementing the broad vision and specific strategies presented in Arizona's Early Learning Challenge application.

Thank you for your leadership in spearheading this effort. Please feel free to call on me if there is anything that Crisis Nursery can contribute to this exciting opportunity.

Sincerely,

Marsha Porter

Marsha Porter
Executive Director

Prevent Child Abuse Arizona

October 11, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

On behalf of Prevent Child Abuse Arizona I am writing in support of the federal Race to the Top grant application from Arizona. Our statewide organization has been at the forefront of efforts to improve early childhood development, child health and safety as well as resources for parents of young children for over 20 years.

Since 1989 we have provided advocacy, training and evidence-based programs to community professionals and parents throughout Arizona aimed at building systematic approaches to assure the healthy development of young children.

We were instrumental in bringing Healthy Families Home Visiting Program to Arizona in 1990, now recognized nationally as a fully accredited, early childhood development program that prevents child maltreatment, enhances family functioning and improves child health and development.

There is no more important investment that we can make than in the lives of young children. Decades of research have shown us that strategic investments in the lives of the very young and their families reap long-term rewards in improved school performance, high school graduation, and reduced juvenile delinquency.

Arizona's vision for ensuring that all children have a solid foundation for success in school and life is clearly reflected in the state's application to the Early Learning Challenge.

In the past few years, Arizona has faced notable challenges affecting the early childhood system, but we have also made some important and meaningful progress. For example, in 2006 Arizona voters overwhelmingly approved a tobacco tax increase dedicated solely to support the development of a statewide early childhood development and health system.

The Race to the Top – Early Learning Challenge grant can help Arizona build on the strengths of our early childhood system, acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a

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coordinated set of services and experiences that support young children's success in school and in life.

We offer our commitment and pledge to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application.

Thank you for your vision and leadership with the Race to the Top application!

Sincerely,



Rebecca Ruffner
Executive Director

Raising Special Kids
families helping families

October 6, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

Raising Special Kids has served Arizona families of children with the full range of disabilities and special health conditions since 1979, and offers its strong support of the state's proposal for Race to the Top – Early Learning Challenge.

Arizona has over 200,000 children with disabilities and special health conditions, and each year, over 5,000 infants begin life in the Neonatal Intensive Care Unit. We share Arizona's hope and vision for ensuring that all children are prepared for success in school and life. Evidence-based early childhood programs, such as quality early education, prekindergarten; preventive health and dental care; and strong support for including children with special health care needs will set the stage for healthy development and learning. As a member of one of the regional councils for First Things First, I've seen first-hand some of the significant progress Arizona has made in building a better early childhood system.

Thank you for your commitment and leadership in developing Arizona's early learning initiative which is well expressed in the central features of our state's Race to the Top – Early Learning Challenge application. Please count on our commitment and support.

We look forward to working with our state partners and systems of care to improve outcomes for all our children.

Sincerely,

Joyce Millard Hoie

Executive Director

5025 E. Washington St., Suite 204, Phoenix, AZ 85034-2005
602-242-4366 800-237-3007 Fax 602-242-4306 www.raisingspecialkids.org

ATTACHMENT GGG – Letters of Intent & Support – Regional Partnership Councils

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October 15, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

I am writing this letter on behalf of the First Things First Central Phoenix Regional Partnership Council. As Chair of the Council I would like to provide a description of the region as well as the regional council's key strategies and financial commitment over the past three years.

The Central Phoenix region is the largest of the 31 First Things First regions, with more than 56,000 children under five years residing in an area that includes most of metropolitan Phoenix. Families with young children in the region face many risks, particularly those families with low incomes and parents with little education. There is great diversity in the region, with large percentages of young children who are Hispanic and African American, and more than half of these children have at least one foreign born parent.

Safety and health is a tremendous issue to young children residing in Central Phoenix. Although the Central Region is home to several large hospitals, access to health care and health coverage is a major challenge for families. More than one in three children in Phoenix relies on publicly-funded healthcare coverage – a rate much higher than the countywide rate.

Nearly two-thirds of the households with children younger than 18 have all parents in the labor force, indicating a large need for child care. In Central Phoenix, the highest risk children are being cared for by the least experienced caregivers. Results from a 2010 assessment of the child care centers in the region indicated that seventy-five percent of classrooms were barely meeting licensing standards.

While there is so much need in the region, the Central Phoenix Regional Partnership Council has intentionally developed a network of service delivery strategies that start with a universal appeal and lays the foundation to a more targeted approach—both in service area and by intensity of service delivery. This network of evidence-based practices starts with the universal, family literacy and injury prevention services and increases in intensity and focus to families in crisis.

We share your commitment to ensuring that Arizona's early learning system excels in the core areas that are reflected in the Race to the Top-Early Learning Challenge application:

- Successful State Systems
- High-Quality, Accountable Programs
- Promoting Early Learning and Development Outcomes for Children
- A Great Early Childhood Education Workforce
- Measuring Outcomes and Progress

Through the combined service delivery network of strategies that include Health, Family Support, Early Learning Quality and Access and Professional Development, the potential to

provide service for nearly sixty percent of all children ages 0 through 5 and their families residing in the Central Phoenix Region has been realized.

To date, First Things First has devoted more than $45 million over three years to young children in the Central Phoenix region. Strategies include:

- Quality First- High quality early care and education system- 49 Centers/1 Group Home/Yr.
- Quality First Child Care Scholarships- Provides scholarships to children to attend quality early care and education programs- 564 Scholarships/ Yr.
- TEACH- Comprehensive scholarship program that provides the early childhood workforce with access to educational opportunities- 32 Scholars/ Yr.
- REWARD$-Professional incentive program for early childhood workforce- 192 Incentives/ Yr.
- Early Care and Education Inclusion Program-Increasing the number of high-quality child care centers available to children with special needs, by improving the skill level and expertise of staff- 25 Centers/ Yr.
- Home Visitation-In-home services for infants, children and their families, focusing on parenting skills- 600 Families/ Yr.
- Pre/Post natal programs-Outreach and education to pregnant women and their families- 6,000 families/ Yr.
- Care Coordination/Medical Home-Provides children and their families with effective case management and connects them to appropriate, coordinated health care- 1,000 families/ Yr.
- Community-Based Literacy Provides education and training for families on language and literacy development of their young children- 24,000 families/ Yr.
- Crisis Intervention- Provides short-term focused intervention and supports to families- 295 Families/ Yr.

First Things First has made substantial progress building a unified early learning system. The Race to the Top-Early Learning Challenge grant is an opportunity to dramatically propel our system-building efforts. The Central Phoenix Regional partnership Council offers our commitment and pledge to work together to plan, coordinate and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application.

Sincerely,

Toby Urvater
Chair, Central Phoenix Regional Partnership Council

FIRST THINGS FIRST

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Tucson, Arizona 85711
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October 15, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, Arizona 85007

Dear Governor Brewer:

As the Chair of the First Things First Central Pima Regional Partnership Council and on behalf of my fellow Regional Partnership Council members, I would like to express my strong support for First Things First in our shared quest to support the children of Arizona by applying for Race to the Top funding.

The Central Pima region encompasses the centralized portion of the city of Tucson, which is the second largest city in Arizona in addition to the city of South Tucson. The region is recognized as an urban and densely populated area and home to more than 44,000 children under age six. The region is culturally and ethnically diverse yet exhibits extenuating needs especially for young children and their families. For example, the median family income in 2000 was $35,077, which is lower than the average income in Arizona. In addition to family incomes that are below the median, unemployment claims increased by 706% from January 2007 to January 2010 in Pima County. Twenty-eight percent of Central Pima young children are living in poverty.

Since its inception in 2008, the Central Pima Regional Partnership Council has focused on enhancing the existing early childhood infrastructure while simultaneously addressing risk factors that inhibit young children from reaching their full potential. The priorities of the Central Pima Regional Partnership Council include coordinated, comprehensive family education and support services; access to high quality early care and education programs and settings that provide an individualized continuum of support; highly qualified professionals to serve young children, and ensuring the health needs of young children are identified and met.

In order to address these priorities, the Central Pima region has invested $27,969,217 in multiple partnerships with community stakeholders to develop, enhance and coordinate services that promote sustainable systems change for Pima County's young children and their families, including:

- Allocating over $2,000,000 to create a comprehensive professional development system for the early childhood professionals in Central

Pima, which includes offering professional development to early childhood professionals that is tied to college credit, developing seamless transitions from Community College to University and creating a non-traditional Early Childhood Education Masters level degree at the University of Arizona College of Education.

- Investing in building quality early care and education by allocating over $3,000,000 through the Quality First program, which offers coaching and incentives, access to Child Care Health Consultants and extends opportunities to early childhood teachers to access higher education.
- Committing to enhance early literacy and language experiences of young children by providing over $243,000 in early literacy and language enrichment professional development for early childhood professionals, family literacy education and the creation of lending libraries for families to check out books from their child's early care and education program to promote literacy and language enrichment at home.

We share your steadfast commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top – Early Learning Challenge application:

- Successful State Systems
- High-Quality, Accountable Programs
- Promoting Early Learning and Development Outcomes for Children
- A Great Early Childhood Education Workforce
- Measuring Outcomes and Progress

The Race to the Top – Early Learning Challenge grant can help Arizona build on the strengths of our early childhood system, acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services and experiences that support young children's success in school and in life.

We offer our commitment and pledge to work together to plan, coordinate and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application and strongly support your leadership as Governor in insuring that Arizona has the opportunity to build an early learning system that will support Arizona's youngest and future leaders through submittal of the Race to the Top – Early Learning Challenge application.

Sincerely,

Marguerite "Peg" Harmon
Chair, Central Pima Regional Partnership Council

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October 11, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

I currently have the honor of serving as the Chair of the Coconino Regional Partnership Council. On behalf of the Regional Council, I am pleased to send you this letter of support for the Race to the Top-Early Learning Challenge. The application is endorsed by the Regional Council in order to help Arizona build on the strengths of our early childhood system, acknowledge and appreciate the differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services and experiences that support young children's success in school and in life.

As you may be aware, the Coconino region of First Things First is a remote, mostly rural region that spans Northern Arizona, and crosses three county lines (Coconino, Mohave, and Navajo). Along with Flagstaff, Williams, Winslow, the Grand Canyon, Page and Fredonia, this large geographic region also includes the Hopi Tribe, the Havasupai Tribe, and the Kaibab Band of Paiute Indian Tribe.

The Regional Council has prioritized services and supports that will improve families' access to high quality, affordable, regulated and non-regulated child care. These supports and services also improve parents' knowledge about the importance of early childhood, improve young children's oral health and improve families' access to all early development, health and education services throughout our region.

Over the past three years, $6,429,253 has been committed to the Coconino region by First Things First to fund these programs and services that address our priorities. A portion of those funds have gone towards the following programs:

- Oral Health Outreach, which provides education and outreach to families on the importance of oral health care for children and oral health screenings. Over 500 children have received free oral health screenings through this program last year.

- Quality First, which has benefited more than 500 children in 20 Child Care centers and homes this past year, providing access to teachers who are better trained to work with infants, toddlers and preschoolers. In addition, Quality First Child Care scholarships expanded the number of children who have access to high quality child care, benefiting over 72 children and their families who might not otherwise have been able to afford quality child care.

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- Home Visiting, which has provided young children stronger, more supportive relationships with their parents through in-home services, as well as helping parents connect with community resources to better support their child's health and early learning. Last year over 90 families with young children received home visiting services.

The opportunity to be a partner in the Race to the Top-Early Learning Challenge will be critical in helping to advance the goal of providing all of Arizona's young children the opportunity to succeed in school and be set for life by giving them a solid foundation from which they can build. It will be our Council's privilege to be a part of this initiative lead by you, spreading its impact across the State of Arizona for years to come.

Sincerely,

Julianne E. Hartzell

Julianne E. Hartzell, Chair
Coconino Regional Partnership Council

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October 15, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, Arizona 85007

Dear Governor Brewer:

As Chair of the Colorado River Indian Tribes Regional Partnership Council (Council), please accept this letter of support of Arizona's application for the Race to the Top – Early Learning Challenge. The First Things First Colorado River Indian Tribes (CRIT) region encompasses a unique and diverse area. The primary community is the Town of Parker which is located on a combination of Tribal land, leased land that is owned by the Tribes and land owned by non-tribal members. Therefore, the CRIT region serves both Tribal members and non-tribal members. Over 7,000 people live within the region, including 720 children under the age of six. Approximately half of the residents are Tribal members.

Through early child care scholarships, the Council has prioritized over $436,000 in the last three years to access, affordability and quality child care within the community. Affordable early care and education options are limited within this small rural region, especially for children ages birth to three. These scholarships have supported low-income families, single parent families and children with special needs by providing consistent and affordable quality child care.

In support of the healthy development of the region's children, the Council has invested over $81,000 into preventive health. Through a Nutrition, Obeisty and Physical Activity strategy pregnant women, diabetes at-risk families and their children are provided community education, prevention strategies and physical wellness activities in the effort to promote healthy development at each stage in the early years of life as well as preventive measures to offset diabetes and obesity.

The Council also funds a community based literacy strategy which incorporates both an Early Literacy and an Adult Literacy Component. In support of parents and care givers as a child's primary teacher, the Council identified the need to provide literacy services to adults which would not only increase their confidence in literacy promotion but would also improve early literacy skills of their children. A total of $55,490 has been awarded to this area within the last three years.

With the above-mentioned investments, the Colorado River Indian Tribes Regional Partnership Council shares your commitment to improving the quality of early care and education within the state of Arizona. I offer our commitment to work together to plan, coordinate and implement the specific strategies presented in Arizona's Early Learning Challenge application. We share a vision for ensuring true collaboration and for successful systems providing both preventive and responsive services to ensure all children, espeically those with critical needs, across the state enter school ready to succeed.

Sincerely,



Veronica L. Homer
Chair, First Things First Colorado River Indian Tribes Regional Partnership Council

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Race to the Top – Early Learning Challenge

October 11, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

On behalf of the First Things First Gila Regional Partnership Council, it is my pleasure to support the Race to the Top – Early Learning Challenge Grant application. Thirty years of working in special education and community education as well as several years with the Early Learning Unit of Arizona Department of Education made it clear to me that we must start early to allow every child to reach their full potential.

The Gila Regional Partnership Council serves the vast sparsely populated rural areas of Gila County and the Tonto Apache Nation. The San Carlos Apache Tribe, while located in Gila County has its own First Things First Regional Partnership Council. This large geographic area, with a population of approximately 52,000 and approximately 3,000 children ages birth through five, is racially diverse with a population of 29% Hispanic and 27% Native American. This region has a myriad of family issues that impact children's readiness for school including high levels of poverty and unemployment, domestic violence, drug and alcohol abuse, high incarceration rates, low median income and education attainment. Nearly a third of the region's children are born to teen parents, 65% of babies are born to single parents and 36% of all births had medical risk factors. Only 24% of the area's three and four year olds attend pre-school. The child care system in the region is fragmented, underfunded and lacks quality programs that adequately prepare children for school. Children are arriving at school without the skills necessary to succeed. In 2011, 37% of third graders in the region did not pass AIMS Math and 25% did not pass AIMS Reading.

The Gila Regional Partnership Council is committed to the Race to the Top – Early Learning goals and has been funding several programs that align with these goals. First Things First funded programs in the region include home visitation, comprehensive community based training for pregnant and parenting teens, development and sensory screening, early literacy promotion, mental health consultation and community awareness. In addition, the Regional Council has made a strong commitment to improving the quality of child care centers and homes through a strong commitment to funding Quality First, Arizona State's quality rating system. The Regional Council also strongly supports professional development of early learning staff through funding of additional T.E.A.C.H. Early Childhood® Arizona Program Scholarships to allow the region's early learning staff to obtain higher education goals.

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We share your steadfast commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top – Early Learning Challenge application:

- Successful State Systems
- High-Quality, Accountable Programs
- Promoting Early Learning and Development Outcomes for Children
- A Great Early Childhood Education Workforce
- Measuring Outcomes and Progress

We understand that fulfilling our commitment to our young children means more than simply funding programs and services. It means having a shared vision about what being prepared for kindergarten actually means and then a collective and sustained commitment to work across sectors to realize this vision. The First Things First Council Gila Regional Council has worked diligently to bring together stakeholders from governmental agencies, schools, social services providers, churches and other community people to develop this shared vision in the region.

Over the last decade we've made substantial progress in building a unified early childhood system. The Race to the Top – Early Learning Challenge grant is an opportunity to dramatically propel our system-building efforts. While the efforts of First Things First have been significant to the region in building this unified system, the wide geographic area and lack of resources and infrastructure limit the work that can be done. The Race to the Top – Early Learning Challenge grant can help Arizona build on the strengths of our early childhood system, acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services and experiences that support young children's success in school and in life.

On behalf of the Gila Regional Partnership Council, we offer our commitment and pledge to work together with stakeholders across the state to implement the vision and specific strategies presented in the Arizona's Early Learning Challenge application. We commit to work diligently to ensure that Arizona's early learning system excels in the core areas outlined in the state's Race to the Top – Early Learning Challenge application.

Sincerely,

Sue Yale

Sue Yale
Gila Regional Partnership Council

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October 15, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

I am writing this letter of support for the Race to the Top – Early Learning Challenge application. The Gila River Indian Community is located on 372,000 acres of land in South Central Arizona just south of the cities of Phoenix, Tempe, and Chandler. Tribal membership includes the Akimel O'odham (Pima) and Pee Posh (Maricopa) tribes. The community is divided into seven districts with the central government seat in Sacaton, Arizona. Each district has its own jurisdiction and maintains one to four seats on the Tribal Council. Language and culture preservation is a priority within the community, with many tribal programs integrating language and culture in to their program planning and curriculum.

Between 2000 and 2009, the number of children ages 0-5 in the Region increased by 79% from 1,429 to 2,556. A majority of the young children (64%) live in households whose annual income is lower than the federal poverty level threshold. A large percentage of young children in the Region (40%) were not living with either parent, but with another relative such as a grandparent. In addition, the teen pregnancy rate in the Gila River Indian Community is 26%, more than twice the state's average.

It has been identified that there are too few quality early care and education providers, at-risk families do not all receive the family support they need, and many families have limited awareness of existing programs. The collective set of strategies, funded by the Regional Partnership Council, are designed to change outcomes for the children and families living in the Region.

The First Things First Gila River Indian Community Regional Partnership Council is committed to focusing on **three main goals** to build a system for our youngest members: **quality of and access to childcare**, **supporting families with young children** and **investing in the health of young children**. The following strategies support the council's prioritized goals:

- **The Gila River Indian Community has invested $166,931 to implement a scholarship program** so that parents have access to quality programs, including space for teen parents.

- Through **Quality First**, children birth to 5 have access to high quality child care, including learning materials that are developmentally appropriate, a curriculum focused on early literacy and teachers educated to work with infants, toddlers and preschoolers. **FTF invested $13,992 to fund scholarships for early care and education professionals.**

- The Gila River Indian Community Regional Partnership Council has recognized the value and need for more School Based Pre-Kindergarten slots. In an effort to increase these opportunities, **FTF invested $100,000 to fund additional Pre-K classrooms.**

- In order to capitalize on the success of previous kindergarten transition programs, FTF has once again committed **$115,652 to fund additional slots for the Summer Transition to Kindergarten program** to help prepare children to be ready to learn on the first day of school.

- Young children and their families, including elders, are able to participate in native language (Akimel O'odham and Pee Posh) revitalization programs through Head Start. **FTF has invested $109,356 to expand language revitalization programs to <u>ALL</u> preschools, FACE programs, and Early Education Centers.**

We know that children who have quality early education are 40% less likely to be held back a grade or to need special education, and are 70% less likely to commit a violent crime. We also know that children who are afforded quality early education have better math, language and social skills, and are more likely to go to college, and demand less from the public system. Early Childhood Health and Education benefits us all. For the future of our great state of Arizona, it is our shared responsibility to make sure that all young children in Arizona have the tools they need to succeed. First Things First is poised and well equipped to fulfill Arizona's commitment to young children by applying to the Race to the Top Grant.

The Gila River Indian Community Regional Council fully supports the Race to the Top – Early Learning Challenge application.

Sincerely,

Priscilla Foote

Priscilla Foote, Chair
Gila River Indian Community Regional Partnership Council

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October 11, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

My name is Laurie Smith and I am the Chair of the First Things First Graham/Greenlee Regional Partnership Council, which serves the communities of Graham County and Greenlee County, not including the portion of the San Carlos Apache Indian Reservation within Graham County. Graham and Greenlee Counties cover 6,467 square miles of southeast Arizona and is located in the Upper Gila River Valley. Graham and Greenlee Counties have a combined population of 44,454 people, with 3,320 of that population being under the age of five.

The needs young children and families face in the Graham/Greenlee Region include poverty, insufficient family support services, a lack of quality child care, a shortage of preventive services, and cuts in child care assistance subsidies. The past few years have been rewarding for the First Things First Graham/Greenlee Regional Partnership Council, as we delivered on our mission to build better futures for young children and their families. We recognize the importance of investing in young children and empowering parents to advocate for services and programs.

A strong focus throughout the Graham/Greenlee Region has been Quality First expansion, child care scholarships, child literacy promotion projects, therapist incentives, home visitation support, food boxes specific to young children, oral health services and early childhood community awareness. We are committed to meeting the needs of young children and will continue to advocate on their behalf so that they have a solid foundation for success in school and life. We are reaching families in parts of the region who previously had no services available to them. Our grantees have a shared vision about what being prepared for kindergarten actually means and then a collective and sustained commitment to work across sectors to realize this vision in a systematic way.

We strongly support your leadership as our Governor in making a difference in the lives of our youngest citizens. Our council offers our commitment and pledge to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application. We share your steadfast commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top application.

Sincerely,

Laurie Smith

Laurie Smith, Chair
Graham/Greenlee Regional Partnership Council

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October 12, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

As Chair of the First Things First Hualapai Tribe Regional Partnership Council, I am pleased to be writing this letter in support of Arizona's application for the Race to the Top – Early Learning Challenge. The Hualapai Tribe Regional Partnership Council covers the Hualapai Indian Reservation in Northwest Arizona spanning the southwestern rim of the Grand Canyon. Most residents of the reservation live in the town of Peach Springs, which is a 50 mile drive to Kingman, where the nearest hospital, grocery store, and High School are located. Approximately 2,000 people live on the Hualapai Indian Reservation, about 177 of those are children from birth to age five, and most (57%) are Native American.

The Hualapai Tribe Regional Partnership Council is focused on addressing the highest priority needs of children in our region. Attention is placed first and foremost on parent education and family support that is specifically focused on the healthy development of young children in order to ensure their preparedness for success in school. Encouraging the development and enrichment of our native Hualapai language and culture is also recognized as a top need in our region.

Over the last three years, we have invested $304,245 into a Maternal Child Health program, our strategy for addressing family support and healthy child development that involves a community partnership among all programs serving families and has developed a model for service integration and communication between providers. The Maternal Child Health program is universally implemented designed to work with all pregnant women and infants, and to work with targeted families and children who are in need of additional services. Specifically, the Maternal Child Health program is focused on working with children at the earliest point, building critical infrastructure for a universal child development, preventive wellness, and early identification. The multi-faceted Maternal Child Health strategy reaches children Reservation-wide, with a focus on

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reducing risk factors for children and referring to community partners when intervention is an identified need.

Many children on the Hualapai Reservation are entering kindergarten unprepared, and the Hualapai Tribe Regional Partnership Council and Hualapai community recognize the loss of the Hualapai language. The Hualapai Tribe Regional Partnership Council recognizes the important role that language can play in cultural belonging and place-based literacy development, and have invested $25,000 in a Native Language Enrichment strategy. This native language enrichment and literacy strategy includes an understanding of partnership and longevity of the outcome of the strategy that will impact many generations of children and families.

Governor Brewer, we share your vision for ensuring true collaboration and for successful systems providing both preventive and responsive services to ensure all children in our region and across Arizona enter school ready to succeed. On behalf of the First Things First – Hualapai Tribe Regional Partnership Council, we commit our partnership in continuing to work together as presented in Arizona's Early Learning Challenge Application.

Sincerely,

Sandra Y. Irwin, Chair

First Things First - Hualapai Tribe Regional Partnership Council

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October 11, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

I am Riley Frei, Superintendent of the Colorado River Union High School District and Chairman of the First Things First La Paz/Mohave Regional Partnership Council. I am writing this letter on behalf of our regional council to offer our partnership in support of Arizona's Race to the Top – Early Learning Challenge application.

The La Paz/Mohave Region consists of the two counties of La Paz and Mohave and the Fort Mojave Indian Tribe. The region covers nearly 17,000 square miles in Western Arizona. The communities of the region are diverse in population density and in demographics and are often isolated by large areas of unpopulated land. Services are concentrated in larger places such as Bullhead City, Kingman and Lake Havasu in Mohave County and Parker in La Paz County. The population was about 175,000 residents in 2009, including nearly 16,000 children under the age of six.

The La Paz/Mohave Regional Partnership Council is committed to working together with parents, school districts and a wide variety of state and local partners to create an early childhood education, development and health system in Arizona that is stronger, more comprehensive and better coordinated. We are especially interested in our region in serving communities and families in the region that have traditionally been underserved and in providing high quality early learning and family support programs for our most vulnerable and high-risk children and families.

Key strategies in the region include preschool expansion, home visitation, and professional development for the early childhood workforce. Over the past three years, we have invested more than 12 million dollars in strategies that are closely aligned with the goals of the Race to the Top – Early Learning Challenge application. Specific advancements include:

- Pre-Kindergarten programs in six local school districts allow 140 children who would not otherwise have access to attend a high quality preschool;
- Comprehensive in-home family support services help 350 high-risk families to support the optimal health and development of their children;
- More than 200 Early Childhood Educators participate regularly in a tiered community-based training program that facilitates completion of educational milestones and moves students along an educational continuum that starts with two community-based training series and continues on to a Child Development Associate (CDA), then and Associate of Arts (AA), and beyond.

We share your steadfast commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top – Early Learning Challenge application:

- Successful State Systems

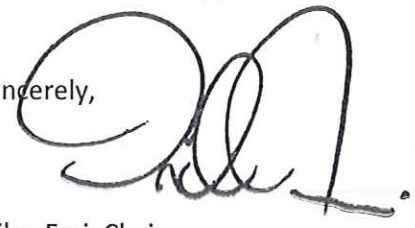
- High-Quality, Accountable Programs
- Promoting Early Learning and Development Outcomes for Children
- A Great Early Childhood Education Workforce
- Measuring Outcomes and Progress

We understand that fulfilling our commitment to young children means more than simply funding programs and services. It means having a shared vision about what being prepared for kindergarten actually means and then a collective and sustained commitment to work across sectors to realize this vision. Arizona's vision for ensuring that all children have a solid foundation for success in school and life is clearly reflected in the state's application to the Early Learning Challenge. Arizona's early childhood system has historically existed with little coordination between disparate funding streams and stakeholders. Over the last decade we've made substantial progress building a unified early childhood system. The Race to the Top – Early Learning Challenge grant is an opportunity to dramatically propel our system-building efforts forward.

The Race to the Top – Early Learning Challenge grant can help Arizona build on the strengths of our early childhood system, acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services and experiences that support young children's success in school and in life.

In closing, the La Paz/Mohave Regional Partnership Council is pleased to offer our strong support for your leadership and the Arizona Race to the Top Early Learning Challenge application; along with our commitment and pledge to work together to plan, coordinate, and implement the broad vision and specific strategies presented in the application.

Sincerely,



Riley Frei, Chair
La Paz/Mohave Regional Partnership Council

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October 15, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

I am pleased to be writing this letter of behalf of the First Things First Yuma Regional Partnership Council in support of Arizona's Race to the Top – Early Learning Challenge. The First Things First Yuma Regional Partnership Council includes all of Yuma County excluding the Cocopah Indian Reservation. The Region is situated in Southwestern Arizona, and extending to the California border in the West, La Paz County in the north, Maricopa and Pima Counties in the east of the region. Most of the population and services in the region are located in the city of Yuma. There are over 194,322 people in the Yuma region and approximately 21,082 children ages birth to five in the region.

The Yuma Regional Partnership Council recognizes the challenge of the rural community and envisions a localized comprehensive early childhood development system that will provide the services that are lacking in the region. The Yuma Regional Council has addressed and prioritized the need and has worked toward identification of existing resources and methods in which to determine the best and most effective service delivery system for families of children birth through five year. The Council has focused on Professional Development for the early childhood workforce by developing a continuum of professional development opportunities from services to kinship caregivers through community based training to scholarships for Child Development Associate credentials and Associate's Degrees. The Council has invested over $400,000 in developing these services.

The Regional Council has thoughtfully developed strategies that intentionally produce collaborations amongst all local agencies in order to provide the best service delivery system in our unique and rural communities comprising the Yuma region.

The Yuma Regional Partnership Council is committed to the children of the Yuma Community to ensure that our children are ready to enter school and succeed in life by pledging to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application.

Respectfully,

Darren Hawkins

Reverend Dr. Darren Hawkins, Chair
Yuma Regional Partnership Council
October 15, 2011

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October 7, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

My name is Thomas Barela and I am a local pediatrician in Show Low, Arizona, and am Chairman of the First Things First Navajo/Apache Regional Partnership Council. It is my distinct pleasure to submit this letter to you. The Navajo/Apache Regional Area is described as the southern portions of Navajo and Apache Counties that are not tribal lands. There are approximately 6,075 children aged birth to five in this region and a total population approaching 79,000.

The Navajo/Apache Regional Partnership Council has identified and prioritized the following needs:

- To develop a workforce of well-educated, early care and education professionals to improve the availability of high quality, early childhood programs and experiences, including professional development and workforce retention
- To improve access to high quality child care programs for low-income families
- To develop a coordinated system of care that will support parents in feeling competent and confident in being able to meet the needs of their children
- To improve access to preventive oral health screens and dental care
- To improve access to early literacy materials and programs and to increase parent and caregiver awareness of the importance of early literacy and early language development
- To increase the community's awareness of the importance of early childhood development and health, as well as the need to better coordinate existing supports and programs to best utilize resources and funding.

We know that children benefit from consistent, high quality care and caregiver relationships, strong attachment and bonding with their parents, early identification of, and intervention for, developmental delay and other health concerns. Children must have their basic needs met: food, shelter, safety, a strong bond with their parent or other significant caregiver, and they need a variety of high quality, early childhood experiences – wherever and whatever they may be. The work of this Regional Council is completely focused on developing a coordinated system of tools, information and supports to make this a reality for our region's youngest children and their families.

Professional development is a key component to having a well-prepared and high quality early childhood workforce. To that end, the following strategies and others



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have been, and will continue to be, a priority for this Regional Council as we develop a lattice of supports and programs to move providers from Child Development Associate (CDA) Credentials through a Bachelors level degree:

Community Based Professional Development provides local access to college level course work that will articulate to course credit with Northland Pioneer College towards CDA modules, as well as provide continuing education credits for teachers and staff working in licensed early care and education programs. Since State Fiscal Year 2010, $38,000 has been allotted to this strategy; and over 85 early care and education providers attended these sessions.

Director Mentoring provides access to national speakers, an onsite mentor/coach and cohort-based training opportunities to child care directors, child care center managers and home-based child care providers to support them in improving quality in their programs, and to prepare them for participation in Arizona's Quality First Rating and Improvement System. Since State Fiscal Year 2010, $90,000 has been allotted to this strategy, supporting 5 child care center directors/managers through completion of the Emergent Leaders Program, and provided a Child Care Director's Seminar that reached 25 additional child care center directors and managers.

The **Navajo/Apache Learning Lab** strategy will be a community-based child care program that will provide a venue to model, teach and provide high quality child care to infants through children ready to enter kindergarten and that will be the foundation of a dual enrollment high school program in early childhood development and education. This project will have the capacity to reach high school students, community college students, university students needing internships or other placements, as well as provide a local venue for ongoing professional development and continuing education for the early care and education field. Since State Fiscal Year 2010, $590,000 has been allotted to this strategy.

A coordinated system of care for our region's infants, toddlers, preschoolers and their families must be in place in order to see our kids succeed. The following strategies work toward this goal, and provide families access to high quality child care and coordinated pediatric health care.

Quality First Child Care Scholarships provide access to quality child care to families whose income is below 200% of the Federal Poverty Line. Over the past three years, at least 32 children per month were provided access to quality child care. Since State Fiscal Year 2010, $540,000 has been allotted to this strategy.

Healthy Steps for Young Children is a pediatric medical home model that is being implemented in this region to work with parents to ensure that they get the very most out of their child's well-child visits, that their questions and concerns are answered and that their child received the developmental and preventive health screenings and interventions that they should. Healthy Steps Specialists also conduct community trainings on child development, provide home visits, and work with child care providers and programs to increase the baseline knowledge of child development and health in the early care and education community. Since State Fiscal Year 2010, $376,000 has been allotted to this strategy and over 500 children and their families are being served.

The **Oral Health and Dental Varnish** program provides dental screens, triage, and fluoride varnish applications to children who have emerged teeth. To date, well over 1800 varnishes have been applied to over 600 children since State Fiscal Year 2010 and $117,000 has been allotted.

Fulfilling our commitment to our young children means more than simply funding programs and services. It means having a shared vision about what being prepared for kindergarten actually means and then having a

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collective and sustained commitment to work across sectors to realize this vision. The Race to the Top – Early Learning Challenge grant can help Arizona build on the strengths of our early childhood system, acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services and experiences that support young children's success in school and in life.

I offer our commitment and pledge to work together to plan, coordinate and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application.

On behalf of the First Things First Navajo/Apache Regional Partnership Council, we wholeheartedly support the visionary work of the Governor's Office on this application, and look forward to the exciting potential for our State's children to succeed in school and in life.

Respectfully,

Thomas Barela MD, PhD, Chair
First Things First Navajo/Apache Regional Partnership Council

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October 11, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

I am Vikki Shirley, Chair of the First Things First Navajo Nation Regional Partnership Council. The Navajo Nation extends into the states of Utah, Arizona and New Mexico, covering 27,425 square miles. The Navajo Nation Regional Partnership area encompasses 18,119 square miles, occupying all of northeastern Arizona. The population of children birth to five years who reside in the region is approximately 12,148.

The Navajo Nation Regional Partnership Council strives to weave the Navajo philosophy into the system building of early childhood development by prioritizing the following needs:

- Increase the number of children receiving quality early care and education.
- Provide assistance to offset the economic and employment recession experienced by families.
- Enhance parents' basic knowledge and resources to provide a nurturing, safe environment and to provide for the emotional, physical, developmental, and health care needs of their infants and young children.
- Develop early language and literacy curricula and education materials emphasizing the Navajo language for home and community based programs.
- Address early childhood obesity.
- Decrease dental disease and improve the oral health of children.
- Increase the importance of early childhood development.

The future strength of the Arizona depends upon the healthy development of our youngest citizens. The Navajo Nation Regional Partnership Council's investment in early childhood programs builds upon existing resources, fosters partnerships, ensures collaborative planning and implementation and promotes community development.

The Regional Partnership Council is committed to achieving measurable outcomes, and continues to work to strengthen the early childhood system

for Navajo Nation's youngest children by funding the following priority areas to help the Navajo Nation's children arrive at kindergarten healthy and ready to succeed.

1. **Quality, Access, and Affordability of Regulated Early Care and Education Settings**
   - Quality First provides access to child care with teachers who are better trained to work with infants, toddlers and preschoolers. Funding for the program for state fiscal year 2012 is $851,250.
   - Family, Friend and Neighbor is increasing the quality of care offered by unregulated providers through support, training, resources and referrals. In state fiscal year 2012 this program is funded at $275,000.
   - Quality First Child Care Scholarships is funded at $587,000 for state fiscal state 2012. The program increases the number of children who have access to high quality child care for families living on the reservation, as well as families temporarily living off the reservation to attend college.
   - Expansion: Increase Child Care Slots and/or Capital Expense is funded at $425,998 for state fiscal year 2012. This program provides facility improvement grants for construction, building purchase, or remodeling of a child care center or home.
   - Pre-Kindergarten Scholarships increases the availability to high quality care and education to children age's three to five. The program is funded at $594,000 for state fiscal year 2012.

2. **Supports and Services for Families**
   - Home Visitation is a comprehensive program that provides resources and hands-on training to parents to improve their knowledge and understanding of basic parenting and care giver skills. This strategy is funded at $850,000 for state fiscal year 2012.
   - Native Language Enrichment supports families of children birth to five through literacy rich environments that promote dual-language in early care education settings and at home. The program is funded at $400,942 for state fiscal year 2012.
   - Food Security provides food and support boxes to families throughout the Navajo Nation to counterbalance the economic and employment recession experienced by families with young children. The program is funded at $200,000 for state fiscal year 2012.
   - Early Literacy Companion Kit provides culturally relevant and useful information and materials to Navajo families. Funding for this program is $40,000 for state fiscal year 2012.

3. **Professional Development System**
   - Scholarships non-TEACH provides financial assistance to individuals who are entering or are in the field of early education to assist them in pursuing CDA, AA, BA and MA degrees to increase the quality of the early care and education workforce. For fiscal year 2012 the program is funded at $500,000.
   - Professional Reward$ retains qualified early care and education professionals by providing incentives or wage enhancement. In state fiscal year 2012 the program is funded at $100,000.

4. **Access to Quality Health Care Coverage and Services**
   - Oral Health is a strategy to reduce dental disease among children birth to five by providing dental screens and varnishes, as well as nutrition and health information. Funding for this program in state fiscal year 2012 is $325,000.
   - Nutrition Education and Obesity Prevention works with existing community services for families with children birth to five to provide information on nutritional education, healthy weight as well as the importance of physical exercise. Funding for this strategy in state fiscal year 2012 is $865,725.

5. **Building Public Awareness and Support** to increase the awareness and importance of early childhood development and health programs, and provide information on services that are available throughout the region. Funding for this strategy for fiscal year 2012 is $250,000.

We share your steadfast commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top – Early Learning Challenge application:

- Successful State Systems
- High-Quality, Accountable Programs
- Promoting Early Learning and Development Outcomes for Children
- A well-educated Early Childhood Education Workforce
- Measuring Outcomes and Progress

The Navajo Nation Regional Partnership Council commits to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application. We enthusiastically support the Governor in providing children and their families the best chance of success in school and in life by advocating for and providing the highest quality care and education from birth to age five.

Sincerely,

Vikki Shirley

Vikki Shirley, Chair
Navajo Nation Regional Partnership Council

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October 11, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer;

My name is Cindy Hallman and I am the chair of the First Things First North Phoenix Regional Partnership Council. The North Phoenix region encompasses the geographic area of North Phoenix all the way up to the Maricopa county line. There are approximately 65,000 children age 5 or under. Statistics show that 53% of these children have parents in the workforce; 19% of our families are living in poverty with almost one fourth of the families have no health insurance.

We recognize that getting children ready for school means much more than packing their lunches, filling their back packs and getting them to the bus on time. In fact, the job of helping children succeed in school starts the day they are born. First Things First is working to make this happen, driven by studies that show children exposed to high quality early childhood education early in their lives have better language, math and social skills, and better relationships with classmates.

The First Things First North Phoenix Regional Partnership Council has strategically distributed $30 million over the past three years for programs that help children birth to 5 years old in the this region prepare for kindergarten. The Council believes that every parent, as a child's primary caregiver and first teacher should feel supported in raising their children. Therefore the Council has developed a continuum of family support strategies including: family resource centers, community based literacy, home visitation, and teen pregnancy support. Through these services, North Phoenix families can be empowered to learn how to help their children learn.

A significant number of children in the North Phoenix region are cared for outside of the home. The Council is committed to ensuring that these children have access to high quality settings. A large portion of the Council's funding is allocated to the Quality First Program which is First Things First's approach and framework for quality, access and affordability of early learning and developmental programs for young children.

The North Phoenix Regional Council strongly believes in investing in the professional development of the providers for our region's most precious resource. The Council funds programs such as T.E.A.C.H. and REWARD$ with the goal of retaining the best teachers by rewarding longevity and continuous improvement of their skills. In addition to these programs the Council also funds a Family, Friend and Neighbor program which offers training and support to the caregivers of children who are in unregulated homes.

As Arizonans, we have a shared responsibility in helping Arizona's children grow up healthy and ready to succeed. We offer our commitment to work together to make the vision set forth in the Race to the Top-Early Learning Challenge grant a reality.

Sincerely,



Cindy Hallman
Chair, North Phoenix Regional Partnership Council

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October 15, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

As the chair of the First Things First North Pima Regional Partnership Council and on behalf of my fellow regional council members, I would like to express my support for First Things First in our shared quest to support the children of Arizona by applying for Race to the Top funding. North Pima is a diverse region spanning from urban areas of north Tucson to rural communities of Marana and Catalina. North Pima is home to nearly 19,000 children birth through age five who come from diverse communities and backgrounds. Though our region is unique to others across the state, one commonality we share is a commitment to the future of our youngest citizens.

The North Pima Regional Partnership Council in its first three year funding cycle prioritized family support, access to high quality child care, health, and professional development for child care professionals. The regional council recognizes parents as their child's first teacher and strongly emphasizes support and education to ensure parents have the tools they need to provide their children a foundation for future success. Research demonstrates that children who learn in early childhood classrooms with teachers who attain higher levels of education have more positive outcomes. Our members recognize this and chose to support early childhood educators in their efforts to obtain additional training and degrees.

The North Pima Regional Partnership Council, over the last three fiscal years, has invested over $7.2 million to ensure the children of the North Pima region are ready to learn when they arrive on the first day of kindergarten. The regional council has developed a number of key strategies to reach this goal. The Early Language and Literacy strategy is working to identify speech and language delays, as well as supporting a love of reading and literacy in early learning classrooms. The earlier delays are identified and addressed, the better chance a child has for success later in their education. The family support strategies provide community-based parent education and home visitation services to families throughout the community. The Family Support Alliance brings together community members who are providing family support services across Southern Arizona in an effort to better coordinate efforts, make referrals to families, and efficiently deliver services. The regional council has also committed to growing an educated workforce through participation in statewide strategies to fund scholarships for educators to attend college and financial incentives to encourage teachers to attain higher levels of education.

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First Things First has worked over the last three fiscal years to enhance the foundation of early childhood supports throughout the state. The Race to the Top Early Learning Challenge will build on this foundation, and the First Things First North Pima Regional Partnership Council is excited to support the application effort. Our regional council pledges to ensure the future success of young children and, if selected, we look forward to coordinating efforts and jointly implementing the strategies presented in Arizona's Early Learning Challenge application.

High quality education is paramount to building a strong economy and ensuring the future success of our state. Your leadership is imperative in this effort to secure bright futures for our youngest citizens and deliver a strong economy to our children and grandchildren. On behalf of the First Things First North Pima Regional Partnership Council, I thank you for demonstrating the leadership needed to secure the Race to the Top Early Learning Challenge grant and for your consideration to partner with First Things First in ensuring every child in Arizona is ready for school and set for life.

Sincerely,

Scott Ingram, MBA
Chair, North Pima Regional Partnership Council

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Race to the Top – Early Learning Challenge

October 12, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

On behalf of the First Things First Pinal Regional Partnership Council it is my pleasure to support the Race to the Top – Early Learning Challenge Grant application. As the Pinal Regional Partnership Council Vice Chair, I am committed to the continuing improvement of the Early Care and Education system within the Pinal Regional as well as throughout the State of Arizona.

The Pinal Region is geographically diverse and expansive covering 5,416 square miles. The Pinal Regional Partnership Council serves a large geographic area that includes Pinal County and the Ak-Chin Indian Community (excluding the San Carlos Apache Tribe and the Gila River Tribal Community which has its own First Things First Regional Partnership Council). This large geographic area, with a population of approximately 376,000 and approximately 42,000 children ages birth through five, is racially diverse with 28.5% Hispanic and 5.6% Native American.

The Pinal Regional Council is intentional in its focus and support of the mission of First Things First to give children maximum opportunities for optimal development and school success. The Regional Council is fully aware that they are building and implementing a system which supports families and communities in raising healthy children who enter school with a strong foundation and optimal development. The Pinal Regional Partnership Council is committed to the Race to the Top – Early Learning goals and has been funding several programs that align with these goals. First Things First funded programs in the region include Professional Development through T.E.A.C.H., Professional Career Pathways Project, Recruit into the Field, community Based Professional Development, mental health consultation and community awareness. In addition, the Regional Council has made a strong commitment to improving the quality of the child care centers and homes through a strong commitment to funding Quality First, Arizona State's quality rating system.

We share your steadfast commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top – Early Learning Challenge application:

- Successful State Systems
- High-Quality, Accountable Programs
- Promoting Early Learning and Development Outcomes for Children
- A Great Early Childhood Education Workforce

- Measuring Outcomes and Progress

We understand that fulfilling our commitment to our young children means more than simply funding programs and services. It means having a shared vision about what being prepared for kindergarten actually means and then a collective and sustained commitment to work across sectors to realize this vision. In the Pinal Region First Things First Council has worked to bring together stakeholders from governmental agencies, schools, social services providers, churches and other community people to develop this shared vision in the region.

Over the last decade we've made substantial progress in building a unified early childhood system. The Race to the Top – Early Learning Challenge grant is an opportunity to dramatically propel our system-building efforts. While the efforts of First Things First have been significant to the region in building this unified system the wide geographic area and lack of resources and infrastructure limit the work that can be done. The Race to the Top – Early Learning Challenge grant can help Arizona build on the strengths of our early childhood system, acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services and experiences that support young children's success in school and in life.

On behalf of the Pinal Regional Partnership Council, we offer our commitment and pledge to work together with stakeholders across the state to implement the vision and specific strategies presented in the Arizona's Early Learning Challenge application. We commit to work diligently to ensure that Arizona's early learning system excels in the core area outlined in the state's Race to the Top – Early Learning Challenge application.

Sincerely,



Bryant Powell
Pinal Regional Partnership Council

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October 12, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

Hello! My name is Cecilia Garcia and I am the Chair of the First Things First Pascua Yaqui Tribe Regional Partnership Council. First Things First respects the sovereignty of all Arizona tribes. In February 2008, the Pascua Yaqui Tribal Council passed a resolution supporting the tribe as a separate region within First Things First. This decision has allowed the Tribe to consider increasing the early childhood development and health services to the approximately 650 children birth to five on the federally recognized reservation land located in Pima County. This community, known as New Pascua, is the designated recipient of the First Things First allocation according to the Arizona Early Childhood Development and Health Board state statute. The Pascua Yaqui Tribe has seven other traditional communities in Pima, Maricopa and Pinal Counties. The Regional Council has been working on many Coordination and Collaboration opportunities within the region and across the region to support the tribal families and children birth to five in those communities as well. The Tribal members speak English, Yaqui and Spanish.

The Pascua Yaqui Tribe has one high quality preschool program that is operated by the Pascua Yaqui Tribe's Education Division. The Early Childhood Program, Ili Uusim Mahtawapo, provides services to 130 children and is at full capacity and with a current waiting list of 40 children. The Pascua Yaqui Tribe also has family child care homes in operation that serve children birth through five and school age children. There are very limited child care options for families with infants and toddlers.

Over the past two years, the Regional Council and our community partners have touched many lives of the Tribal young children and their families through high quality, regulated, culturally responsive and affordable early care and education programs, professional development opportunities for early childhood professionals, coordinating health insurance enrollment services, emergency food assistance, family support and parent education, and raising awareness of the importance of early childhood development and health.

To date, First Things First has devoted more than $637,618 to young children of the Pascua Yaqui Tribe. The Regional Council will continue to advocate and provide opportunities for high quality early care and education programs, scholarships for early childhood educators to continue their formal education, family support and parent education, and increased public awareness about the importance of early childhood.

We share your steadfast commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top – Early Learning Challenge application:

- Successful State Systems
- High-Quality, Accountable Programs
- Promoting Early Learning and Development Outcomes for Children
- A Great Early Childhood Education Workforce
- Measuring Outcomes and Progress

We appreciate the opportunity to work with you on this application on behalf of the Pascua Yaqui Tribe children and families. We strongly believe in working together to create and sustain a coordinated network of early childhood programs and services for all Arizona young children. We look forward to continuing this great collaboration across our state.

Sincerely,

Cecilia F. Garcia, Chair
First Things First Pascua Yaqui Tribe Regional Partnership Council

CC: First Things First Pascua Yaqui Tribe Regional Partnership Council

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October 10, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
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Dear Governor Brewer:

As the Chair of the First Things First Cochise Regional Partnership Council and on behalf of its volunteer members, I want to share our prioritized needs and demonstrate the importance of establishing a strong early childhood education, development, and health system in Arizona.

Cochise County is geographically diverse and expansive covering 6,219 square miles. The County includes 28 communities and 22 zip codes. The massive land area that is Cochise brings with it many challenges. Services and opportunities that ideally should be afforded to all children are extremely limited, leaving many without access. Several factors contribute to this but poverty, lack of transportation, and limited available or appropriate providers are the primary reasons.

When developing the strategic direction for the County's early childhood development and health system, the First Things First Cochise Regional Partnership Council developed strategies that would generate solutions and create synergies among programs and agencies. Given the emphasis in building the region's capacity to support the healthy growth and development of children, the First Things First Cochise Regional Partnership Council chose to invest in building the infrastructure, enhancing direct services, and improving the access to affordable high quality childcare. This is what has and will continue to be our commitment, both financially and in building the early childhood system for Cochise County. Specific successes and advancements include professional development opportunities for early childhood educators wanting to obtain a Child Development Associate (CDA) or an Associate's degree in Early Childhood, within Cochise County.

Our prioritized needs and strategies over the past three years align with the goals in the Race to the Top Early Learning Challenge application by promoting successful state systems, with high-quality accountable programs, specified early learning and development outcomes for children, and a great early childhood education workforce as well as the requirement to measure outcomes and progress.

The First Things First Cochise Regional Partnership Council appreciates your leadership in the Early Childhood Education arena offers its commitment and pledge to work together with you to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application.

Sincerely,

David Howe, Chair
Cochise Regional Partnership Council

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October 11, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

My name is Andrea Colby and I am the chair for the Central Maricopa Regional Partnership Council of First Things First. The region of Chandler, Guadalupe, Tempe and Ahwatukee embody both dense, urban, ethnically-diverse neighborhoods and new and growing suburban communities. Demographic differences exist among the population centers, with pockets of high poverty (such as in North Tempe and Guadalupe) and more affluent sections of the region (such as portions of Chandler and Ahwatukee). The population of children age 0–5 is approximately 50,000 and is growing rapidly in the region, putting pressure on the health, education, and early care systems that serve young children and their families.

Low-income families in the region often have difficulty accessing education services, due to location, transportation difficulties, and wait-lists. Low-to moderate-income families who live above the poverty level but who are still stressed financially, encounter issues with wait-lists or ineligibility for publicly funded programs. Therefore, affordable child care and health care are an issue in the region.

The Central Maricopa Regional Partnership Council has invested over twenty one million dollars throughout the past three years towards early education and family support services. Because of the needs mentioned above, the Council is committed to establishing a strong early childhood education, development and health system in the region and Arizona. Based upon the most recent 2010 Needs and Assets report, the Central Maricopa Regional Partnership Council has prioritized access and affordability to high quality early care and education and family supports through funding for:

- Forty child care programs participating in the Quality First program, guaranteeing that young children have access to high-quality child care, including learning materials that are developmentally appropriate, a curriculum focused on early literacy, and teachers educated to work with infants, toddlers and preschoolers
- Providing 400 child care scholarships for children, whose families might not otherwise be able to afford preschool, attend high-quality preschool programs in both private centers and public school programs
- Over 190 scholarships for professional development and college degrees for staff working with children

- Support and resources to approximately 10,000 children through Family Resource Centers throughout the region
- Access to preventive medical and dental services to ensure over 2000 children are healthy and ready to succeed in school.

The Council's ongoing commitment to Arizona's children aligns with the goals in the Race to the Top Early Learning Challenge. Our successes with increasing the quality of child care, establishing family resource centers throughout the region and our preventive health programs build on the strengths of Arizona's early childhood system. The Race to the Top – Early Learning Challenge grant can help Arizona develop an appreciation of the differences in programs and services for young children, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services and experiences that support young children's success in school and in life. Over the last decade we've made substantial progress building a unified early childhood system. The Race to the Top – Early Learning Challenge grant is an opportunity to dramatically propel our system-building efforts.
The Central Maricopa Regional Partnership Council offers our commitment and pledge to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application.

Thank you for your leadership and commitment to building a strong Early Education and Health System for Arizona's youngest children.

Sincerely,

Andrea L. Colby

Andrea L. Colby
Chair, Central Maricopa Regional Partnership Council
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October 15, 2011

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1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

My name is Stuart Turgel, Chair of First Things First Northeast Maricopa Regional Partnership Council. The Regional Partnership Council is in support of the State of Arizona's Race to the Top – Early Learning Challenge application and would like to submit this letter of partnership.

Our region has a diverse population that comes with varied needs. The region includes Scottsdale, Paradise Valley, Fountain Hills, Cave Creek, Carefree and the Tribal lands of the Fort McDowell Yavapai Nation. Among the priority needs in the region are high cost of quality child care, support and information about parenting for many families in the region who do not qualify for many services because of their incomes, and a low immunization rate in the region pointing to a need to better connect families with young children with health care and to enhance health outreach and education.

For the last three years, the 11 dedicated volunteer members of the Northeast Maricopa Regional Council have used the $9 million to ensure our 28,000 children ages five and under in our region start school healthy and ready to succeed. In addressing the needs of the families and the young children in the region, the Regional Council priorities include:

- The implementation of an early childhood development coaching and consultation model with an emphasis on social emotional development; providing education and outreach to families on the importance of obtaining timely oral health care for children; and services that help improve the health and safety of children in a variety of child care settings.
- A continuum of family support strategies that includes voluntary home visitation, parent education community-based literacy, teen parent support, as well as a comprehensive prenatal and birth to three intervention program for the children of the Fort McDowell Yavapai Nation.
- Improving the quality of early care and education. In our region, 19 child care centers are enrolled in our Quality First program providing families with quality child care while parents are at work. In addition, the Council has invested in providing the opportunity for more than 225 children to attend affordable high quality child care and enrollment in Pre-K education.

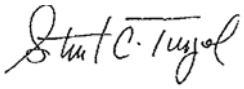
Our support is critical; today's kindergarteners face greater expectations – and higher stakes – than ever before. In addition to the reading, math and science skills they must develop, our kids face the prospect of being held back if they don't read well enough by the end of third grade.

We share your steadfast commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top – Early Learning Challenge grant application. The Race to the Top – Early Learning Challenge grant can help

Arizona build on the strengths of our early childhood system, reduce inefficiency, improve quality, and support young children's success in school and in life. Arizona's vision for ensuring that all children have a solid foundation for success is clearly reflected in the state's application to the Early Learning Challenge.

As Arizonans, we have a shared responsibility in helping Arizona's children grow up healthy and ready to succeed. We offer our commitment to work together to make the vision set forth in the Race to the Top-Early Learning Challenge grant a reality.

Sincerely,



Stuart Turgel, Council Chair
Northeast Maricopa Regional Partnership Council

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October 15, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

My name is Dr. Debbie Pischke and I am the chair of the First Things First Northwest Maricopa Regional Partnership Council. The Regional Partnership Council is proud to serve the 60,543 young children residing in the culturally diverse communities of Aguila, El Mirage, Glendale, Peoria, Surprise, Waddell, Wickenburg, Wittmann, and Youngtown. The 500,000 plus residents of the Region are primarily young, growing families focused on building a solid foundation for their families' and children's success. The Regional Partnership Council is honored to be working in partnership with these families to assist them in ensuring that all children in the Region have a solid foundation for success in school and life. The Regional Partnership Council believes that the goals of the Council align and complement the State of Arizona's Race to the Top – Early Learning Challenge application and is pleased to submit this partnership letter for the State of Arizona's Race to the Top – Early Learning Challenge application.

Since 2008, the 11 volunteer Council Members of the Northwest Maricopa Regional Partnership Council have been working diligently to identify and prioritize the needs of the Region. Prioritized needs of the Northwest Maricopa Region are as follows:

- Limited access to affordable quality care and education.
- Limited access to adequate health and dental services, including preventive services, screening services, and follow up services.
- Lack of a highly skilled and well prepared early childhood development and health workforce.
- Limited access to family support services, educational programs, and resources.
- Lack of coordination among state, federal, and local organizations to improve the coordination and integration of regional programs, services, and resources for young children and their families.

To address the prioritized needs, the Northwest Maricopa Regional Partnership Council meets regularly to implement strategies that address the needs of young children while at the same time supporting the growth of a comprehensive and coordinated early childhood system in Arizona. Over $24 million has been allocated to our region to fund programs and services for young children in our community, but the Regional Partnership Council understands that fulfilling our commitment to our young children means more than simply funding programs and services. It

means having a shared vision about what being prepared for kindergarten actually means and then a collective and sustained commitment to work across sectors to realize this vision. For that reason, the Regional Partnership Council has chosen to invest in such strategies as:

- Quality First, so that young children have access to high-quality child care, including learning materials that are developmentally appropriate, a curriculum focused on early literacy, and teachers educated to work with infants, toddlers and preschoolers
- Pre-kindergarten scholarships which this school year helped over 400 preschool-aged children, whose families might not otherwise be able to afford preschool, attend high-quality preschool programs
- Early literacy classes which last year helped over 1,200 families to better understand the importance of early literacy and learn ways to provide high-quality literacy-rich environments for their young children
- Family Resource Centers, which last year provided over 10,000 parents and children with direct assistance or connections to resources

The investment to date by the Northwest Regional Partnership Council, which provides essential programs and support to families, is an important first step in ensuring children are healthy and ready to start kindergarten; however, additional resources are needed and the Council strongly supports the Arizona Race to the Top Early Learning Challenge application. The Race to the Top grant will continue to build on the strength of Arizona's early childhood system, acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services and experiences supporting young children's success in school and in life.

Sincerely,

Deborah J Pischke, EdD

Dr. Deborah Pischke
Chair, Northwest Maricopa Regional Partnership Council

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October 12, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

My name is Toni Harvier, Chairperson for the First Things First Salt River Pima-Maricopa Indian Community Regional Partnership Council. The Regional Partnership Council is in support of the State of Arizona's Race to the Top – Early Learning Challenge application and would like to submit this letter of partnership.

The Salt River Pima-Maricopa Indian Community is a sovereign tribe located in the metropolitan Phoenix area, bordered by the cities of Scottsdale, Tempe, Mesa and Fountain Hills on 52,600 acres. The Community has over 8,700 enrolled tribal members with 1,100 children between the ages of birth to five years old.

The Salt River Pima-Maricopa Indian Community Regional Partnership Council is a group of dedicated volunteers that determines what early childhood services will be provided locally with First Things First funds. Council members assess the needs in the Community, engage stakeholders to set priorities, and collaborate with other early childhood professionals to maximize resources to develop a comprehensive early childhood system for kids 5 and younger.

The 2010 Community Needs and Assets Report pointed to several priorities in the region. The first is the need to expand quality early care and education services for children. The Early Childhood Education Center, the only child care center in our Community, serves between 230-250 children with more than 100 on the waiting list. Expansion of the preschool program has been a major focus of the Council to date. This strategy increases the number of four and five year old children enrolled in the Center's nine month and summer Pre-K programs. Although there is still a great need, this strategy has allowed 54 more students a year to attend class who would normally not have had the opportunity.

The second priority is a focus on mentoring and parenting education for new mothers who are young, single and uneducated. These mothers and their babies face tremendous challenges and linking them earlier to resources, education, and early childhood services can provide both mother and child with the groundwork to lead healthy and successful lives. The Regional Partnership Council funds a parent education strategy which provides parent training to teen parents utilizing an

evidence-based curriculum augmented with life skills. These teen parents also participate in the food security strategy that provides food boxes to families in need and also includes diapers, formula, and nutrition education. Due to an increased interest from other adult parents in the Community to attend the parenting class, an additional adult class will be implemented this fiscal year.

The third priority is expansion of early literacy programming. Eight out of ten children who are assessed do not meet the literacy standards when they start kindergarten. Early literacy tests show that 44% of the students are in need of intensive instructional support up to two hours a day in order to achieve future reading goals. To address this priority, the Regional Council financially supports Reach Out and Read which makes literacy promotion a standard part of pediatric primary care. Books are given to children at medical appointments to encourage the love of reading. In addition, the Council's native language enrichment strategy focuses on development and production of both CDs and books spoken and written in the native languages, Akimel O'Odham and Xalychidom Piipaash. Additional funding for this strategy would allow for development of a parent and early childhood program curriculum, expansion and production of print materials, training with early childhood educators to integrate the early childhood curriculum and a community based parent education program.

To date over $1,165,000 has been allocated to our region to fund programs and services for young children and families in our Community. The Regional Council is committed to promoting positive early learning development and outcomes for children and recognizes the important need for additional resources and support to meet this goal.

The Race to the Top – Early Learning Challenge grant can help Arizona build on the strengths of our early childhood system, improve quality, and ultimately deliver a coordinated set of services that support young children's success in school and in life. The Regional Council offers our strong commitment to work together to plan and carry out the broad vision and specific priorities presented in Arizona's Early Learning Challenge application.

Sincerely,



Toni Harvier, Chairperson
Salt River Pima Maricopa Indian Community Regional Partnership Council

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October 11, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

On behalf of the children, families and the Southeast Maricopa Regional Partnership Council, I Denise Tamminen, the Southeast Maricopa Council Chair, am delighted to highlight the unique communities that we serve, and the regional First Things First investments made on behalf of children and families in Gilbert, Mesa and Queen Creek.

Southeast Maricopa can best be described as the region "where the city meets the country". The city of Mesa is a large, diverse community and has similar economic indicators to Maricopa County. The towns of Gilbert and Queen Creek are much smaller and have stronger economic and educational indicators than Maricopa County. Although different in many regards, the three are unified in terms of the strong economic challenges they face:

- Limited access to high quality affordable child care
- Children's health care and health care coverage
- Insufficient and inaccessible support services
- Much needed awareness among parents about early education and available services

Low-income families in the region often have difficulty accessing education services, due to location, transportation difficulties, and wait-lists. Low-to moderate-income families who live above the poverty level but who are still stressed financially, encounter issues with wait-lists or ineligibility for publicly funded programs. Therefore, affordable child care and health care are an issue in the region.

The Southeast Maricopa Regional Partnership Council has invested more than $33 million over the past three years towards early education and family support services. Because of the needs mentioned above, the Council is committed to establishing a strong early childhood education, development and health system in the region and Arizona. Based upon the most recent 2010 Needs and Assets report, the Southeast Maricopa Regional Partnership Council has prioritized access and affordability to high quality early care and education and family supports through funding for:

- Sixty-five child care programs participating in the Quality First program, guaranteeing that young children have access to high-quality child care,

including learning materials that are developmentally appropriate, a curriculum focused on early literacy, and teachers educated to work with infants, toddlers and preschoolers
- Providing 440 child care scholarships for children, whose families might not otherwise be able to afford preschool, attend high-quality preschool programs in both private centers and public school programs
- Over 3,200 children and families will receive access to preventive oral health screenings, and education on the importance of their overall health
- Support and resources to approximately 1,662 children and families through home visitation services throughout the region
- More than 450 parents and caregivers of children ages 0-5 throughout the region will receive education on the importance of early childhood education

The years prior to kindergarten are among the most significant in shaping a child's foundation for learning and school success. Research has shown that a child's learning begins at birth, and takes shape as children are nurtured, challenged, and engaged in high-quality learning environments and in relationships with parents and other caregivers.

A robust body of evidence and research demonstrates that high quality early learning programs help children arrive at kindergarten ready to succeed in school and in life. Disadvantaged children who have access to such programs – from birth through age 5 – are more likely to improve their cognitive, social, emotional, and language development. Later effects of high-quality programs are well documented to improve academic achievement, reduce the need for special education, increase employment and earnings, reduce crime and delinquency, and ultimately increase international competitiveness.

Over the last decade we've made substantial progress building a unified early childhood system. The Race to the Top – Early Learning Challenge grant is an opportunity to dramatically propel our system-building efforts. The Southeast Maricopa Regional Partnership Council offers our commitment and pledge to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application.

Thank you for your leadership and commitment to building a strong Early Education and Health System for Arizona's youngest children.

Sincerely,

Denise D. Tamminen

Denise D. Tamminen, Chair
Southeast Maricopa Regional Partnership Council
First Things First

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October 12, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

My name is Dr. Carlian Dawson, Chair of First Things First Southwest Maricopa Regional Partnership Council. The Regional Partnership Council is in support of the State of Arizona's Race to the Top – Early Learning Challenge application and would like to submit this letter of partnership.

The Southwest Maricopa Region of First Things First spans 4,325 square miles across the Southwest Valley. As the largest region in Maricopa County, it is a predominantly rural area that has been one of the fastest-growing population centers in the state. This expansive region includes Avondale, Buckeye, Gila Bend, Goodyear, Litchfield Park, Tolleson and Tonopah.

Our region has many economic challenges. In most of the region, median incomes are lower than in Maricopa County. Median incomes for families headed by a single mother are half or less of the median for two-parent families. The unemployment rate in cities in the region more than doubled between 2005 and 2010, as it did for Maricopa County. In March 2010, the unemployment rates in Buckeye and Gila Bend were significantly higher than the countywide rate; the rest of the region had rates slightly below the countywide rate of 8.7 percent.
The need for access to high quality, affordable child care is strong throughout the region. In Maricopa County and the Pendergast School District, more than two-thirds of the households with children younger than 18 had all parents in the labor force – indicating a large need for child care. Preschool enrollment is mixed in the region: particularly low in Buckeye, but higher than the countywide rate in the Litchfield and Pendergast School Districts and the cities of Avondale and Goodyear. State budget cuts are weakening the early childhood infrastructure in the region. In 2010, 280 four year old students were enrolled in preschool in the region through the state-funded Early Childhood Block Grant program. Due to budget cuts, that funding is no longer available. The number of children receiving subsidies for child care dropped by 44 percent between 2009 and 2010, reflecting the state budget cuts that closed the door to any qualified, low-income working families who applied.

There are notable challenges in the education system. Only 20 percent of schools in the region were Excelling or Highly Performing on the Arizona Learns profile, compared to 34 percent statewide; about 16 percent of the schools in the region were labeled as Underperforming, compared to fewer than 2 percent statewide.

A continuing lack of access to health care in our region greatly impacts young children. The rate of children without health insurance is similar to the countywide rate of 16 percent. The areas of Avondale, Tolleson, and Buckeye are considered to be medically underserved based on insufficient access to health providers.

To serve the nearly 12,000 children ages 5 and under in our region, the 11 dedicated volunteer members of the Southwest Maricopa Regional Council have identified how best to use funds allocated annually which for the last 4 years have totaled $10.4 million, to ensure our young children start school healthy and ready to succeed. Priorities include:

- Improving the quality of early care and education. In our region, 21 child care centers and homes are enrolled in our Quality First program. Also, because so many children in our region are in informal child care situations, these family, friend and neighbor child care providers receive valuable training as well.
- Parents learn how to ensure their child is developing in a healthy way through in-person and on-line parenting skills seminars.

One of our most successful endeavors has been helping to fund family resource centers. In the past year, our family resource centers in the Southwest Valley have provided over 15,000 parents and children with direct assistance or connections to the resources they need.

We share your steadfast commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top – Early Learning Challenge grant application. The Race to the Top – Early Learning Challenge grant can help Arizona build on the strengths of our early childhood system, reduce inefficiency, improve quality, and support young children's success in school and in life. Arizona's vision for ensuring that all children have a solid foundation for success is clearly reflected in the state's application to the Early Learning Challenge.

We know the stakes have never been higher, and now more than ever our children must be prepared when they reach the first day of kindergarten. We cannot afford to wait to have the greatest impact on their chances for school success. We offer our commitment and pledge to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application.

Sincerely,



Dr. Carlian Dawson , Council Chair
Southwest Maricopa Regional Partnership Council

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October 12, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

As Chair of the First Things First Hualapai Tribe Regional Partnership Council, I am pleased to be writing this letter in support of Arizona's application for the Race to the Top – Early Learning Challenge. The Hualapai Tribe Regional Partnership Council covers the Hualapai Indian Reservation in Northwest Arizona spanning the southwestern rim of the Grand Canyon. Most residents of the reservation live in the town of Peach Springs, which is a 50 mile drive to Kingman, where the nearest hospital, grocery store, and High School are located. Approximately 2,000 people live on the Hualapai Indian Reservation, about 177 of those are children from birth to age five, and most (57%) are Native American.

The Hualapai Tribe Regional Partnership Council is focused on addressing the highest priority needs of children in our region. Attention is placed first and foremost on parent education and family support that is specifically focused on the healthy development of young children in order to ensure their preparedness for success in school. Encouraging the development and enrichment of our native Hualapai language and culture is also recognized as a top need in our region.

Over the last three years, we have invested $304,245 into a Maternal Child Health program, our strategy for addressing family support and healthy child development that involves a community partnership among all programs serving families and has developed a model for service integration and communication between providers. The Maternal Child Health program is universally implemented designed to work with all pregnant women and infants, and to work with targeted families and children who are in need of additional services. Specifically, the Maternal Child Health program is focused on working with children at the earliest point, building critical infrastructure for a universal child development, preventive wellness, and early identification. The multi-faceted Maternal Child Health strategy reaches children Reservation-wide, with a focus on

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reducing risk factors for children and referring to community partners when intervention is an identified need.

Many children on the Hualapai Reservation are entering kindergarten unprepared, and the Hualapai Tribe Regional Partnership Council and Hualapai community recognize the loss of the Hualapai language. The Hualapai Tribe Regional Partnership Council recognizes the important role that language can play in cultural belonging and place-based literacy development, and have invested $25,000 in a Native Language Enrichment strategy. This native language enrichment and literacy strategy includes an understanding of partnership and longevity of the outcome of the strategy that will impact many generations of children and families.

Governor Brewer, we share your vision for ensuring true collaboration and for successful systems providing both preventive and responsive services to ensure all children in our region and across Arizona enter school ready to succeed. On behalf of the First Things First – Hualapai Tribe Regional Partnership Council, we commit our partnership in continuing to work together as presented in Arizona's Early Learning Challenge Application.

Sincerely,

Sandra Y. Irwin, Chair

First Things First - Hualapai Tribe Regional Partnership Council

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October 11, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

As Chair of the First Things First Cocopah Tribe Regional Partnership Council since 2008, I am pleased to be writing this letter in support of Arizona's application for the Race to the Top – Early Learning Challenge. The Cocopah Tribe Regional Partnership Council covers the three noncontiguous lands that make up the Cocopah Indian Reservation in Southwest Arizona at the junction of the Arizona, California and Mexico borders. Over 1,000 people live on the Cocopah Indian Reservation, about 50 of those are children from birth to age five, and almost all (95%) are Native American.

The Cocopah Tribe Regional Partnership Council is focused on addressing three priority needs of children in our region. Attention is placed first and foremost on parent education and support that is culturally sensitive and specific to the families' needs. Community awareness, education and support for early learning and development is also recognized as a top need in our region, as well as the need for greater educational and professional development for the early childhood education staff to provide high quality early care and education.

To engage and support families in need, over $150,000 has been invested into a three-component strategy that seeks to reach families in a supportive and culturally sensitive manner, and is founded on the primary component of providing in-home services to support the healthy development of all newborns in the Cocopah Tribe region. Recognizing the extended family is often the caretaker for young children in the region, the second component is the provision of community-based trainings for parents, grandparents, and extended family members. The third component aligns with Core Area B of the Race to the Top Challenge, where we are implementing the beginnings of a family, friend and neighbor support and education program. Additionally, the Cocopah Tribe Regional Partnership Council has implemented a Nutrition and Food Assistance strategy to

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address the pressing needs affecting opportunities for healthy development at each stage in the early years of life. The Regional Partnership Council has provided $6,250 targeted to reach all children in need and provide support so that parents can experience some level of economic stability and have the tools necessary to support their children's optimal development.

We share your commitment to ensuring a great early childhood education workforce for Arizona with high-quality programs, and the Regional Partnership Council has invested over $51,000 in improving the quality of early care and education on the Cocopah Indian Reservation.
On behalf of the First Things First – Cocopah Tribe Regional Partnership Council, I offer our commitment to work together to plan, coordinate, and implement the specific strategies presented in Arizona's Early Learning Challenge Application. We share a vision for ensuring true collaboration and for successful systems providing both preventive and responsive services to ensure all children, especially those with high needs, in our region and across Arizona enter school ready to succeed.

Sincerely,

H. Jill McCormick

Chair, Cocopah Tribe Regional Partnership Council

First Things First

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October 12, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

Greetings from the First Things First Santa Cruz Regional Partnership Council! My name is Anna Rosas and I currently serve as the Chair of the Regional Council. The Santa Cruz Region consists of the following communities within Santa Cruz County: Sonoita, Elgin, Patagonia, Nogales, Rio Rico, Tubac, Carmen and Tumacacori. We are a border community and the smallest county in the state. Our population is passionate about having children with a solid education that will prepare them for a great future.

The past three years have been rewarding for the Santa Cruz Regional Partnership Council, as we worked towards our mission to build better futures for young children and their families. Over the years, we have touched many lives of young children and their families by increasing access to quality childcare, healthcare, and family support services. We have funded scholarships to increase the affordability of childcare, resulting in children having access to a high quality early learning environment. We have provided opportunities for professional development through Cochise College and quality improvement through our Quality First and TEACH programs. We have increased children's access to preventative healthcare through the use of Child Care Health Consultants, Home Visitation and Oral Health Screenings.

The Santa Cruz Regional Partnership Council has used its total investment of $ 4,093,428.40 to partner with local organizations to bring Family Resource Center's to Nogales, Rio Rico and Patagonia. The Family Resource Centers are a vital resource for families with young children offering Kindergarten Readiness, parenting, nutrition and health classes. Our Family Resource Centers also provide a single location for families to access other programs that the Regional Council supports, such as Home Visitation and Oral Health. Since one of the leading causes of kindergarten illness/absences is related to tooth decay, we have recognized Health as another priority area. We have implemented an Oral Health Strategy:

- Oral Health, which provides dental screenings and varnish applications to over 2000 children.

In addition, our Regional Council has recognized the need for Family Support which has been addressed by the following strategies:

- Home Visiting which provides: Voluntary in-home services for infants, children and their families, focusing on parenting skills, early physical and social development, literacy, health and nutrition. Parent educators connect families to resources to support their child's health and early learning.

- Family Resource Centers, which are: Local resource centers that offer training and educational opportunities, resources, and links to other services for healthy child development. This program strengthens families of young children by providing locally based information and instruction on health and child development issues.

I share your steadfast commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top – Early Learning Challenge application:

- Successful State Systems
- High-Quality, Accountable Programs
- Promoting Early Learning and Development Outcomes for Children
- A Great Early Childhood Education Workforce
- Measuring Outcomes and Progress

Fulfilling our commitment to our young children means more than simply funding programs and services. It means having a shared vision about what being prepared for kindergarten actually means and then a collective and sustained commitment to work across sectors to realize this vision. We offer our commitment and pledge to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application.

Sincerely,

Anna P. Rosas

Anna Rosas, Chair

Santa Cruz Regional Partnership Council

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October 15, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

My name is Catherine Steele, Chairperson of the First Things First San Carlos Apache Regional Partnership Council. It is my pleasure to share with you that the San Carlos Apache region is defined by the boundaries of the San Carlos Apache Reservation, located in southeastern Arizona where there is an approximate population of 13,555 San Carlos Apache Tribal members of which 1,617 are children ages birth through five.

The San Carlos Apache Regional Partnership Council is committed to the Early Learning goals of the Race to the Top. Our Regional Partnership Council ensures that all children residing on the San Carlos Apache Reservation have access to high quality early care and education. Therefore, our First Things First funded programs include Quality First, Arizona State's quality rating system; Nutrition/Obesity/Physical Activity program providing nutrition education and physical activity for children and their families targeting obesity prevention; Apache Language and Culture Preservation to assist in strengthening families through expanding Apache language and culture preservation into early childhood education programs; Developmental and Health Screenings that will address the service access barrier by providing a traveling resource for child development screening, parent education and family support. Because the preparation and ongoing professional development of early educators is a fundamental component of a high quality early learning system, our Regional council supports funding for T.E.A.C.H. Early Childhood® Arizona Program Scholarships and First Things First Professional REWARD$. We understand that the education and training of early care and education providers has a strong impact on early childhood program quality. Our Service Coordination strategy, the Early Childhood Development and Health Collaborative focuses on three main areas: facilitating an Early Childhood Development and Health Collaborative; create and implement a public awareness campaign; and create and implement an early childhood development and health career recruitment campaign.

We share your steadfast commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top – Early Learning Challenge application: Successful State Systems, High-Quality, Accountable Programs, Promoting Early Learning and Development Outcomes for Children, A Great Early Childhood Education Workforce, Measuring Outcomes and Progress

We offer our commitment and pledge to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application.
Sincerely,

Catherine Steele
San Carlos Apache Regional Partnership Council

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October 15, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

I am the Council Chair with South Phoenix Regional Partnership Council Draft the letter from the chair. A primarily urban area within the Phoenix metropolitan area, the South Phoenix Region extends from the far west valley Agua Fria River basin at 122nd Avenue, south of Camelback Road and as far east as 48th Street and Southern Avenue. The South Phoenix Region is comprised of 10 ZIP codes: 85009, 85031, 85033, 85035, 85037, 85040, 85041, 85042, 85043, and 85339.

The community of Laveen covers just over 100 square miles in the region. The smallest area within the region is the 85031 ZIP code. Located in Maryvale, the area is only a little more than four square miles in area, but it contains the fourth most populous area of the ZIP codes in the region.

Nine different school districts serve the South Phoenix Region, including: Roosevelt, Laveen, Murphy, Fowler, Riverside, Cartwright, Isaac, and several schools from Pendergast and Tolleson school districts. Each of the districts serves a diverse community with varying socio-economic and racial demographics**.**

The South Phoenix Regional Partnership Council assessed the level of current services provided in each of the goal areas to ensure a seamless delivery of service and care for families as they move through the system. The Regional Council also assessed the appropriateness, scope and reach of the strategies to ensure that the region is building a strategic system addressing the many needs of the community and building on the current assets.

The South Phoenix region faces a multitude of competing needs; therefore, the South Phoenix Regional Partnership Council has targeted their efforts to build an early care and education and health system by focusing services on children and families across the entire delivery system.

We share your steadfast commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top – Early Learning Challenge application:

- The South Phoenix Regional Council is building a strong system by investing in statewide initiatives that include Quality First, pre-school scholarships and other supports for children who are being cared for in child care centers. The region has also invested in family, friend and neighbor care which has additional program evaluation measures that ensure accountability and quality.

- The Council has also invested locally in program level evaluation of several family support strategies that include home visitation and family resource centers. This level of accountability helps to ensure that First Things First is investing in high-Quality, accountable programs.
- Additionally, the Council seeks to promote early learning and development outcomes for children, and is currently embarking on a strategic planning process that includes the selection of First Things First School Readiness Indicators. These indicators ensure that the region, as part of a larger system along with other Regional Councils, will collectively and strategically promote the most positive outcomes for children because having a shared vision about what being prepared for kindergarten actually means and then a collective and sustained commitment to work across sectors to realize this vision.

- The South Phoenix Council has also invested in a myriad of strategies that support the professional development of early education and health professionals that work with children and families. Strategies currently funded in the region include T.E.A.C.H. scholarships for child care professionals, First Things First Incentives program that recruits health professionals across four professions from the fields of occupational therapy, physical therapy, child psychology, and early childhood and infant mental health.

The Race to the Top – Early Learning Challenge grant can help Arizona build on the strengths of our early childhood system, acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services and experiences that support young children's success in school and in life.

We offer our commitment and pledge to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application.

The South Phoenix Regional Partnership Council wholeheartedly and enthusiastically supports your strong leadership in pursuing The Race to the Top Federal funding opportunity. We commit our full resources in these efforts both in human capital via our Council volunteer time but also through our ongoing support of regional strategies that ensure every child is ready for school and set for life.

Respectfully,



James Washington, MPH

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October 12, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

As chair of the First Things First South Pima Regional Partnership Council, I respectfully submit this letter on behalf of the full regional partnership council. I fill the seat of the health representative on the South Pima Regional Partnership Council and have been a member of the South Pima Regional Partnership Council since April, 2008. I am a resident of the community of Ajo and am the Chief Executive Officer of the Desert Senita Health Center in Ajo.

The First Things First South Pima Region is comprised of a large geographical area that includes portions of Tucson, the town of Sahuarita, and the communities of Green Valley, Vail and numerous rural communities including Ajo. It shares borders with six counties and the Pascua Yaqui Tribe Reservation and the Tohono O'odham Nation as well as the international border with Mexico. Due to the close proximity to Mexico and the rural nature of many of the communities, 57 percent of the 21,936 children birth through age five living in this region are Hispanic and 28 percent are living in poverty. Of the 7,123 families with children under the age of five, 33 percent are headed by a single parent. Twenty percent of the adults have not completed high school. These multiple risk factors create an environment that places our youngest citizens in jeopardy of maximizing their full potential and further adding to the achievement gap once they enter kindergarten.

The South Pima Regional Partnership has put in place several strategies to help mitigate the factors that can place children at risk of falling behind. The South Pima Regional Partnership Council strongly believes that a child's parent is the first and most important teacher and has the greatest impact on the young child's development. In order to provide families with the tools and supports they may need to enhance their role as their child's most important teacher, the South Pima Regional Partnership Council has funded voluntary community based parenting education and home visitation programs of varying intensity throughout the South Pima Region intentionally expanding evidence based programs into rural communities and targeting high need zip codes.

Simultaneously, with 54 percent of children birth to age five living in two parent households with both parents in the work force and 78 percent of single parents in the work force, the South Pima Regional Partnership Council has focused efforts to improve the quality of existing child care and early education settings and provide greater access to high quality programs for those children with the greatest needs.

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The South Pima Regional Partnership Council has funded participation for 108 child care providers in Arizona's signature quality improvement and rating system, Quality First. National research studies show that high quality early childhood programs can greatly improve the educational outcomes of children, especially children from economically disadvantaged backgrounds. The South Pima Regional Partnership Council funds scholarships for children to attend programs enrolled in Quality First. They also have fund a strategy to recruit child care providers in rural communities that lack any type of regulated child care and provide funding for child care providers with existing wait lists. Intricately connected to high quality program is the education levels of the early care and education professionals with whom children spend their days. The South Pima Regional Partnership Council has committed almost two and a half million dollars for a range of strategies that provide professional development tied to college credit for the 76 percent of assistant teachers and 45 percent of teachers that have no degree beyond high school. Other strategies that are being implemented include an early literacy strategy that provides child care centers and homes with high quality lending libraries and provides professional development to staff and parents on supporting early language and literacy development, and an oral health strategy that targets the high percentage (44%) of children with untreated tooth decay by providing oral health screenings and fluoride varnish applications. Since 2009, the South Pima Regional Partnership Council has committed $17,537,175 in funding to support Arizona's vision for ensuring that all children have a solid foundation for success in school and life.

We share your steadfast commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top – Early Learning Challenge application:

- Successful State Systems
- High-Quality, Accountable Programs
- Promoting Early Learning and Development Outcomes for Children
- A Great Early Childhood Education Workforce
- Measuring Outcomes and Progress

The Race to the Top – Early Learning Challenge grant can help Arizona build on the strengths of our early childhood system, acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services and experiences that support young children's success in school and in life.

We offer our commitment and pledge to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application and strongly support your leadership as Governor in insuring that Arizona has the opportunity to build an early learning system that will support Arizona's youngest and future leaders through submittal of the Race to the Top – Early Learning Challenge application.

Sincerely,

Fran Driver, Chair

South Pima Regional Partnership Council

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October 12, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

The First Things First Tohono O'odham Nation Regional Partnership Council and I would like to, with enthusiasm, state our support for Arizona's The Race to the Top – Early Learning Challenge grant application and how it will enhance our work building the state's early childhood system. With the creation of First Things First, Arizona made a serious commitment to realigning how decisions are made and services are delivered for young children. The statute that created First Things First invites all of Arizona's 22 Federally Recognized Tribes to have an active role in the programming and governance of Arizona's emerging early childhood system. To date, 19 tribes are partnering with First Things First to implement much needed early childhood development and health services to children residing on Indian lands. We support Arizona's vision for ensuring that all children have a solid foundation for success in school and life is clearly reflected in the state's application to the Early Learning Challenge.

Each member of the Regional Council invests a great amount of time toward building the system of early childhood services for the federally recognized lands that comprise the Tohono O'odham Nation and the State of Arizona. The approximately 1800 young children who live on the Tohono O'odham Nation face particular challenges that increase their risk for school failure. These include influences of trafficking, narco-terrorism, poverty, parental unemployment, and limited access to health care. These risk factors are exacerbated by geographic isolation – the poverty rate is higher among families on the Tohono O'odham Nation with 81% (22,754) of all American Indian families in Arizona living in poverty. Approximately, 5% of children in Arizona live on tribal lands, compared with 1.9% nationally. The programs that serve the Tohono O'odham Nation face challenges related to geographic isolation, distance and limited resources. We are encouraged by the early results of our funded strategies and the continued Federal, Tohono O'odham Nation, State and local collaboration that is improving outcomes for the Nation's children and their families.

We understand that fulfilling our commitment to our young children means more than simply funding programs and services. It is having a shared vision about what being prepared for kindergarten actually means and having a collective and sustained commitment to working across sectors to realize this vision. Since 2008, the ten members of the Tohono O'odham Nation Regional Partnership Council have been hard at work assessing the needs of the Tohono O'odham Nation and developing plans for funding to improve the lives of the Nation's children. The Regional Partnership Council has worked toward addressing the following priority areas in the development, implementation and evaluation of our funding plans: Quality, Access, and Affordability of Regulated Early Care and Education Settings, Supports and Services for Families, Building Public Awareness and Support and Professional Development System.

The Regional Partnership Council has increased the quality of child care centers and the facilitation of improvements through investment in our Quality First program. Arizona's voluntary Tiered Quality Rating and Improvement System (TQRIS) known as Quality First is a comprehensive, outcome-based framework that makes high-quality early childhood programs accessible to help all children under five, including children residing on tribal lands, prepare for school. Quality First providers must be licensed or certified by the state or by one of Arizona's 22 federally recognized tribes or military

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installations. Currently, 39 tribal programs participate in Quality First, which amounts to 5% of all the participating programs. We have helped to expand existing early education programs and services that are already proving to be effective on the Nation by supporting programs, such as, Head Start by funding slots to supplement enrollment of children who do not meet the eligibility criteria. We have seen child care providers return to school to further their education with scholarships we have provided through T.E.A.C.H. supporting the professional development system and increasing opportunities.

We offer our commitment and pledge to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application thus allowing us to continue collaboration toward improving the educational and healthy beginnings of our youngest citizens.

Sincerely,



Louis Johnson
Chair, Tohono O'odham Nation Regional Partnership Council

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October 15, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

I am Laurel Endfield, an Early Childhood Teacher at Alchesay High School in Whiteriver, Arizona, and am Chairwoman of the First Things First White Mountain Apache Tribe Regional Partnership Council. It is my distinct pleasure to submit this letter to you. The White Mountain Apache Tribe Regional Area is comprised of the White Mountain Apache Tribal Lands in southern Navajo and Apache Counties and part of northern Gila County. There are approximately 1,915 children ages birth to five in this region.

The White Mountain Apache Tribe Regional Partnership Council has identified and prioritized the following needs:

1. Increase support for families with children birth to age five
2. Increase support for parents with children who have a developmental delay but do not qualify for early intervention services
3. Need for literacy and increased Native language acquisition opportunities for young children and their families
4. Increase affordability of quality child care for children birth to age five
5. Lack of public awareness and support for early childhood and development issues
6. Increase support from local officials, leaders and community members for early childhood development and health initiatives
7. Lack of preventive oral health care for young children in the region
8. Lack of highly integrated and collaborative community partnerships working to improve the early childhood development and health system

We know that children benefit from consistent, high quality care and caregiver relationships, strong attachment and bonding with their parents, early identification of, and intervention for, developmental delay and other health concerns. Children must have their basic needs met: food, shelter, safety, a strong bond with their parent or other significant caregiver, and they need a variety of high quality, early childhood experiences – wherever and whatever they may be. The work of this Regional Council is completely focused on developing a coordinated system of tools, information and supports to make this a reality for our region's youngest children and their families.

A coordinated set of supports for our region's infants, toddlers, preschoolers and their families must be in place in order to see our kids succeed. The following strategies work toward this goal:

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Quality First Child Care Scholarships provide access to quality child care to families at 200% below the Federal Poverty Line. Through this model, over the past three years, at least 38 children per month were provided access to quality child care. Since State Fiscal Year 2010, $285,000 has been allotted to this strategy.

The **Oral Health and Dental Varnish** program provides dental screens, triage, and fluoride varnish applications to children who have emerged teeth. To date, well over 350 varnishes have been applied and $110,000 has been allotted.

Parent Education Community-Based Training provides early childhood development, parenting, and social emotional training to home-based child care providers, who are largely grandparents or aunts and uncles caring for several family members' children – and to fathers so that they can become more involved as parents to their children. Since State Fiscal Year 2010, over 20 fathers and 95 family child care providers have been reached.

Parent Coaching for Children At Risk for Developmental Delay provides one-on-one parent mentoring and coaching through a system of home visits with nurses from the Whiteriver Indian Health Services Hospital to parents of children who are at risk but do not qualify for services through IDEA Part C or B. This model is new to the region but is becoming more widely embraced; and it is hoped it will become a viable mechanism to reach parents who have no other resources or supports in the region to meet the needs of their children. This model implementation will be supported in State Fiscal Year 2013; and to date, $150,000 has been allotted.

Community Based Early Literacy is utilized in this region to reach the widest group of care giving adults and parents to raise literacy awareness, increase access to early literacy materials and the eventual literacy skills of our incoming kindergarteners. Reach Out and Read has been expanded in the region and it is hoped that this will become a foundational early literacy program that becomes integrated into the array of early childhood programs and services in the region. Since State Fiscal Year 2011 $130,000 has been allotted.

Fulfilling our commitment to our young children means more than simply funding programs and services. It means having a shared vision about what being prepared for kindergarten actually means and then a collective and sustained commitment to work across sectors to realize this vision. The Race to the Top – Early Learning Challenge grant can help Arizona build on the strengths of our early childhood system, acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services and experiences that support young children's success in school and in life.

I offer our commitment and pledge to work together to plan, coordinate and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application.

On behalf of the First Things First White Mountain Apache Tribe Regional Partnership Council, we wholeheartedly support the visionary work of the Governor's Office on this application, and look forward to the exciting potential for our State's children to succeed in school and in life.

Respectfully,



Laurel Endfield, Chair
First Things First White Mountain Apache Tribe Regional Partnership Council

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October 15, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

My name is Kathy Watson and I am the Chair of the First Things First Yavapai Regional Partnership Council. I am writing this letter of support for the Race to the Top – Early Learning Challenge application. The Yavapai Region is located in north central Arizona and encompasses all of Yavapai County as well as the portion of the City of Sedona that is in Coconino County. The Region is over 8,125 square miles, and is as large as the state of New Jersey. It has a current population of 215,503 and has experienced a 30% growth in population since 2000. This trend was paralleled by a similar increase (38%) in the number of children ages birth to five years living in the Region. Seventy-three percent of the 2,061 births in the Yavapai Region in 2009 were to mothers who identified as White/Non-Hispanic. Another 26% were to mothers who were Hispanic or Latino. In addition, families include a significant number of teen parents, making up 14% of the 2009 births in the Region which is above the state average of 12%.

Within the Yavapai Region, there is approximately 14,400 children birth to age five. Many babies are born at-risk due to their mother's young age, low educational attainment, or economic status. Twenty-six percent of children under the age of five live in families with income that is less than 100 percent of the federal poverty level. It has been identified that there are too few quality early care and education providers, at-risk families do not all receive the family support they need, and many families have limited awareness of existing programs. The collective set of strategies outlined by the Council are designed to change outcomes for the children and families living in the Region.

Over the past three years, the Yavapai Regional Partnership Council has invested $11,324,186 in early childhood programming. Successful implementation is being achieved because of the following key approaches:

- About 80% of a child's critical brain development happens before age 3; 90% happens before age five. The brain connections made during this time lay the foundation for a lifetime. Building the infrastructure

- of a quality early care and system across the Region has resulted in 36% of licensed providers within the region being enrolled in Quality First. Families are directly supported by Quality First child care scholarships. There has been additional funding for Child Care Health Consultation, Mental Health Consultation, and T.E.A.C.H. scholarships for use in regulated centers and homes that are not enrolled in Quality First.
- Forty four percent of Arizona's 4th graders are not reading at grade level. The best way to reverse this trend is to help children develop language and expose them to books before they enter kindergarten. A combination of strategies offers support and services to families by providing: child development information; community based parent education programs; the delivery of several home visitation programs; and a community based literacy program. This past year, over 1,000 parents of young children were involved in multi-session parenting education in home and community settings.
- The Yavapai Regional Council recognizes the need for promoting early learning and development outcomes for children. Building public awareness is being achieved through several venues including earned media opportunities occurring at least twice monthly, the production of 20,000 resource directories, a community Diaper Drive that gathered over 20,000 diapers and involved 30 organizational partners, as well as the Region's involvement in the statewide media campaign.
- Arizona's, as well as the Yavapai Region's, early childhood system has historically existed with little coordination between disparate funding streams and stakeholders. Recognizing this need, the Yavapai Regional Council created new opportunities for service providers to work together to build a more responsive early childhood system. The Parent Education Coalition website provides information for professional and parenting education trainings; parenting skills programs are hosted by numerous organizations throughout the Yavapai Region including child care sites, school districts, and faith-based organizations; play groups take place between a home visiting program and home-based parent education program; a nurse home visiting program has partnered with the local health department to increase outreach and education about the importance of immunization; and there has been an increase in trainings for a variety of professionals working within the child welfare system.

The Yavapai Regional Partnership Council is maintaining a strategic direction that is strong yet flexible in establishing and building an early childhood system, for the region and for the state. The Race to the Top – Early Learning Challenge grant can help Arizona build on the strengths of our early childhood system, acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services and experiences that support young children's success in school and in life

The voters of Arizona committed to the future of our great state when they created First Things First for the young children of Arizona. We know that children who have quality early education are 40% less likely to be held back a grade or to need special education, and are 70% less likely to commit a violent crime. We also know that children who are afforded quality early education have better math, language and social skills, and are more likely to go to college, and demand less from the public

system. Early Childhood Health and Education benefits us all. For the future of our great state of Arizona, it is our shared responsibility to make sure that all young children in Arizona have the tools they need to succeed. First Things First is poised and well equipped to fulfill Arizona's commitment to young children by applying to the Race to the Top Grant.

The Governor's office supports the numerous efforts that are readying Arizona's youngest population for school. Many of these projects would not be available to our community without their dedication. The Yavapai Regional Council members fully support their work and the Race to the Top – Early Learning Challenge application.

Sincerely,

Kathryn Watson

Kathy Watson, Chairperson
Yavapai Regional Partnership Council

ATTACHMENT HHH – Letters of Intent & Support – Institutions of Higher Education

ATTACHMENT HHH – Letters of Intent & Support – Institutions of Higher Education

October 13, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

As the dean of Arizona State University's Mary Lou Fulton Teachers College, I endorse Arizona's Race to the Top – Early Learning Challenge grant application. As you know, ASU's Teachers College is a key player in educational reform in Arizona and the nation. Just as we applaud your K-12 Arizona Ready reform plan, we commend the reform proposals in the RTT-ELC application, especially those designed to create a great early childhood workforce. Early childhood education is a top priority at Teachers College. We've reformed our degree program so that our early childhood education students are in actual schools, working with real preschoolers and primary grade students, for all four semesters of their junior and senior years.

Fulfilling our commitment to Arizona's youngest citizens means more than funding programs and services. We must have a shared vision about what kindergarten readiness actually means, and then a collective and sustained commitment to work across sectors to realize this vision. We share your commitment to ensuring all children, no matter their language or economic status, read on grade-level by the end of third grade.

Like you, we know the best way to close the achievement gap is to prevent it. To make that happen, we partner with school districts across Maricopa County so our early childhood education students graduate with a full two-semester student teaching experience under their belt. We are especially excited about partnering with the new Educare Arizona center in the Baltz School District. Through our partnership with Baltz, ASU early childhood education students get real-world experience implementing the preschool instructional practices that we know close the school readiness gap Head Start centers serving children with high needs.

We face many challenges in Arizona, but over the last decade we've made substantial progress towards building a strong P-20 educational system. The Race to the Top – Early Learning Challenge offers us the opportunity to expand those efforts and dramatically propel our early childhood professional development system-building efforts to a new level. We know that the skill and competence of early childhood educators is the single most important contributor to the quality of young children's early learning experiences. The proposals outlined in Selection Criteria D will advance our efforts to create the great early childhood workforce Arizona's children need and deserve. Creating a CDA to associate's to bachelor's degree progression aligned to a tiered Workforce Knowledge and Competency Framework will build a smooth bridge from community colleges to our four-year degree programs and remove obstacles to students who begin their college studies while already employed in early care and education settings. Providing comprehensive social, practical, and academic supports is a powerful way to ensure more early childhood educators start and finish a college degree.

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The proposals outlined in Arizona's application are essential to creating a great early childhood workforce. I am excited that two ASU faculty will be involved in planning the degree-progression reform efforts. I will also encourage faculty to apply to Intensive Learning Communities aligned with their areas of scholarship and expertise. We are especially interested in expanding our capacity around early childhood special education.

I look forward to collaborating with other post-secondary institution leaders to ensure the reformed degree progression meets curriculum requirements at all partnering institutions.

On behalf of the early childhood faculty at ASU's Teachers College, I commend you for your educational leadership and for your efforts to bring Race to the Top-Early Learning Challenge funds to Arizona. We look forward to partnering with you and others to bring about the reform efforts outlined in the proposal.

Sincerely,

Mari Koerner

Mari Koerner, Ph.D.
Dean, Mary Lou Fulton Teachers College

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October 13, 2011

The Honorable Janice K. Brewer
Governor of Arizona
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Dear Governor Brewer:

On behalf of Northern Arizona University, I share our strong interest in supporting an excellent early childhood education, development, and health system in Arizona. In my role as Dean of the College of Education at Northern Arizona University, I enthusiastically support the proposal titled "Arizona's Race to the Top – Early Learning Challenge." Our College of Education has a long-standing tradition in preparing bachelor's-level early childhood professionals, who are of the highest quality and prepared to meet the needs of children from low-income backgrounds. Moreover, we have decades of experience and success in preparing English Language Learners to enter and complete bachelor's-level degree programs. Northern Arizona University is fully committed to student success and we strongly support Arizona's Race to the Top project that will enable teacher candidates to earn a bachelor's degree and reach their dream and goal of working in the field of early childhood education.

Northern Arizona University is one of the largest providers of certified early childhood professionals in the United States. We have great experience in offering multiple pathways to earning an early childhood degree. In addition, we have one of the few early childhood-special education degrees in the United States. We have faculty members with national scholarly reputations based on their research focusing on multi-age education, school psychology in early childhood education, educational issues for young Native American children, school readiness, family involvement in early childhood programs, assessment of kindergarten readiness, and much more. We are currently engaged in a two-year project designed to provide professional development on a regional level for current early childhood professionals. I strongly believe one of the strengths and areas of expertise Northern Arizona University brings to this project is our experience in bringing relevant and rigorous professional development to early childhood professionals. However, our greatest strength is our record indicating that candidates who begin our degree programs actually complete their degrees in a timely manner. As the records at the Arizona

Department of Education reveal, nearly all of our graduates successfully pass the Early Childhood and Professional Knowledge sections of the state licensure test (AEPA™).

Northern Arizona University was the first institution in the state to offer the bachelor's degree in early childhood education with certification. In addition, we have been national leaders in distance education since the early 1980's. Relying upon the latest technology, we continue to provide high quality distance education that provides academic opportunities to teacher candidates in rural areas throughout Arizona. Our degree delivery mechanisms allow us to meet the educational needs of candidates who work part-time or full-time and must have access to courses designed to match their busy schedules. I would also like to point out that Northern Arizona University is a national leader in helping community college transfer students complete their bachelor's degree. Fifty-one percent of the students who graduate with an education degree from Northern Arizona University complete their first two years of collegiate studies at one of the Arizona community colleges. We have strong relationships with the community colleges in Arizona and have articulated excellent degree pathways so that community college transfer students do not lose any credits when they transfer to Northern Arizona University. We have a physical presence at most of the community colleges in Arizona and we offer degrees on-site so that candidates can earn an NAU degree and continue to live and work in their local community. The availability of on-site NAU academic advisors helps transfer students make a seamless transition to their university studies.

What excites me the most about Arizona's Race to the Top application and commitment to building an even stronger early learning system is that it excels in the following core areas that are critical to meeting the needs of our state:

- High-Quality, Accountable Programs
- Promoting Early Learning and Development Outcomes for Children
- A Great Early Childhood Education Workforce
- Measuring Outcomes and Progress

As we know, fulfilling our commitment to Arizona's young children means more than simply funding programs and services. For example, it means having a shared vision about what being prepared for kindergarten actually means. Northern Arizona University has always collaborated with agencies and other Arizona Board of Regents' institutions of higher education in order to meet the educational needs of the state. We realize in order to meet today's educational challenges, and positively impact children and schools; we must collaborate with other partners and make a sustained commitment to work across sectors to realize this vision.

I enthusiastically support Arizona's Race to the Top application. Northern Arizona University has the capacity to fulfill the goals and objectives of the project. We are fully committed to partnering with others to build a state wide early childhood learning system. Finally, I would like to note that components of our application were not conceived in order to submit a Race to the Top proposal. The ideas in the proposal are services, commitments, and degree programs that we have been talking about and making plans for

implementation for years. The Race to the Top furthers our collaborations and would provide us the opportunity to get started now on what our children, families, communities, and businesses need. Thank you in advance for giving strong consideration to Arizona's Race to the Top application. We are eager and ready to get started on this important work on behalf of the state of Arizona.

Sincerely,



Gypsy M. Denzine, PhD
Dean and Professor
Northern Arizona University

THE UNIVERSITY OF ARIZONA
College of Education

Office of the Dean
College of Education

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October 12, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

On behalf of the College of Education at the University of Arizona, I am writing to provide my unconditional support for the State of Arizona's application to the current Race to the Top competition. For many years we have contributed to the early childhood education community in our state, and in recent years we have rededicated ourselves to this effort through the creation of vibrant programs of research, instruction and outreach.

The UA is committed to providing strong undergraduate and graduate preparation programs for early childhood teachers and leaders. Arizona, and in particular Southern Arizona, enjoys a wide-ranging diversity that represents the future of our country and enlivens our culture. Unfortunately, we also are home to a large population of children who live in poverty. Our programs of research and instruction are designed to capitalize on our diversity and to support children living in poverty so that they can succeed in school and in life. Programs that address these issues capitalize on the strengths of our state's citizens, and simultaneously help then overcome their challenges.

Five years ago we rededicated our commitment to our BA program in early childhood education, designing it with a substantial clinical component that takes place in area schools serving high-need children. More recently, we are redesigning our program to enhance these clinical components and adding strong community-based elements. With commitments from area school districts, early education centers, and Pima Community College, we are poised to make substantial improvements to our programs. We now are graduating about 50 students a year from our undergraduate program, and just this year have admitted our first group of students to our redesigned MA program in early childhood that was supported by funding from First Things First. Over the past decade, we have recruited a strong cadre of faculty with expertise in language development, early literacy, teacher preparation, and the education of English language learners. We have made a significant financial commitment to these programs, and will continue to do so in the future.

We share with you an understanding of the significance of healthy development in the early years, and the value that strong development plays throughout life. Funding is critical to help Arizona create a more coherent and effective early education system. I am looking forward to a successful grant application and to collaborating with agencies across the state in support of our children.

Sincerely,

Ronald W. Marx
Dean and Professor of Educational Psychology

August 11, 2011

Central Arizona College

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

As the Vice President of Instructional Programs and Services at Central Arizona College, it is my pleasure to write this letter in support of the Race to the Top-Early Learning Challenge grant application for the State of Arizona. Central Arizona College is Pinal County's community college that serves approximately 7,000 diverse students on nine campuses or centers located between Tucson and Phoenix. Pinal County is 5,400 square miles made up of primarily rural areas with one of the fastest growing populations in the United States.

Since 1975 Central Arizona College has provided strong leadership in the Early Childhood Education in Arizona, providing coursework leading to the National Child Development Associate (CDA) and Associates of Applied Science degrees in Early Childhood Education. Representatives from the Early Childhood Department have served on many Early Childhood boards and committee both nationally and locally. We have been committed to improving the quality of care for young children by ensuring we have an educated workforce. With our years of involvement in the Early Childhood field we have seen growth of a higher educational system related to Early Childhood Education with little coordination between funding streams and stakeholders making it difficult and a slow process. The Race to the Top-Early Leaning Challenge grant would help coordinate the systems making it easier for students to achieve their educational goals, thus leading to a more prepared workforce working with our young children. We recognize that in order to fulfilling our commitment to our young children means more than simply funding programs and services. It means having a shared vision about what being prepared for kindergarten actually means and then a collective and sustained commitment to work across sectors to realize this vision.

Central Arizona College has always been part of working to improve Arizona's Early Childhood systems and would actively participate in any strategies presented in the Race to the top-Early Learning Challenge grant. We strongly support the Race to the top-Early Learning Challenge grant application,

Sincerely,

Donald M Pearl

Dr. Donald Pearl
Vice President of Academic Services

Central Arizona College Superstition Mountain Campus
273 Old West Highway • Apache Junction, Arizona 85219
T 480.677.7700 F 480.677.7758 www.centralaz.edu

Coconino Community College

LONE TREE CAMPUS 2800 S LONE TREE RD FLAGSTAFF AZ 86001-2701

Race to the Top (RttT) – Early Learning Challenge

October 11, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

My name is Paul Holbrook, and I am the Department Chair for Business and Education at Coconino Community College in Flagstaff AZ. For more than eight years, I have been working to develop, improve, and implement systems for educating Early Childhood Education students, to be the best childcare givers that citizens of this state deserve. I am also the Northern Regional evaluator for the First Things First REWARD$ program that is so important in helping to increase the retention of well-educated employees working with our children. I hear firsthand the reasons why talented people feel our culture does not value their efforts. I have worked with the local Alliance for Children's Early Success program from its inception. As a group of concerned citizens we developed, implemented, and measured the Kindercamp program, which has made a difference in the progress of our kindergarten students here in Flagstaff.

Even though we are a small community college, we have the highest percentage of Native Americans for a metropolitan in the country. This is important to know as nonwhites make up a large percentage of the employment base in our childcare facilities, yet their completion rates are among the lowest. Working to develop systems that improve all students' retention and success is an important consideration if we as citizens of the state want to have future generations of workers, who are now children, becomes a highly valued workforce. The skill and competence of early childhood educators is the single most important contributor to the quality of young children's early learning experiences and future success.

Community college degree programs serve as a bridge from high school to college, especially for students unsure about perusing a college degree. Here at Coconino Community College I have been working to develop a program for Tuba City High School students enabling graduating seniors to apply for the Federal Child Development Associate certification. This is an important first step for employees in the industry showing they have some of the required skills to care for our children. We already have enough students that have low skill levels that do not command the high salaries. As an educated economist and organizational leader, if our economy is to prosper, we need those high salaries. To this point, I support the following.

FLAGSTAFF
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CAREER & TECHNICAL EDUCATION
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TEL 928.226.4000 FAX 928.226.4114

Ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top – Early Learning Challenge application for:

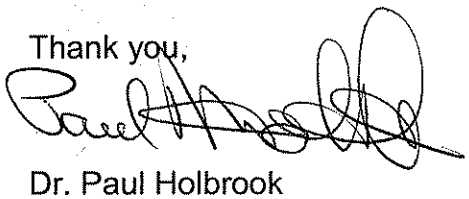
- Successful State Systems
- High-Quality, Accountable Programs
- Promoting Early Learning and Development Outcomes for Children
- A Great Early Childhood Education Workforce
- Measuring Outcomes and Progress

Decades of research has established that young children's brains are 90 percent developed by the time they are 5, and the experiences young children have from birth to 5 set the stage for whether they will be prepared to achieve in school and beyond. Fulfilling our commitment to our young children means more than simply funding programs and services. It means having a shared vision of what being prepared for kindergarten actually means, and then a collective and sustained commitment to work across sectors to realize this vision. Arizona's vision for ensuring that all children have a solid foundation for success in school and life is clearly reflected in the state's application to the Early Learning Challenge.

Arizona's early childhood system has historically existed with little coordination between disparate funding streams and stakeholders. In the past few years, Arizona has faced notable challenges affecting the early childhood system, but we have also made some important and meaningful progress. For example, in 2006 Arizona voters overwhelmingly approved a tobacco tax increase dedicated solely to support the development of a statewide early childhood development and health system. Over the last decade, we have made substantial progress building a unified early childhood system. The Race to the Top – Early Learning Challenge grant is an opportunity to expand those efforts and dramatically propel our professional development system-building efforts.

The Race to the Top – Early Learning Challenge grant can help Arizona build on the strengths of our early childhood system, acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of professional development opportunities that lead to a great early childhood workforce. I offer my commitment and pledge to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application, especially around efforts to build a great early childhood workforce. To close the achievement gap we need to close the school readiness gap. To close the school readiness gap, requires well-prepared early childhood educators.

Thank you,



Dr. Paul Holbrook
Department Chair, Business and Education
Coconino Community College
(928)226-4248

CHANDLER-GILBERT COMMUNITY COLLEGE

OFFICE OF THE PRESIDENT

October 11, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

As President and Chief Executive Officer of Chandler-Gilbert Community College it is a pleasure to write in support of CGCC's partnership with the U.S. Department of Education's Arizona's Race to the Top (RTT) Early Learning Challenge and application for federal funding. Centered in the Southeast Valley, the newest growth region of the metropolitan area, CGCC is in a prime position to partner with Early Learning Challenge to provide initial and ongoing training and education for the workforce that impacts Arizona's youngest population.

Decades of research has established that young children's brains are 90 percent developed by the time they are 5, and the experiences young children have from birth to 5 set the stage for whether they will be prepared to achieve in school and beyond. Fulfilling our commitment to our young children means more than simply funding programs and services. It means having a shared vision about what being prepared for kindergarten actually means, and then a collective and sustained commitment to work across sectors to realize this vision. Arizona's vision for ensuring that all children have a solid foundation for success in school and life is clearly reflected in the state's application to the Early Learning Challenge.

College Leadership
Before coming to CGCC, I served as Vice President for Academic Affairs at South Mountain Community College, also a Maricopa Community College (July 2005 through June 2009). Preceding my move to Arizona, I served eight years in administrative roles in Colorado's community college system, including four years as an academic dean at the Community College of Denver and four years at Arapahoe Community College in Littleton, Colorado, as Coordinator and Director of Educational Technology.

I earned a Ph.D. in Community College Leadership from Colorado State University (2005), where my research interests included first-generation students, under-served student populations, assessment of student learning, K-14 partnerships, and educational technologies. Recently I have taught doctoral courses part-time via distance learning for Colorado State University.

As a first-generation student who entered college later in life, I have first hand understanding of, and empathy for the challenges faced by students, especially non-traditional students. My guiding leadership principle is "make a difference," and I am an unabashed community college advocate who proudly espouses that

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Chandler, AZ 85225-2499
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WILLIAMS CAMPUS
7360 East Tahoe Avenue
Mesa, AZ 85212-0908
480.988.8000

SUN LAKES CENTER
25105 South Alma School Road
Sun Lakes, AZ 85248-6101
480.857.5500

www.cgc.edu

MARICOPA COMMUNITY COLLEGES®

America's community colleges make a significant difference in the lives of students and their communities. Supporting the Early Learning Challenge partnerships will allow CGCC to continue this mission.

High Quality, Accountable Program
CGCC's outstanding faculty and staff care deeply about student success. Both in and out of the classroom, CGCC provides personalized services and exceptional learning experiences to help students meet their goals and to serve community partnerships and needs. Our focus on experiential learning, civic engagement, and stewardship provides a strong foundation upon which students can connect to their future. CGCC serves a wide range of student goals including transfer to a four-year university, career preparation, and enhancement of academic or professional skills. Faculty and staff serve both academic and occupational programs and needs.

The work of CGCC's Teacher and Early Childhood Education Programs supports one of RTT's major reform areas, "great teachers and leaders." Our program cultivates excellence in the training of early pre-service teachers and childcare providers believing in the potential of human capital in relation to individual student development and achievement. Curriculum is aligned with both the national Common Core Standards and Arizona's Professional Teaching Standards, where they apply. An outcomes-based assessment plan, annual reporting, and data collection inform decisions and drive program development.

CGCC shares your steadfast commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top – Early Learning Challenge application:

- Successful State Systems
- High-Quality, Accountable Programs
- Promoting Early Learning and Development Outcomes for Children
- A Great Early Childhood Education Workforce

Developing Early Childhood Workforce
The newest component of the program is the Early Childhood Education Program, directed by residential faculty member, Jennifer Peterson. Jennifer has a Masters degree in Early Childhood Education and maintains current Arizona certification in the following areas: elementary education, early childhood education, special education, and early childhood special education. Her lead in CGCC's program ensures quality and a nurturing environment for learners. Jennifer and her faculty are committed to the needs of the community workforce, to Arizona's children, and to cutting-edge training methods.

Partnering with other community colleges on developing the Race to the Top Early Learning Challenge will ensure shared resources, shared faculty, and shared curriculum – all aspects of quality control and stability that benefit students. Arizona's early childhood system has historically existed with little coordination between disparate funding streams and stakeholders. In the past few years, Arizona has faced notable challenges affecting the early childhood system, but we have also made some important and meaningful progress. For example, in 2006 Arizona voters overwhelmingly approved a tobacco tax increase dedicated solely to support the development of a statewide early childhood development and health system. Over the last decade we've made substantial progress building a unified early childhood system. The Race to the Top Early Learning Challenge grant is an opportunity to expand those efforts and dramatically propel our professional development system-building efforts.

CGCC's Role in the RttT-ELC Partnertship

The following ideals are among the information and assumptions that drive CGCC's enthusiasm for Arizona's Race to the Top Early Learning Challenge and that make our commitment strong and steadfast:

- As an institution of higher education we recognize the benefit of a strong cradle to career education system, and are particularly interested in joining in efforts to create a great early childhood workforce.

- High quality early childhood programs require well-prepared early childhood educators. The community college environment provides a student-centered, nurturing, and conducive climate for developing a strong workforce.

- The skill and competence of early childhood educators are the single most important contributors to the quality of young children's early learning experiences. To close the achievement gap, we need to close the school readiness gap. To close the school readiness gap, require well-prepared early childhood educators.

- Community college degree programs serve as a bridge from high school to college, especially for students unsure about pursuing a college degree. Career counseling and positive faculty-student relationships impact retention and eventual completion of program requirements for all students, traditional and non-traditional.

- Community college programs are ideal for Early Childhood Educators who often need to work around family and employment obligations. Flexible scheduling and a variety of course offerings provide an efficient and streamlined learning process that can be adapted to individual needs.

- Providing a system of social, practical, and academic support is a powerful way to help more early childhood educators earn a college degree. Dedicated program coordinators, advisors, field experience placement coordinators, and expert faculty provide students with maximum support for their success and completion.

The Race to the Top Early Learning Challenge grant can help Arizona build on the strengths of our early childhood system, acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of professional development opportunities that lead to a great early childhood workforce. CGCC offers our commitment and pledges to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application, especially around efforts to build a great early childhood workforce.

Best regards,

Linda Lujan

Linda Lujan, Ph.D.
President of Chandler-Gilbert Community College

MESA COMMUNITY COLLEGE

Office of the President

1833 West Southern Avenue
Mesa, Arizona 85202
Phone 480-461-7300
Fax 480-461-7804

October 12, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

Thank you for the opportunity to support and be a part of our state's Race to the Top – Early Learning Challenge application. Mesa Community College supports this application wholeheartedly. Decades of research has established that young children's brains are 90 percent developed by the time they are 5, and the experiences young children have from birth to 5 set the stage for whether they will be prepared to achieve in school and beyond. We share your steadfast commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top – Early Learning Challenge application.

Arizona's vision for ensuring that all children have a solid foundation for success in school and life is clearly reflected in the state's application to the Early Learning Challenge. Fulfilling our commitment to our young children means more than simply funding programs and services. It means having a shared vision about what being prepared for kindergarten actually means and then a collective and sustained commitment to work across sectors to realize this vision.

Over the last decade we've made substantial progress building a unified early childhood system. The Race to the Top – Early Learning Challenge grant is an opportunity to expand those efforts and dramatically propel our professional development system-building efforts. In the past few years, Arizona has faced notable challenges affecting the early childhood system, yet we have also made some important and meaningful progress. For example, in 2006 Arizona voters overwhelmingly approved a tobacco tax increase dedicated solely to support the development of a statewide early childhood development and health system.

The Race to the Top – Early Learning Challenge grant can help Arizona build on the strengths of our early childhood system, acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of professional development opportunities that lead to a great early childhood workforce

As an institution of higher education Mesa Community College recognizes the benefit of a strong cradle to career education system, we are particularly interested in joining efforts to create a great early childhood workforce. High quality early childhood programs require well-prepared

early childhood educators. The skill and competence of early childhood educators is one of the most important contributors to the quality of young children's early learning experiences.

Community college Associates degree programs serve as a bridge from high school to college, especially for students unsure about pursuing a college degree. The community college programs are ideal for Early Childhood Educators who often need to work around family and employment obligations and to continue their education to keep up with the issues related to the field. Providing a system of social, practical, and academic supports is a powerful way to help more early childhood educators earn a college degree.

We offer our commitment and pledge to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application, especially around efforts to build a great early childhood workforce. At Mesa Community College we are grateful and excited for this opportunity; we pledge our strong support to this innovative project.

Sincerely,

Shouan Pan, Ph.D
President
Mesa Community College

NORTHLAND PIONEER COLLEGE
Office of the President

October 12, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

As president of Northland Pioneer College, I state the institution's support for the *Race to the Top Early Learning Challenge (RTT:ELC)* grant. Northland has worked closely with *First Things First* to promote and advocate for the very goals of the grant submission. Because of our commitment to early childhood education and the professional development of those involved in the field, we will continue to support these efforts and the RTT:ELC grant.

Northland Pioneer College shares your steadfast commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top – Early Learning Challenge application:

- Successful State Systems
- High-Quality, Accountable Programs
- Promoting Early Learning and Development Outcomes for Children
- A Great Early Childhood Education Workforce
- Measuring Outcomes and Progress

Over the last decade we've made substantial progress building a unified early childhood system. The Race to the Top – Early Learning Challenge grant is an opportunity to expand those efforts and dramatically propel our professional development system-building efforts. Therefore the college supports the RTT:ELC grant prepared by the Governor's Office.

Sincerely,

Jeanne Swarthout, Ph.D.

Jeanne Swarthout, Ph.D.

President

Navajo County Community College District
Mailing Address: P.O.Box 610, Holbrook, AZ 86025-0610
Voice: 928-524-7418 or 800-266-7845, ext. 7418 • Fax: 928-524-7419 • Email: jeanne.swarthout@npc.edu

DR. ANNA SOLLEY
OFFICE OF THE PRESIDENT

PHOENIX COLLEGE

October 11, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

As the president of Phoenix College, I am writing this letter in support of the Race to the Top (RttT) – Early Learning Challenge application. For over fifty years, Phoenix College has offered programs and courses to prepare students for work with young children and their families. The mission goals of Phoenix College include university transfer education, workforce development, developmental education, continuing and community education, community partnerships and student support services.

We share your commitment to ensure that Arizona's early learning system excels by providing high-quality, accountable programs to prepare a great early childhood education workforce. The skill and competence of early childhood educators is one of the most important contributors to the quality of young children's early learning experiences. To close the achievement gap that exists in our state, we need to close the school readiness gap. To close the school readiness gap, we must have well-prepared early childhood educators.

The Phoenix College Family Care & Head Start Center is nationally accredited and serves as an example of high quality care and education for young children and their families. The center supports learning opportunities for students in Child and Family Studies, Early Childhood Education, Nursing, Dental Health and other disciplines. Decades of research has established that young children's brains are 90 percent developed by the time they are 5, and the experiences young children have from birth to 5 set the stage for whether they will be prepared to achieve in school and beyond. We believe that a strong early childhood education, development, and health system is critical to position Arizona for success.
Community college degree programs serve as a bridge from high school to college, especially for students unsure about pursuing a college degree, and they are ideal for early childhood educators who already work in the child care industry for lower wages, little or no healthcare benefits, paid leave and other conditions expected in a profession. In addition to work, most students have to balance their studies with family and employment obligations.

To help support students through TEACH AZ, and the REWARD$ programs, we collaborate with First Things First, the Association for Supportive Child Care and Valley of the Sun United Way. We are confident that First Things First is up to the task to join with your office in applying for and securing RttT funding that will benefit Arizona's young children, our most valuable and vulnerable citizens.

Warm regards,

Anna Solley, Ed.D.
President

District Office

PimaCountyCommunityCollegeDistrict

Office of the Provost/Executive Vice Chancellor
for Academic and Student Services
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Tucson, Arizona 85709-1100
Telephone (520) 206-4999
Fax (520) 206-4788
www.pima.edu

Friday, October 14, 2011

The Honorable Janice K. Brewer
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

I am writing as Provost and Executive Vice Chancellor of Pima Community College in support of the Race to the Top -- Early Learning Challenge grant application. As an integral part of our mission, to develop the community through learning, Pima Community College (PCC) offers a wide variety of programs and courses to prepare students for work with young children and their families.

From 2006-2010, PCC has awarded an average of approximately 140 degrees and certificates in numerous education fields, including associate's degrees in Child Development and Early Childhood Education, and certificates in Early Childhood Studies.

PCC's strong interest in supporting early childhood education, development and health is at the heart of a recent collaboration with The University of Arizona to increase the number of PCC students who obtain baccalaureate degrees in Early Childhood Education at UA.

Under the agreement, signed in May 2010, students who earn an associate's degree in Early Childhood Education from Pima will be given priority status when they apply to UA's Early Childhood Education bachelor's degree program, and will be guaranteed enrollment in the required courses for the major.

The crucial role that early childhood educators play in the development of young children is well documented. A child's experiences in the first five years of life will in many ways set the stage for future achievement in the classroom, the workplace, and the community. PCC's programs, like those of community colleges throughout Arizona, are ideal for early childhood educators employed in the childcare industry, where wages often are low and benefits minimal. But the reality is that more must be done if Arizona's children – the backbone of the state's workforce in the coming decades – are to be successful in what almost certainly will be a brutally competitive 21st-century global economy.

Rest assured that Pima Community College will work tirelessly to plan, coordinate and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge grant application. We are committed to building a great early childhood workforce. Arizona's children deserve nothing less.

Sincerely,

Suzanne J. Miles, Ph.D.

Dr. Suzanne Miles, Provost and Executive Vice Chancellor,
and President of the Community Campus
Pima Community College

Rio Salado College

October 10, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 W. Washington
Phoenix, AZ 85007

Dear Governor Brewer:

Professional development that leads to college credit, national credentialing and college certificates and degrees is vital to the quality of Arizona's early childhood programs. Rio Salado College's early childhood program has established itself as a leader in developing and implementing programs to assist early childhood staff, at all educational developmental stages, in successfully achieving their higher educational goals.

Rio Salado has a proven track record in the following areas:

- Articulation of community-based trainings and/or high school child development courses to college credit
- Development of college courses, certificates and degrees to meet the higher educational needs of the early childhood field, including an Associate's degree in early childhood administration
- Partnerships with early childhood programs, bringing college-level coursework to staff through multiple delivery modalities
- Partnerships and articulation agreements with colleges/universities that lead from an associate's degree from Rio Salado College to bachelor degrees
- Development and/or implementation of unique community-based/college credit bearing programs, including the AZ Director's Academy, First Things First Professional Development models, Valley of the Sun United Way/Helios Foundation Educational Coaching model and the nationally renowned early brain development project, Mind in the Making
- Continual partnerships with a wide range of state/local government, community and higher education organizations
- Alliances with nationally recognized experts and provision of financial resources to bring these exceptional opportunities to the State of Arizona

As an institution of higher education we are particularly interested in joining efforts to create a great early childhood workforce. Over the last decade Arizona has made substantial progress in building a unified early childhood system. The Race to the Top --- Early Learning Challenge grant can help Arizona build on the strengths of our early childhood system, acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of professional development opportunities that lead to a great early childhood workforce.

We offer our commitment and pledge to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application, especially around efforts to developing a system of social, practical and academic supports as a powerful way to help more early childhood educators earn a college degree.

Sincerely,



Kishia Brock, M.Ed.
Acting President
Rio Salado College
2323 W. 14th Street
Tempe, AZ 85281

cc:
Dr. Chris Bustamante
President

Dr. Vernon Smith
Vice President, Academic Affairs

Dana Reid
Dean, Instrutional Technology

Dr. Diana Abel
Director, Early Childhood and Human Development Programs

SOUTH MOUNTAIN
COMMUNITY COLLEGE

October 12, 2011

To Whom It May Concern:

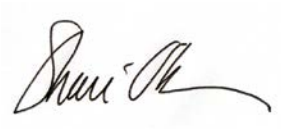
On behalf of South Mountain Community College, I would like to officially express our support for the **Arizona's Race to the Top: Early Learning Challenge** grant proposal currently being forwarded by the Arizona Governor's Office and First Things First.

For more than 30 years, South Mountain Community College has been a leader in education and teacher training for the South Phoenix region, including Laveen, Ahwatukee and Guadalupe. We are excited to see a proposal being developed for review that would support the goals of our early education program and provide the state with much needed resources to carry out this important effort.

By strengthening our ability to train educators and assimilate more students into our programs, as well as continuing to develop and streamline the transfer process for these students to four-year institutions, the grant will provide a great benefit to our service area, and the greater Phoenix region.

Please feel free to contact me if you need additional information about our college's support of this important proposal.

Sincerely,



Dr. Shari Olson
President

Yavapai COLLEGE

October 12, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

Yavapai Community College (YC) offers their wholehearted support for Arizona's application to the Race to the Top - Early Learning Challenge grant. As a publicly-funded 2-year academic institution with a mission to provide high quality, convenient, and cost-effective learning opportunities for the diverse populations of Yavapai County, Arizona, Yavapai College has been a leader in early childhood education in rural Arizona for many years. With six campuses, Yavapai College serves an 8,125-square-mile area in rural, central Arizona that is larger than the state of Connecticut. Yavapai College offers courses in Early Childhood Education (ECE) that lead to an Associate of Applied Science degree and operates a state-of-the-art childcare facility, the Del E. Webb Family Enrichment Center (FEC) that serves as a lab school for the ECE program. Under contract with the Arizona Department of Economic Security (DES), Yavapai College provides child development training to current and potential childcare providers, foster parents and other interested participants. Yavapai College also partners with Central Arizona College in the Professional Career Pathway Project (PCPP) that helps childcare providers access ECE classes. These PCPP scholarships provide outreach to childcare providers that may not otherwise be connected to community programs and partnerships. Additionally, Yavapai College receives funding from First Things First to provide free parenting education workshops to the community and to oversee the countywide implementation of Raising a Reader, an early literacy program that develops family reading habits and improves the reading readiness skills of children from birth to age five.

As a community college with significant expertise in early childhood education we are aware that effective early learning programs, made possible by a well-trained and competent early childhood education workforce, provide the foundation for a child's future success in school and in life. We believe that Arizona's proposal to the Race to the Top - Early Learning Challenge grant puts forth a strong and workable plan to reduce inefficiency, improve quality and deliver a coordinated set of professional development opportunities that will strengthen our early childhood workforce.

Yavapai College looks forward to continuing to play a pivotal role in preparing a great early childhood education workforce. Community colleges provide local educational opportunities to many individuals who have to balance the realities of work and family obligations with the desire to pursue educational goals. Our classes are offered at convenient times and locations, including online options, that make them more accessible to working adults. The partnerships that already exist between community colleges and early childcare providers and other early childhood professionals support local implementation of statewide plans.

Again, Yavapai College enthusiastically supports the Arizona Early Learning Challenge grant proposal. It represents an opportunity to leverage the significant investment the state of Arizona is already making in its early childhood system through First Things First, Arizona's early childhood development and health system. It ensures that Arizona will be able to fulfill its commitment to its young children by ensuring a strong early learning system that prepares them for a life of achievement.

Sincerely,



Greg R. Gillespie, Ph.D.
Vice President for Instruction and Student Services
For Penny Wills, Ph.D.
President, Yavapai College

ATTACHMENT III – Letters of Intent & Support – K-12 School Districts

Aguila Elementary School District No. 63
50023 North 514th Avenue
P. O. Box 218
Aguila, AZ 85320

Aguila Elementary School

October 12, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

As superintendent of a school with over 90% of the students qualifying for free and reduced lunch with a majority of our students being from monolingual Spanish speaking homes we understand the need for early childhood educational opportunities. We have received an "A" in the first year of school grades in Arizona. However we feel that our continued school improvement efforts are in need of a better prepared kindergarten student. That is why we have partnered with the Frist Things First program to bring a pre-school to Aguila for three and four year olds. We know that early childhood education is the key to closing the achievement gap for our students.

I share your steadfast commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top – Early Learning Challenge application:

- Successful State Systems
- High-Quality, Accountable Programs
- Promoting Early Learning and Development Outcomes for Children
- A Great Early Childhood Education Workforce
- Measuring Outcomes and Progress

- Decades of research has established that young children's brains are 90 percent developed by the time they are 5, and the experiences young children have from birth to 5 set the stage for whether they will be prepared to achieve in school and beyond.

- Fulfilling our commitment to our young children means more than simply funding programs and services. It means having a shared vision about what being prepared for kindergarten actually means and then a collective and sustained commitment to work across sectors to realize this vision.

928-685-2222 local telephone
928-685-2433 facsimile

- Arizona's vision for ensuring that all children have a solid foundation for success in school and life is clearly reflected in the state's application to the Early Learning Challenge.

- Arizona's early childhood system has historically existed with little coordination between disparate funding streams and stakeholders.

- In the past few years, Arizona has faced notable challenges affecting the early childhood system, but we have also made some important and meaningful progress. For example, in 2006 Arizona voters overwhelmingly approved a tobacco tax increase dedicated solely to support the development of a statewide early childhood development and health system.

- Over the last decade we've made substantial progress building a unified early childhood system. The Race to the Top – Early Learning Challenge grant is an opportunity to dramatically propel our system-building efforts.

- The Race to the Top – Early Learning Challenge grant can help Arizona build on the strengths of our early childhood system, acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services and experiences that support young children's success in school and in life.

We strongly support all efforts to improve and enhance the learning of Arizona's youngest children please count on our district to support your efforts in any way possible.

Respectfully

Donald W. German

Donald W. German

Superintendent

Bullhead City Schools
Where Education is a Journey, Not a Destination
1004 Hancock Road. Bullhead City, AZ 86442-5946

October 11, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

I am Benje Hookstra, Superintendent of the Bullhead City Elementary School District in Bullhead City, Arizona. I am writing on behalf of our school district to offer our support for Arizona's Race to the Top – Early Learning Challenge application. In the K-12 school system, we see daily the importance of promoting school readiness for vulnerable and high-need children and we are pleased to be working together with state and local partners to make the early childhood education, development, and health system in Arizona more comprehensive and coordinated.

We share your steadfast commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top – Early Learning Challenge application:

- Successful State Systems
- High-Quality, Accountable Programs
- Promoting Early Learning and Development Outcomes for Children
- A Great Early Childhood Education Workforce
- Measuring Outcomes and Progress

Decades of research has established that young children's brains are 90 percent developed by the time they are five years old, and the experiences young children have from birth to five set the stage for lifelong learning and achievement in school and beyond.

We understand that preparing young children for success in school and life means more than simply funding programs and providing services. It means having a shared vision about what being prepared for kindergarten actually means and a collective and sustained commitment to work across sectors to realize this vision.

Arizona's vision for ensuring that all children have a solid foundation for success in school and life is clearly reflected in the state's application to the Early Learning Challenge. Arizona's early childhood system has historically existed with little coordination between disparate funding streams and stakeholders; but that is changing. In the past few years,

Arizona has faced notable challenges affecting the early childhood system, but we have also made important and meaningful progress. For example, in 2006 Arizona voters overwhelmingly approved a tobacco tax increase dedicated solely to support the development of a statewide early childhood development and health system. Over the last decade we've made substantial progress building a unified early childhood system. The Race to the Top – Early Learning Challenge grant is an opportunity to propel our system-building efforts forward.

Race to the Top – Early Learning Challenge funds could provide the needed resources to continue building a better future for Arizona's young children and families and would allow us not only to build on the strengths of our early childhood system, but also to acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services and experiences that support young children's success in school and in life.

In closing, I offer our commitment and pledge to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Race to the Top – Early Learning Challenge application and thank you for your commitment to early childhood education, development and health.

Sincerely,

Benje Hookstra
Superintendent
Bullhead City Elementary School District #15
Bullhead City, Arizona

FOWLER ELEMENTARY SCHOOL DISTRICT NO. 45

1617 S. 67th Avenue, Phoenix, AZ 85043 Phone: (623) 707-4500 Fax: (623) 707-4560
www.fesd.org

Marvene Lobato
Superintendent

Cindy Bradley
Academic Services

Karen Watkins
Curriculum

Jim Chesnik
Facilities

Rick Conrad
Finance

Deborah Riley
Food Service

Vince Medina
Head Start

Nora Ulloa
Human Resources

Mike Mannelly
Special Education

Mike Fried
Technology

Tom Pollard
Transportation

Peggy Eastburn
Governing Board President

Ignacio Fernandez
Governing Board Clerk

Francisca Montoya
Governing Board Member

October 12, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

The Fowler Elementary School District is commited to support a strong early childhood education, development, and health system in Arizona. The need is great. Current funding provides pre-school services and support for children and families of one school community. The pre-school experience helps the children transition into a successful Kindergarten year. Expansion of this program across the district would dramatically increase the level of Kindergarten readiness.

Decades of research has established that young children's brains are 90 percent developed by the time they are 5, and the experiences young children have from birth to 5 set the stage for whether they will be prepared to achieve in school and beyond.

Arizona's vision for ensuring that all children have a solid foundation for success in school and life is clearly reflected in the state's application to the Early Learning Challenge.

The Race to the Top – Early Learning Challenge grant can help Arizona build on the strengths of our early childhood system, acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services and experiences that support young children's success in school and in life.

The Fowler Elementary School District offers its commitment and pledges to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application.

Sincerely,

Marvene Lobato

Marvene Lobato
Superintendent

October 11, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

I am Steve McClenning, Principal of the E.Q. Scholars' Inc., a charter school in Quartzsite, Arizona. I am writing on behalf of our school to offer our support for Arizona's Race to the Top – Early Learning Challenge application. In the K-12 school system, we see daily the importance of promoting school readiness for vulnerable and high-need children and we are pleased to be working together with state and local partners to make the early childhood education, development, and health system in Arizona more comprehensive and coordinated.

We share your steadfast commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top – Early Learning Challenge application:

- Successful State Systems
- High-Quality, Accountable Programs
- Promoting Early Learning and Development Outcomes for Children
- A Great Early Childhood Education Workforce
- Measuring Outcomes and Progress

Decades of research has established that young children's brains are 90 percent developed by the time they are five years old, and the experiences young children have from birth to five set the stage for lifelong learning and achievement in school and beyond.

We understand that preparing young children for success in school and life means more than simply funding programs and providing services. It means having a shared vision about what being prepared for kindergarten actually means and a collective and sustained commitment to work across sectors to realize this vision.

Arizona's vision for ensuring that all children have a solid foundation for success in school and life is clearly reflected in the state's application to the Early Learning Challenge. Arizona's early childhood system has historically existed with little coordination between disparate funding streams and stakeholders; but that is changing. In the past few years, Arizona has faced notable challenges affecting the early childhood system, but we have also made important and meaningful progress. For example, in 2006 Arizona voters overwhelmingly approved a tobacco tax increase dedicated solely to support the development of a statewide early childhood development and health system. Over the last decade we've made substantial progress building a unified early childhood system. The Race

to the Top – Early Learning Challenge grant is an opportunity to propel our system-building efforts forward.

Race to the Top – Early Learning Challenge funds could provide the needed resources to continue building a better future for Arizona's young children and families and would allow us not only to build on the strengths of our early childhood system, but also to acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services and experiences that support young children's success in school and in life.

In closing, I offer our commitment and pledge to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Race to the Top – Early Learning Challenge application and thank you for your commitment to early childhood education, development and health.

Sincerely,

Steve McClenning
Principal
E.Q. Scholars Inc.

GADSDEN ELEMENTARY SCHOOL DISTRICT NO. 32
1453 N. Main Street, Suite F
P.O. Box 6870
San Luis, AZ 85349
(928) 627-6540
FAX: (928) 627-3635

Dr. Raymond V. Aguilera, Superintendent
Olivia E. Zepeda, Associate Superintendent

"STUDENT-CENTERED LEARNING IN AN ENGLISH LEARNING COMMUNITY"

Governing Board
Luis Marquez, President
Martina Lopez, Clerk
Tadeo De La Hoya
Gloria Torres
Rosa Varela

October 13, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

Gadsden Elementary School District is pleased to provide this letter of support for The Race to the Top Early Learning Challenge. The size and quality of our present Early Childhood Program is dependent to a large degree on outside funding. For this reason our District supports the program's goal of providing a high quality education for every learner.

Arizona's vision for ensuring that all children have a solid foundation for success in school and life is clearly reflected in the state's application to The Early Learning Challenge. Arizona's future depends on a high quality educational system.

Race to The Top offers challenges and opportunities and promotes reasonable educational outcomes for every student. Gadsden Elementary School District #32 will assist in all ways possible for this program to be successful.

Sincerely,

Dr. Raymond V. Aguilera, Ed. D
Superintendent of Schools
Gadsden Elementary School District #32

Littlefield Unified School District #9
Superintendent, Michael S. Robison Ed.D
PO Box 760
Beaver Dam, AZ 86432
Beaver Dam Elementary School, Beaver Dam Middle School, Beaver Dam High School
(928) 347-5486

Governing Board

Christa C. Biasi, Board Member

Darrell Garlick, President

Jenny Reber, Secretary

Rena Moerman, Board Member

Shannon Hartley, Board Member

Mission

Students will be- **College and Career Ready**

Students will strive for- **Academic Excellence**

Student will have a strong emphasis on- **Community Citizenship**

Students will embody **Ethics and Values**

Students will participate in- **Active Attendance**

Students will have the opportunity for- **Extra-Curricular Experiences**

October 11, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

I am Dr. Michael Robison, Superintendent of the Littlefield Unified School District in Littlefield, Arizona. I am writing on behalf of our school district to offer our support for Arizona's Race to the Top – Early Learning Challenge application. In the K-12 school system, we see daily the importance of promoting school readiness for vulnerable and high-need children and we are pleased to be working together with state and local partners to make the early childhood education, development, and health system in Arizona more comprehensive and coordinated.

We share your commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top – Early Learning Challenge application:

- Successful State Systems
- High-Quality, Accountable Programs
- Promoting Early Learning and Development Outcomes for Children
- A Great Early Childhood Education Workforce
- Measuring Outcomes and Progress

Decades of research has established that young children's brains are 90 percent developed by the time they are five years old, and the experiences young children have from birth to five set the stage for lifelong learning and

achievement in school and beyond.

We understand that preparing young children for success in school and life means more than simply funding programs and providing services. It means having a shared vision about what being prepared for kindergarten actually means and a collective and sustained commitment to work across sectors to realize this vision.

Arizona's vision for ensuring that all children have a solid foundation for success in school and life is clearly reflected in the state's application to the Early Learning Challenge. Our early childhood system has historically existed with little coordination between disparate funding streams and stakeholders; but that is changing. In the past few years, Arizona has faced notable challenges affecting the early childhood system, but we have also made important and meaningful progress. For example, in 2006 Arizona voters overwhelmingly approved a tobacco tax increase dedicated solely to support the development of a statewide early childhood development and health system. Over the last decade we've made substantial progress building a unified early childhood system. The Race to the Top – Early Learning Challenge grant is an opportunity to propel our system-building efforts forward.

Race to the Top – Early Learning Challenge funds could provide the needed resources to continue building a better future for Arizona's young children and families and would allow us not only to build on the strengths of our early childhood system, but also to acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services and experiences that support young children's success in school and life.

In closing, I offer our commitment and pledge to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Race to the Top – Early Learning Challenge application and thank you for your commitment to early childhood education, development and health.

Sincerely,

Dr. Michael S. Robison Ed.D
Superintendent
Littlefield Unified School District

MOHAVE VALLEY SCHOOL DISTRICT #16

Creating school communities in which all students can learn, no exceptions!

8450 S. Olive Ave ▪ Mohave Valley, Arizona 86440
Voice: (928) 768-2507 Fax 768-2510 Email: admin@mvdistrict.net
www.mvesd16.org

Camp Mohave Elementary 704-3600	Fort Mojave Elementary 768-3986	Mohave Valley Elementary 768-2211	Mohave Valley Junior High 768-9196	Food Services 768-1348	Special Services 768-4538	Transportation Services 768-8700

October 13, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

I am Whitney Crow, Superintendent of the Mohave Valley Elementary School District in Mohave Valley, Arizona. I am writing on behalf of our school district to offer our support for Arizona's Race to the Top – Early Learning Challenge application. In the K-12 school system, we see daily the importance of promoting school readiness for vulnerable and high-need children and we are pleased to be working together with state and local partners to make the early childhood education, development, and health system in Arizona more comprehensive and coordinated.

Our district has created a successful partnership with First Things First to provide 20 additional slots in our preschool program. Before last year, our funding only allowed students with special needs to be included in our preschool program. Last year, with the help of First Things First, we were able to expand our preschool classrooms, offering the opportunity for preschool to 20 "typical peers" (non- special needs students) who are also identified as "at risk" based on their family's income level. This program has helped move the children from "at-risk" to "at-HOPE" for a better start to their schooling experience.

We share your steadfast commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top – Early Learning Challenge application:

- Successful State Systems
- High-Quality, Accountable Programs
- Promoting Early Learning and Development Outcomes for Children
- A Great Early Childhood Education Workforce
- Measuring Outcomes and Progress

Decades of research has established that young children's brains are 90 percent developed by the time they are five years old, and the experiences young children have

from birth to five set the stage for lifelong learning and achievement in school and beyond. In the past we have partnered with The Mohave Desert Literacy Collation by participating in an Early Reading First grant. This grant met each of the five guidelines required of the Early Learning Challenge Application, and has honestly turned our preschool program into a program our district is extremely proud of.

We understand that preparing young children for success in school and life means more than simply funding programs and providing services. It means having a shared vision about what being prepared for kindergarten actually means and a collective and sustained commitment to work across sectors to realize this vision.

Arizona's vision for ensuring that all children have a solid foundation for success in school and life is clearly reflected in the state's application to the Early Learning Challenge.
Arizona's early childhood system has historically existed with little coordination between disparate funding streams and stakeholders; but that is changing. In the past few years, Arizona has faced notable challenges affecting the early childhood system, but we have also made important and meaningful progress. For example, in 2006 Arizona voters overwhelmingly approved a tobacco tax increase dedicated solely to support the development of a statewide early childhood development and health system. Over the last decade we've made substantial progress building a unified early childhood system. The Race to the Top – Early Learning Challenge grant is an opportunity to propel our system-building efforts forward.

Race to the Top – Early Learning Challenge funds could provide the needed resources to continue building a better future for Arizona's young children and families and would allow us not only to build on the strengths of our early childhood system, but also to acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services and experiences that support young children's success in school and in life.

In closing, I offer our commitment and pledge to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Race to the Top – Early Learning Challenge application and thank you for your commitment to early childhood education, development and health.

Sincerely,

Whitney Crow, Superintendent

Pendergast
ELEMENTARY SCHOOL DISTRICT

Administrative Office (623)772-2200
Business Services (623)772-2215
Human Resources (623)772-2230
Superintendent Fax (623)877-8188
District Fax (623)877-3717

October 12, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

The Pendergast Elementary School District serves 9,500 students in the West Valley of Phoenix, Avondale and Glendale. Our community is primarily low-income and relies on our District to provide many support services in addition to a quality education for students in grades Kindergarten through eighth.

Pendergast is currently partnering with First Things First to expand its Early Childhood Program. Our district has established a strong partnership with Head Start and Cummings Child Help. Through a collaborative effort our organizations share a vision to work together to prepare our young children to enter Kindergarten ready with the skills necessary to begin successfully into our state school system.

In order to continue to ensure that we continue with a quality program, it will need the help of the proposed state's grant; Race to the Top – Early Learning Challenge application. This grant will ensure that there is a cohesive system that establishes high-quality, responsible programs that provide accountability, which promotes Early Learning and Development Outcomes for Children, and provides a Highly Qualified Early Childhood Education Workforce.

Over the last decade we've made substantial progress building a unified early childhood system. The Race to the Top – Early Learning Challenge grant is an opportunity to dramatically propel our system-building efforts.

Pendergast District offers its commitment and pledge to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application.

Governor Brewer, we are looking to you towards your leadership in this grant and moving forward in this field that will enhance the education and meet the needs of families in our communities. A Quality Early Childhood Education is an opportunity for Arizona to invest into its future.

Sincerely,

Ron Richards
Superintendent

Tolleson Elementary School District No. 17
9261 W. Van Buren • Tolleson, AZ 85353
(623) 936-9740 • FAX (623) 533-3919

The Governing Board
B. Dale Crandell
Clorinda Erives
Adriana Garza
Elizabeth Hunsaker
Belinda Quezada

Superintendent
Dr. Lupita Hightower

October 12, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

RE: RACE TO THE TOP- EARLY LEARNING CHALLENGE

Dear Governor Brewer:

My name is Lupita Hightower, Superintendent of Tolleson Elementary School District No. 17, and I believe that young children of varying socio-economic status, ethnic backgrounds, and ability levels, need a high-quality preschool program that will enhance their academic achievement, provide preventive health and dental care to support children's healthy development and assist families to maximize self and family's benefit to society.

The quality of a preschool program is evident in student achievement, approaches to curriculum design, teaching methods and strategies, learning opportunities and activities, parental involvement in the teaching and learning process, resources to support learning, and on-going assessment systems. High-quality preschool programs provide many benefits for young children. They give them an opportunity to interact with other children to learn social and problem solving skills, and help them learn literacy and math skills, as well as introduce them to a variety of other subjects (science, art, music, physical education, etc.). A high-quality preschool program ensures that all children enter school healthy and ready to learn.

The Tolleson Elementary School District shares your steadfast commitment to ensure that Arizona's early learning system excels in the core areas that are the hallmark of our State's Race to the Top – Early Learning Challenge application:

- Successful State Systems
- High-Quality, Accountable Programs
- Promoting Early Learning and Development Outcomes for Children
- A Great Early Childhood Education Workforce
- Measuring Outcomes and Progress

Over the past five years, the Tolleson Elementary School District has been totally committed to providing high quality early childhood programs that encompass health and safety as part of the daily curriculum. This is evident, through highly trained teachers and staff, various accountability processes the District implements such as NAEYC accreditation, Quality First, ECQUIP and the Empower Pak program, on-going progress monitoring of student outcomes, parent trainings, dental program, health and wellness activities and collaboration with communities partners to ensure as many children as possible have access to a quality education and healthy life style.

The District has been able to financially support a variety of activities through grants (Title I, Early Childhood Block Grant, First Things First, and IDEA Preschool), State and local funding. Through these funds, the District has been able to provide high quality programs to children who are at risk for achieving due to lack of exposure and access to enriched learning environment and proper medical care so they are healthy and ready to learn once they come to school.

The Race to the Top – Early Learning Challenge grant can help Arizona build on the strengths of our early childhood system, acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services and experiences that support young children's success in school and in life.

The Tolleson Elementary School District offers its full commitment and pledges to work together for planning, coordinating, and implementing the broad vision and specific strategies presented in Arizona's Early Learning Challenge application.

Respectfully,

Dr. Lupita Hightower
Superintendent

LH:ww

Topock Elementary/Middle School
5083 Tabe Drive/P.O. Box 370
Topock, Arizona, 86436
Phone :(928)768-8339/ Fax :(928)768-9253

October 11, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

I am John Warren, Superintendent of the Topock Elementary School District in Topock, Arizona. I am writing on behalf of our school district to offer our support for Arizona's Race to the Top – Early Learning Challenge application. In the K-12 school system, we see daily the importance of promoting school readiness for vulnerable and high-need children and we are pleased to be working together with state and local partners to make the early childhood education, development, and health system in Arizona more comprehensive and coordinated.

We share your commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top – Early Learning Challenge application:

- Successful State Systems
- High-Quality, Accountable Programs
- Promoting Early Learning and Development Outcomes for Children
- A Great Early Childhood Education Workforce
- Measuring Outcomes and Progress

Decades of research has established that young children's brains are 90 percent developed by the time they are five years old, and the experiences young children have from birth to five set the stage for lifelong learning and achievement in school and beyond.

We understand that preparing young children for success in school and life means more than simply funding programs and providing services. It means having a shared vision about what being prepared for kindergarten actually means and a collective and sustained commitment to work across sectors to realize this vision.

Arizona's vision for ensuring that all children have a solid foundation for success in school and life is clearly reflected in the state's application to the Early Learning Challenge.
Arizona's early childhood system has historically existed with little coordination between disparate funding streams and stakeholders; but that is changing. In the past few years, Arizona has faced notable challenges affecting the early childhood system, but we have also made important and meaningful progress. For example, in 2006 Arizona voters overwhelmingly approved a tobacco tax increase dedicated solely to support the development of a statewide early childhood development and health system. Over the last decade we've made substantial progress building a unified early childhood system. The Race to the Top – Early Learning Challenge grant is an opportunity to propel our system-building efforts forward.

Race to the Top – Early Learning Challenge funds could provide the needed resources to continue building a better future for Arizona's young children and families and would allow us not only to build on the strengths of our early childhood system, but also to acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services and experiences that support young children's success in school and in life.

In closing, I offer our commitment and pledge to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Race to the Top – Early Learning Challenge application and thank you for your commitment to early childhood education, development and health.

Sincerely,

John D Warren

John Warren
Superintendent
Topock Elementary School District

Yuma School District One
ONE Community Pursuing Excellence

450 W. Sixth Street
Yuma, Arizona 85364-2973
Phone: 928.502.4303
Fax: 928.703.7807

Darwin J. Stiffler, Ed.D.
Superintendent

October 13, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

My name is Darwin Stiffler, Ed.D., proud Superintendent of Yuma School District One.

I/we share your steadfast commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top – Early Learning Challenge application:

- Successful State Systems
- High-Quality, Accountable Programs
- Promoting Early Learning and Development Outcomes for Children
- A Great Early Childhood Education Workforce
- Measuring Outcomes and Progress

Decades of research has established that young children's brains are 90 percent developed by the time they are 5, and the experiences young children have from birth to 5 set the stage for whether they will be prepared to achieve in school and beyond.

Fulfilling our commitment to our young children means more than simply funding programs and services. It means having a shared vision about what being prepared for kindergarten actually means and then a collective and sustained commitment to work across sectors to realize this vision.

Arizona's vision for ensuring that all children have a solid foundation for success in school and life is clearly reflected in the state's application to the Early Learning Challenge.

In the past few years, Arizona has faced notable challenges affecting the early childhood system, but we have also made some important and meaningful progress. For example, in 2006 Arizona voters overwhelmingly approved a tobacco tax increase dedicated solely to support the development of a statewide early childhood development and health system.

Over the last decade we've made substantial progress building a unified early childhood system. The Race to the Top – Early Learning Challenge grant is an opportunity to dramatically propel our system-building efforts.

The Race to the Top – Early Learning Challenge grant can help Arizona build on the strengths of our early childhood system, acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services and experiences that support young children's success in school and in life.

I strongly support the Race to the Top - Early Learning Challenge. Children arriving in kindergarten prepared to achieve is the first step to life-long learning. Thank you for your support of K-12 and Early Childhood Education.

Respectfully,

Darwin J. Stiffler, Ed.D.

GOVERNING BOARD

Karen Griffin Maureen Irr Karl Koenig Joseph Melchionne Catherine Nicewander

ATTACHMENT JJJ – Letters of Intent & Support – Educational Advocacy Organizations

ATTACHMENT JJJ – Letters of Intent & Support – Educational Advocacy Organizations

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Orcutt/Winslow Partnership
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Debra Duvall
Arizona School Administrators Association
Board Secretary

Vicki Balentine
Amphitheater Public Schools
Board Treasurer

October 12, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

The Arizona Business & Education Coalition (ABEC) is the only statewide organization that brings business and education leaders together to share information, to find common ground on complex issues, and to work to influence the future of education in Arizona. ABEC's work is at the public policy level, with relationships built from the "grassroots to grass tops," from local communities to publicly-elected officials. Though the primary work of ABEC is concentrated on K-12, we say we have "linkages" to prekindergarten and postsecondary education. ABEC advocates that *all* students must read on grade level by 3rd grade; that *all* students are prepared for either higher education or the workforce. *All* students must be lifelong learners to be prepared for a very different future. To that end, ABEC advocates that:

- Children must enter kindergarten ready for learning.
- Students must take more rigorous coursework.
- We must have high expectations for everyone in the educational pipeline.
- There must be effective interventions in place at all levels so that all students can achieve.

More rigorous curriculum: ABEC applied for and, in October, 2004, received a grant from the Center for US Scholars to initiate the first Arizona Academic Scholars program. Targeted at the middle 50% of Arizona students, it engaged the business community to carry the message of more challenging curriculum choices to 8th graders, just prior to their registration for high school. That effort resulted, ultimately, in the State Board of Education increasing graduation requirements for Arizona graduates to four credits of math and three of science.

We know that achieving a more rigorous curriculum and a world-class system begins with high-quality early learning opportunities for children from birth to age five. While ABEC is focused on public policy, we know that evidence-based early childhood programs–such as quality early education, including prekindergarten; preventive health and dental care; and voluntary home visiting–support children's healthy development and help them become productive adults.

On behalf of the Arizona Business & Education Coalition (ABEC) we write this letter of support for Arizona's application for Race to the Top. It is imperative that our children enter school ready to learn.

Sincerely,

Susan Carlson

Susan Carlson
Executive Director
Arizona Business & Education Coalition

ARIZONA SCHOOL ADMINISTRATORS

October 11, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 W. Washington St
Phoenix, AZ 85007

Dear Governor Brewer:

Thank you for your efforts to improve the educational opportunities provided to Arizona's youth. The Race to the Top reform areas provide the foundation for Arizona's educational program. The Arizona School Administrators, Inc. continue to support you and these initiatives.

Your decision to apply for an Early Learning Challenge Grant can help Arizona build on the strengths of our early childhood system, acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality and ultimately deliver a coordinated set of services and experiences that will contribute to future success in our elementary and secondary schools.

The Arizona School Administrators, Inc. provides advocacy for issues impacting on our K-12 population. We recognize the great diversity of students entering the kindergarten classrooms across our state. Arizona's vision for ensuring that all children have a solid foundation for success in school and life is clearly reflected in the state's application to the Early Learning Challenge.

I offer the commitment of the membership of the Arizona School Administrators to work together to implement the vision and strategies presented in Arizona's Early Challenge application.

Sincerely,

Debra Duvall

Debra Duvall, Ed.D.
Executive Director

1910 W. WASHINGTON ST. PHOENIX, AZ 85009 602.252.0361 1.800.472.9753 FAX 602.252.8862

CENTER FOR THE FUTURE OF ARIZONA

October 12, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

I am writing to you in my capacity as Executive Director of the Center for the Future of Arizona. Our center, which I co-founded in 2002 with Dr. Lattie Coor, our CEO and Chairman, is a nonprofit 501c(3) dedicated to a research based action-oriented agenda on issues of critical importance to the future of our state. Education and early education, in particular, are critical to the economic competitiveness and well-being of our state and are therefore a major focus of our activities.

Our center has long advocated the importance of a strong early childhood education, development, and health system in Arizona. It is for this reason that I agreed to serve on the School Readiness Board, as well as the P-20 Council of Arizona. Our center firmly believes and supports the goals and objectives of an aligned P-20 educational system and has worked towards that in our education initiatives. I am pleased to note that Arizona's vision for ensuring that all children have a solid foundation for success in school and life is clearly reflected in the state's application to the Early Learning Challenge.

Decades of research have established that young children's brains are 90 percent developed by the time they are 5, and the experiences young children have from birth to 5 set the stage for whether they will be prepared to achieve in school and beyond. Fulfilling our commitment to our young children means more than simply funding programs and services. It means having a shared vision about what being prepared for kindergarten actually means and then a collective and sustained commitment to work across sectors to realize this vision. Arizona's early childhood system has historically existed with little coordination between disparate funding streams and stakeholders. In the past few years, Arizona has faced notable challenges affecting the early childhood system, but we have also made some important and meaningful progress. For example, in 2006 Arizona voters overwhelmingly approved a tobacco tax increase dedicated solely to support the development of a statewide early childhood development and health system.

Over the last decade Arizona has made substantial progress building a unified early childhood system because the political, business and education leadership in our state understands the importance of doing so. The Race to the Top – Early Learning Challenge grant is an opportunity to dramatically propel our system-building efforts.

The Race to the Top – Early Learning Challenge grant can help Arizona build on the strengths of our early childhood system, acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services and experiences that support young children's success in school and in life.

Our center shares your steadfast commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top – Early Learning Challenge application:

- Successful State Systems
- High-Quality, Accountable Programs
- Promoting Early Learning and Development Outcomes for Children
- A Great Early Childhood Education Workforce
- Measuring Outcomes and Progress

I offer our center's commitment and pledge to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application.

Governor Brewer, I commend you for your leadership in moving this initiative forward and in preparing and submitting the early childhood initiative RttT application.

Sincerely,

Sybil Francis, Ph.D.
Executive Director

Arizona Charter Schools Association
SUPPORT. ADVOCATE. LEAD.

October 11, 2011

The Honorable Jan Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Re: Arizona Race to the Top – Early Learning Challenge

Dear Governor Brewer:

Arizona Charter Schools Association is a membership association serving its members in three different focus areas:

SUPPORT student achievement through high-quality charter schools.
ADVOCATE for student equity and charter school autonomy.
LEAD as a sustainable, strong, credible organization.

Arizona leads the nation with the highest percentage of students attending charter schools. Charter students now make up more than 12% of Arizona's public K-12 students, and the 524 charter schools are 25% of Arizona's public schools. Parents continue to choose charter schools in record numbers with 133,890 in the 2011-12 school year which is an increase of 10,000 students since last school year.

The Association shares your steadfast commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top – Early Learning Challenge application:

- Successful State Systems
- High-Quality, Accountable Programs
- Promoting Early Learning and Development Outcomes for Children
- A Great Early Childhood Education Workforce
- Measuring Outcomes and Progress

Decades of research has established that young children's brains are 90 percent developed by the time they are five, and the experiences young children have from birth to five set the stage for whether they will be prepared to achieve in school and beyond.

Fulfilling our commitment to our young children means more than simply funding programs and services. It means having a shared vision about what being prepared for kindergarten actually means and then a collective and sustained commitment to work across sectors to realize this vision.

Arizona's vision for ensuring that all children have a solid foundation for success in school and life is clearly reflected in the state's application to the Early Learning Challenge.

Arizona Charter Schools Association
SUPPORT. ADVOCATE. LEAD.

Arizona's early childhood system has historically existed with little coordination between disparate funding streams and stakeholders.

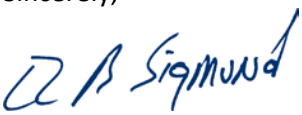
In the past few years, Arizona has faced notable challenges affecting the early childhood system, but we have also made some important and meaningful progress. For example, in 2006 Arizona voters overwhelmingly approved a tobacco tax increase dedicated solely to support the development of a statewide early childhood development and health system.

Over the last decade, we've made substantial progress building a unified early childhood system. The Race to the Top – Early Learning Challenge grant is an opportunity to dramatically propel our system-building efforts.

The Race to the Top – Early Learning Challenge grant can help Arizona build on the strengths of our early childhood system, acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services and experiences that support young children's success in school and in life.

We offer our commitment and pledge to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application.

Sincerely,



President

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Prescott Unified

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Mesa Unified

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Cave Creek Unified

SECRETARY
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Katrina Talkalai

CHAIR, BLACK CAUCUS
David Evans

NSBA PACIFIC REGION DIRECTOR
Cynthia Matus-Morriss

INTERIM EXECUTIVE DIRECTOR
Dr. Chuck Essigs

"Quality leadership and advocacy for children in public schools."

October 11, 2011

The Honorable Janice K. Brewer, Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

The Arizona School Boards Association (ASBA), representing over 235 traditional district and charter school governing boards, is very much in support of Arizona's application for the Race to the Top Early Learning Challenge Grant.

ASBA has been a strong supporter of early childhood education, which has been part of our Political Agenda for over two decades, as we know that quality early childhood education ensures that children come to the K-12 public school children healthy and ready to learn. ASBA supported the initial initiative, both financially and in name, in 2006 to dedicate tobacco tax monies to support the development of a statewide early childhood development and health system. We also made a significant investment this past year when the legislature put forward a referendum to dismantle the 2006 efforts. Voters overwhelmingly refused to take a step back in our commitment to children and their futures.

Along with others, we share your steadfast commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top – Early Learning Challenge application:

- Successful State Systems
- High-Quality, Accountable Programs
- Promoting Early Learning and Development Outcomes for Children
- A Great Early Childhood Education Workforce
- Measuring Outcomes and Progress

The stakes have been raised with the passage in 2010 of the third grade retention legislation, commonly referred to as Move on When Reading. Children that are not reading at a third grade level will be required to be retained with various interventions offered. We know that reading is essential and without that as a solid foundation, kids will flounder in their future schooling. The Early Learning Challenge Grant application has the ability to assist kids develop early literacy skills.

ASBA is very appreciative of your leadership to support our children and our public schools. The implementation of Arizona's Education Reform Plan is well underway; the Early Learning Challenge Grant will serve to propel our reform efforts in a unified way to ensure children succeed. Thank you for all of your efforts; ASBA stands ready to assist in these endeavors.

Sincerely,

Dee Navarro
President

Dr. Chuck Essigs
Interim Executive Director

DN/CE/sfs

ARIZONA SCHOOL BOARDS ASSOCIATION
2100 North Central Avenue, Suite 200, Phoenix, Arizona 85004 ● 602.254.1100 ● FAX 602.254.1177

EXPECT MORE ARIZONA®
Ready Kids • Ready Graduates • Ready Workforce

October 12, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

On behalf of Expect More Arizona, we are pleased to submit this letter in support of Arizona's application for the Race to the Top Early Learning Challenge grant.

Expect More Arizona is a statewide movement dedicated to making Arizona education the best in the nation. We are working to create a culture that values education as our states top priority by championing high expectations and high quality education for all kids – from birth through career.

Since our inception, Expect More Arizona has championed the importance of quality early learning for Arizona's youngest children. The economic benefits are proven and the research consistently shows that high quality early learning experiences lay the foundation for long-term success in college, career and life.

If Arizona is fortunate enough to secure a Race to the Top – Early Learning Challenge grant, children across our state will benefit. It will enable Arizona to build on the strengths of our early childhood system, acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services and experiences that support young children's success in school and in life.

Expect More Arizona is in favor of bringing additional resources to our state that will help provide educational opportunities for children ages 0-5 and we offer support in working together to plan, coordinate, and implement the broad vision and specific strategies outlined in the application.

Thank you for your support and leadership in developing and submitting the Race to the Top – Early Learning Challenge grant. We appreciate your commitment to education for all Arizona children.

Sincerely,

Nicole Magnuson
Executive Director

Paul J. Luna
Oversight Board Chairman



645 N. 4th Ave., Suite A

Phoenix, AZ 85018

12 October 2011

The Honorable Janice K. Brewer

Governor of Arizona

1700 West Washington

Phoenix, AZ 85007

Dear Governor Brewer:

On behalf of our members and staff at Stand for Children, we strongly endorse Arizona's application for the Race to the Top – Early Learning Challenge.

Stand for Children's mission is to ensure that all children, regardless of their background, graduate from high school prepared for, and with access to, a college education. Setting a strong foundation for our children from the very beginning is crucial in this effort.

We share your steadfast commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top – Early Learning Challenge application:

- Successful State Systems
- High-Quality, Accountable Programs
- Promoting Early Learning and Development Outcomes for Children
- A Great Early Childhood Education Workforce
- Measuring Outcomes and Progress

Decades of research have established that young children's brains are 90 percent developed by the time they are five, and the experiences children have from birth to five set the stage for whether they will be prepared to achieve in school and beyond.

Fulfilling our commitment means more than simply funding programs and services. It means having a shared vision about what being prepared for kindergarten actually means and then a collective and sustained commitment to work across sectors to realize this vision.

Arizona's vision for ensuring that all children have a solid foundation for success in school and life is clearly reflected in the state's application to the Early Learning Challenge.

Arizona's early childhood system has historically existed with little coordination between disparate funding streams and stakeholders.

In the past few years, Arizona has faced notable challenges affecting the early childhood system, but we have also made some important and meaningful progress. For example, in 2006 Arizona voters overwhelmingly approved a tobacco tax increase dedicated solely to support the development of a statewide early childhood development and health system.

Over the last decade we've made substantial progress building a unified early childhood system. The Race to the Top – Early Learning Challenge grant is an opportunity to dramatically propel our system-building efforts.

The Race to the Top – Early Learning Challenge grant can help Arizona build on the strengths of our early childhood system, acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services and experiences that support young children's success in school and in life.

We offer our commitment and pledge to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application.

We therefore strongly endorse this plan and look forward to implementing it.

Sincerely,

Carl Zaragoza

Arizona Advocacy Director, Stand for Children

ATTACHMENT KKK – Letters of Intent & Support – Business

A UniSource Energy Company
P. O. Box 711
Mail Stop UE180
Tucson, Arizona 85702-0711

Paul Bonavia
Chairman, President & Chief Executive Officer

TEL. 520-884-3623
FAX 520-884-3612

October 14, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 W. Washington
Phoenix, Arizona 85007

Dear Governor Brewer:

Please accept this letter as a strong voice of support for Arizona's pursuit of the Race to the Top – Early Learning challenge grant.

Tucson Electric Power (TEP) is an engaged community partner in Southern Arizona, demonstrated through both workforce volunteerism and philanthropic dollars. In addition to community engagement, TEP is a leading employer in the Tucson metropolitan region. We know we need an educated workforce to serve the more than 375,000 customers who rely on our services.

Statewide access to high-quality early learning makes good business sense. The skills needed for today's 21st century workforce require a strong educational foundation. . That foundation is quality early educational experiences. We know that 90 percent of a young child's brain is developed by age 5. The core programmatic focus of the Race to the Top – Early Learning Challenge grant is the provision of high – quality early learning. TEP shares the vision that a solid start requires a coordinated statewide structure that ensures all Arizona children enter kindergarten with the tools needed to succeed. Race to the Top – Early Learning Challenge supports implementation of just such a structure.

Additionally, in Southern Arizona, there are already community investments and coordination that will serve to scaffold expansion of early learning opportunity through Race to the Top funding. Leaders such as the United Way of Tucson and Southern Arizona and Diamond Children's Hospital are just two of southern Arizona's committed organizations.

In a competitive global economy, highly technical industries such as energy cannot compete without a world class educational system. Race to the Top – Early Learning Challenge funding will serve as a key building block to create such as system.

Sincerely,

Paul J. Bonavia

October 11, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 Washington Street
Phoenix, AZ 85007

Dear Governor Brewer:

The Arizona Multihousing Association (AMA) is the state's sole trade association for the apartment and rental housing industry. Membership of approximately 1350 physical sites is represented throughout the state with highest concentrations of members located in Maricopa and Pima Counties. Since 1965, the AMA has had a great history of engaging in a number of statewide partnerships that utilize the strength of the private sector to support and stabilize neighborhoods and communities.

An exceptional example of this is reflected in the recent partnership between the Arizona Multihousing Association and Southwest Human Development (SWHD). In 2009 the AMA introduced the Raising A Reader (RAR) program through a partnership with SWHD to a select group of prescreened member properties. The AMA established a canvassing method to ensure that RAR was brought to neighborhoods it could most impact by providing low- income families the support associated with a proven curriculum which consisted of an 8-week, instructor-led model in which parental participation was at the core.

Since its pilot year AMA members throughout Arizona have responded with a resounding demand for more sessions to be brought to properties in their regions. The fact is RAR has proven to be one of the most dynamic resident retention programs AMA members have seen in years. Managers conducting RAR sessions have reported a decrease in criminal activity as well as heightened visibility with community leadership when compared to comparable sites within the same region.

The AMA continues to support RAR by providing internal staff support, annual fundraisers, and awareness campaigns in order to continue to expand this program in their apartment communities. We are fully supportive of the proposed expansion of Raising A Reader and look forward to its success.

Sincerely,

Tom Simplot
CEO/President
Arizona Multihousing Association

The Boeing Company
5000 East McDowell Road
Mesa, AZ 85215-9797

October 12, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

For more than 10 years, Boeing has been involved with Early Learning programs in Arizona. Brain research shows that the foundations of learning begin very early in life and that parents, grandparents, caregivers and professionals are key to ensuring the emotional, social and intellectual development of children through positive experiences in those early years. This is the foundation for future success in learning and life.

To succeed in school and life, children 0-5 need a nurturing and loving environment, consistent and responsive daily care and stimulation of intellectual and imaginative skills.

Boeing shares Arizona's vision for ensuring that all children have this solid foundation for success and we applaud the core areas of a successful state system, high-quality accountable programs, positive outcomes for children, a skilled Early Education workforce and measurements for outcomes and progress outlined in the state's Race to the Top – Early Learning Challenge application.

The state has made significant progress in developing a unified early childhood system and The Race to the Top – Early Learning Challenge grant will provide the means to build upon these successes by improving quality and efficiency and ensuring coordinated services to support the necessary early childhood foundations.

Boeing over the last decade has supported numerous parent training programs as well as professional development and degree programs for Early Learning teachers and caregivers in Arizona. Boeing recognizes parents as their child's first and more important teacher and the important role that others play in a child's development. We will continue these investments and coordination with the state, education and nonprofit community to move these programs forward and ensure success for Arizona's youngest citizens.

Best regards,

Tony Ham
Boeing Mesa Site Leader & Director of Operations

CHANEN CONSTRUCTION COMPANY, INC.
GENERAL CONTRACTING ▪ CONSTRUCTION MANAGEMENT ▪ DESIGN-BUILD

October 11, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

In the 56 years Chanen Construction Company has been in business, we have witnessed tremendous change. We have grown from a small enterprise that started in 1955, and today we are ranked among the top construction companies in the country. We have also seen the Southwest and cities around the country in which we build grow and change as well. And we're proud to have played a part, building structures that have shaped the skylines from Arizona to Florida, Alaska to Oklahoma, San Francisco to North Carolina.

As a business owner, employer, and as former president of the Arizona Board of Regents, I have a keen understanding of the importance of having a world-class education system. And achieving a world-class system begins with high-quality early learning opportunities for children in the earliest years of life. We know that evidence-based early childhood programs—such as quality early education, including prekindergarten and preventive health and dental care —support children's healthy development and help them become productive adults.

In this extremely competitive global marketplace, investments in high-quality early learning programs for our youngest children are a wise and necessary investment. Public investments in early childhood education deliver huge payoffs – with every dollar spent yielding increased tax revenues and reduced spending on child welfare, special education, and grade retention.

Over the last decade we have made much progress in building a unified early childhood system in the state. The Race to the Top grant is an opportunity to significantly move Arizona's system-building efforts even further. I applaud your commitment to ensuring that Arizona's education system excels as we move towards a more unified and sustainable early learning system.
I offer my wholehearted support and endorsement of the broad vision and specific strategies articulated in Arizona's Race to the Top - Early Learning Challenge application. Thank you for your leadership.

Sincerely,

Herman Chanen
Chairman of the Board
Chanen Construction Company, Inc.

HC:sls

55 YEARS



Chandler Regional Medical Center
Mercy Gilbert Medical Center
Members of CHW

October 12, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

Chandler Regional Medical Center (CRMC) and Mercy Gilbert Medical Center (MGMC), members of Catholic Healthcare West (CHW), are pleased to support a strong early childhood education, development, and health system in Arizona. We share your steadfast commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top – Early Learning Challenge application:

- Successful State Systems
- High-Quality, Accountable Programs
- Promoting Early Learning and Development Outcomes for Children
- A Great Early Childhood Education Workforce
- Measuring Outcomes and Progress

We know that evidence-based early childhood programs—such as quality early education, including pre-kindergarten; preventive health and dental care; and voluntary home visiting—support children's healthy development and help them to become productive adults.

As a result of the CHW mission in the East Valley to deliver health care and partner with the community, $29.7 million in services were provided during FY10. More than 100,000 people were reached through community health services, community building activities, community grants programs, and community benefit operations. Hospital programs benefiting young children and their families include multiple maternal child health and safety classes, oral health prevention programs, immunizations, hearing and vision screening, and Healthy Families screening and education services.

Through the Community Grants program, community partners engaged in promoting early learning and development outcomes for children were able build a strong foundation for success in school and in life. A sampling of partners who benefited from the CHW Community Grants Program includes ICAN, Chandler Education Foundation, Southwest Human Development, Maricopa County Asthma Coalition, and the Juvenile Diabetes Research Foundation.



Chandler Regional Medical Center
Mercy Gilbert Medical Center
Members of CHW

Fulfilling our commitment to our young children means more than simply funding programs and services. It means having a shared vision about what being prepared for kindergarten actually means and then a collective and sustained commitment to working across sectors to realize this vision.

Arizona's early childhood system has historically existed with little coordination between disparate funding streams and stakeholders. In the past few years, Arizona has faced notable challenges affecting the early childhood system, but we have also made some important and meaningful progress. For example, in 2006 Arizona voters overwhelmingly approved a tobacco tax increase dedicated solely to supporting the development of a statewide early childhood development and health system. Over the last decade we've made substantial progress toward building a unified early childhood system. The Race to the Top – Early Learning Challenge grant is an opportunity to dramatically propel our system-building efforts.

The Race to the Top – Early Learning Challenge grant can help Arizona build on the strengths of our early childhood system, acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services and experiences that support young children's success in school and in life.

Chandler Regional and Mercy Gilbert Medical Centers offer our commitment and pledge to work together to plan, coordinate, and implement the broad vision and specific strategies presented in the Arizona's Early Learning Challenge application. We fully support your leadership and Arizona's application for the Race to the Top – Early Learning Challenge.

Sincerely yours,

Kathleen Dowler, R.N. BSHA
Director Community Integration
Catholic Healthcare West East Valley
Chandler, Arizona

WORLD CHAMPIONS
2001

NL WEST CHAMPIONS
1999 2001 2002
2007

October 10, 2011

Dear Governor Brewer:

I am writing this letter in support of Arizona's application for the Early Childhood Race to the Top funding competition. The Arizona Diamondbacks are strongly committed to the success of our community's children and youth. Through our Foundation, we distribute funds to many community programs that promote the success of our youngest citizens. We share your commitment to building a strong educational system that supports the success of ALL of Arizona's children.

The application being submitted addresses a critical foundational issue to the success of our children - assuring that our youngest citizens have high quality educational and health services so that they enter kindergarten ready to succeed. I am aware of the decades of research that has established that the experiences young children have from birth to age five sets the stage for whether they will be prepared to achieve in school and in life. Arizona's application for the Early Learning Race to the Top funding recognizes that, to fully address the needs of young children, we must go beyond simply funding programs to developing a shared vision for an early childhood system of care and developing shared strategies and metrics for reaching that vision.

As the President and Chief Executive Officer of the Arizona Diamondbacks and as a member and current Chair of the Board of Directors of Valley of the Sun United Way, I am committed to continued participation in the development of a strong early childhood system. Over the last decade, Arizona has made substantial progress building a unified early childhood system and I am pleased to have been a part of that process. In this extremely competitive global economy, our continued commitment to a shared vision of success for our youngest children and for collective and sustained work across sectors to achieve this vision is essential to all of our success. The Race to the Top Early Learning Challenge grant is an opportunity to dramatically propel our efforts forward through the further development of a coordinated system that supports high-quality, effective programs.

Thank you for your leadership in the development and submission of this application. As a business leader, I commend your commitment to the long-term health of our economy and our community through your support of our youngest citizens.

Sincerely,

Derrick M. Hall
President and CEO

PHONE (602) 514 4444 FAX (602) 462 4138
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EAST VALLEY PARTNERSHIP

Improving business and quality of life in the East Valley

October 10, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

The East Valley Partnership has long been a supporter of First Things First and their initiatives for early learning. We are pleased to give our unconditional support to this Race to the Top – Early Learning Challenge.

We share your steadfast commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top – Early Learning Challenge application:

- Successful State Systems
- High-Quality, Accountable Programs
- Promoting Early Learning and Development Outcomes for Children
- A Great Early Childhood Education Workforce
- Measuring Outcomes and Progress

Decades of research has established that young children's brains are 90 percent developed by the time they are 5, and the experiences young children have from birth to 5 set the stage for whether they will be prepared to achieve in school and beyond.
Fulfilling our commitment to our young children means more than simply funding programs and services. It means having a shared vision about what being prepared for kindergarten actually means and then a collective and sustained commitment to work across sectors to realize this vision.

Arizona's vision for ensuring that all children have a solid foundation for success in school and life is clearly reflected in the state's application to the Early Learning Challenge.

Arizona's early childhood system has historically existed with little coordination between disparate funding streams and stakeholders.

In the past few years, Arizona has faced notable challenges affecting the early childhood system, but we have also made some important and meaningful progress. For example, in 2006 Arizona voters overwhelmingly approved a tobacco tax increase dedicated solely to support the development of a statewide early childhood development and health system.

Over the last decade we've made substantial progress building a unified early childhood system. The Race to the Top – Early Learning Challenge grant is an opportunity to dramatically propel our system-building efforts.

The Race to the Top – Early Learning Challenge grant can help Arizona build on the strengths of our early childhood system, acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services and experiences that support young children's success in school and in life.

We offer our commitment and pledge to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application.

As a non-profit coalition, supporting businesses and quality of life in the East Valley, we believe this initiative will go a long way toward assisting those in need in the early development years of their education. We encourage your support as well.

Sincerely,

Roc Arnett
President/CEO
East Valley Partnership

EDDIE BASHA
P.O. BOX 488
CHANDLER, ARIZONA 85244

October 6, 2011

Dear Governor Brewer:

I'm writing today to pledge my support of Arizona's application for Race to the Top Early Learning Challenge, the federal grant opportunity that would make our state eligible for up to $70 million to support early childhood education, development, and health system in Arizona.

As I'm sure you know, my wife Nadine and I have been deeply involved in First Things First, the voter-approved initiative whose mission is to ensure that all Arizona children five and younger have the tools they need to arrive at school healthy and ready to succeed. Decades of research have established that young children's brains are 90 percent developed by the time they are five, and the experiences young children have from birth to five set the stage for achievement in school and beyond. Obviously, Race to the Top dovetails perfectly with First Things First's mission.

Fulfilling our commitment to young children means more than simply funding programs and services. It means having a shared vision about what being prepared for kindergarten actually means, and then a collective and sustained commitment to work across sectors to realize this vision. Arizona's vision for ensuring that all children have a solid foundation for success in school and life is clearly reflected in the state's application to the Early Learning Challenge.

In the past few years, Arizona has faced notable challenges affecting the early childhood system, but we have also made some important and meaningful progress. The passage of First Things First was one such achievement, and I'm hopeful we sustain that momentum with Race to the Top. This grant is an opportunity to dramatically propel our system-building efforts forward.

And, I am not alone in this commitment. In 2006, the entire business community rallied and donated $3 Million to ensure the passage of the FTF Ballot Initiative. And, again, in 2009, the business community raised another $1 Million to ensure that the First Things First Program remain intact when efforts by those in opposition to early childhood programs attempted to garner support at the ballot box to sweep all funds in FTF's coffers as well as future revenues. Resoundingly, that second attempt was thwarted. It was a unified message from business: Protect education for Arizona's youth.

As both a businessman and an advocate of education, I understand that the foundation of many skills needed for 21st-century jobs is established in the earliest years of life. I also know that the investments we make in high-quality early learning programs for children make a difference in the quality of life for an entire community. That's why I pledge my support as we work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application.

Sincerely,

Eddie Basha

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

GREATER PHOENIX LEADERSHIP

October 11, 2011

Honorable Janice K. Brewer
Governor of Arizona
1700 W. Washington Street
Phoenix, AZ 85007

Dear Governor,

Greater Phoenix Leadership (GPL), is an organization of Chief Executive Officers (CEO's) who represent 90 companies and over 250,000 employees. Members work together to move forward initiatives, public policy, and projects that will strengthen the future of Arizona. GPL has been a leader and champion of P-20, the continuum of education from early childhood through K-12 and higher education. GPL has advocated and supported policy and funding First Things First and their goals for healthy children to be ready to compete as they enter their formal schooling. GPL has supported, and funded, educating the public regarding important findings of early brain research and there implication for children and their education.

We understand the importance of having a competitive, world class, educated workforce. We know the development of these skills begin in the earliest years of development. Prevention and early education is a wise investment in our people and of our resources. We know when investment is not made in our children, the likelihood of costs for increased social services and criminal justice is raised and a healthy economy and quality of life are all diminished.

We support and applaud Governor Brewer and Arizona's vision to ensure that all children have a solid foundation for success in school and life. We believe these desired outcomes are reflected in our application to the early learning challenge and lend our full support and advocacy.

Respectfully,



James K. Zaharis
Vice President, Education
Greater Phoenix Leadership



October 13, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

It is with great pleasure that I write this letter of support for Arizona's Race to the Top-Early Learning Challenge Application. With a significant presence in Arizona, Intel is a strong corporate partner in both education and economic development. A strong early childhood education system is a critical foundation of an education system which will ensure the success of Intel and other 21st century employers, who depend on college and career readiness for all Arizona students. Arizona's application demonstrates the vision and commitment to core elements of an integrated system that promotes early learning and development outcomes for children through high quality programs with strong accountability and the development of a great Early Childhood education workforce.

Fulfilling our commitment to our young children means more than simply funding programs and services. It means having a shared vision about what being prepared for kindergarten actually means and then a collective and sustained commitment to work across sectors to realize this vision. Arizona is poised to deliver on this mission. Since 2005, the Governors P20 Task force representing business, community, education, and government leaders has advanced an education agenda that supports economic development and personal prosperity and well-being for all Arizonans.

As early as 2006, Arizona voters overwhelmingly approved a tobacco tax increase dedicated solely to support the development of a statewide early childhood development and health system. And most recently, the development of Arizona Ready, the state reform plan, aligns, leverages and integrates resources for the highest possible efficiencies and economies of scale across the Pre-K through higher education continuum. Finally, the commitment to continue build a statewide early learning data system that connects participating state agencies and participating programs, and is interoperable with the statewide longitudinal data system will facilitate the collection and accessibility of essential data elements so that timely and relevant information can be generated and used for continuous improvement and decision making.

Our nation cannot afford the cost of inaction Arizona's vision for ensuring that all children have a solid foundation for success in school and life is clearly reflected in the state's application to the Early Learning Challenge. The Race to the Top – Early

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Chandler, AZ 85226-3699
(480) 554-8080

www.intel.com

Learning Challenge grant can help Arizona build on the strengths of our early childhood system, acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services and experiences that support young children's success in school and in life.

In this extremely competitive global economy, investments in high-quality early learning programs for children from birth to age 5 are a smart and necessary investment. Intel is firmly committed to supporting Arizona as we transform our education system. We will continue to bring our leadership of organizations at the national level, and our collaborative leadership, to bear on this critical work. We look forward to continuing to provide leadership to the essential partnership of the business community as we execute the aggressive plan described in the Race to the Top Early Childhood Challenge application.

Sincerely,



Cathleen Aubin Barton
Education Manager
Intel Corporation

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(480) 554-8080

www.intel.com

PINNACLE WEST
CAPITAL CORPORATION

Donald E. Brandt
Chairman of the Board, President
& Chief Executive Officer

October 13, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

On behalf of Arizona Public Service – Arizona's largest taxpayer and one of its largest employers – I commend your efforts to secure the Race to the Top Early Childhood Challenge grant.

As you know, one of my responsibilities as Chairman and Chief Executive Officer of APS is to ensure our customers' power needs will be met now, and well into the future. To do so, we invest billions of dollars in critical infrastructure, so Arizona will have a clean, reliable energy future.

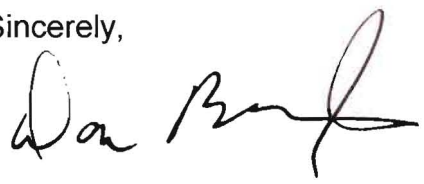
Early childhood education serves a similar function. By supporting education initiatives like First Things First, we are building the foundation to help Arizona children succeed in school and in life.

The Race to the top Early Childhood Challenge grant would make a significant positive impact on Arizona students. This support of early education would ultimately improve Arizona's economy, as well as the health and welfare of our residents. An improved education system also builds a more competitive labor pool, making Arizona more attractive to new and relocating companies, and increasing tax revenues for our state.

This is not a new initiative for us. APS has a long history of supporting education initiatives, including First Things First, because they deliver real value and will benefit our entire state. We applaud Arizona's goals outlined in the Race to the Top application.

Thank you for your attention to this important issue.

Sincerely,



400 North 5th Street, Mail Station 9042 Phoenix, AZ 85004 602-250-5602 Fax: 602-250-3303 E-Mail: donald.brandt@pinnaclewest.com

SOUTHERN ARIZONA LEADERSHIP COUNCIL

October 7, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

As you know, the 100 plus CEO's of the Southern Arizona Leadership Council (SALC) are deeply committed to improving education outcomes in our state. We truly appreciate your leadership in education. We were proud to stand with you on Prop 100 and we continue to support the other innovations you are seeking to make Arizona a model for an efficient and effective education system.

Based on extensive research showing the positive impact of early childhood education to improve student performance in later years, SALC endorsed the First Things First initiative and helped launch it in Southern Arizona. We continue to monitor its impact and the results are very encouraging.

Arizona's vision for ensuring that all children have a solid foundation for success in school and life is clearly reflected in the state's application to the Early Learning Challenge. We believe that the Race to the Top – Early Learning Challenge grant is an opportunity to dramatically build on our success so far.

The CEO's of SALC understand the importance of having a world-class education system. We believe that quality education P through 20 is critical to our long term economic success. We are honored to once again stand with you as you seek to improve the total education system in Arizona.

SALC is pleased to submit this letter of support and to express our willingness to support you in forwarding the state's application for the Early Learning Challenge Grant.

Sincerely,

Ronald E. Shoopman
President
Southern Arizona Leadership Council

4400 E. Broadway Blvd., Suite 307 Tucson, Arizona 85711 Ph. (520) 327-7619 Fax (520) 327-7613 www.salc.org

Telephone: (602) 631-2044
FAX: (602) 631-2065
Email: rdegraw@scfaz.com

Rick DeGraw
Sr. VP, Chief Administrative Officer
3030 North 3rd St., Phoenix, Arizona 85012

SCF Arizona™
At work for you

October 7, 2011

The Honorable Janice K. Brewer
Governor, State of Arizona
1700 West Washington
Phoenix, Arizona 85007

Dear Governor Brewer,

As you know, SCF Arizona is the largest provider of workers' compensation insurance in Arizona. We have served the businesses and families of our state for 85 years and have been a strong supporter of the communities we serve. In working with businesses and communities, we recognize the incredible importance of a strong and viable educational system, as do you. We have committed ourselves to helping our communities improve their educational system through various grants, sponsorships and an extensive volunteer network. These efforts are endorsed by our Board of Directors and supported actively by our employees.

We share your commitment to improving and elevating Arizona core educational programs, especially as they affect our youngest children and their families. That is one reason why we have supported Early Childhood Education efforts and one reason why we are strongly supportive of our Arizona race to the Top – Early Learning Challenge application.

SCF Arizona knows that employers want to locate their business where the educational system is of a high and consistent quality. We believe it is in the best interest of current and future employers to support and maintain a successful state system, to implement high quality and accountable educational programs at all levels, especially among the youngest population. We active support and promote early childhood education and outcome based measurements.

We all know that a child's first five years are incredibly important to their future success in school, in their careers and to our state's future. We share the vision of the Arizona Chamber of Commerce and Industry, Greater Phoenix Leadership, the Greater Phoenix Chamber of Commerce and others that we must continue and fulfill our commitment to our children. We actively support that vision by having executives serve on the governing boards of each of these organizations.

Our current economic condition has put pressure on our early childhood programs but our state has still made substantial progress in building a unified early childhood system and we appreciate and applaud your support of such efforts. As a major employer, an expanding company and a community supporter, we pledge our continued commitment and financial support to implementing the broad vision and the direct strategies that are contained in Arizona's Learning Challenge application.

Working with your and our state and local systems, we want to build on the strengths inherent in our early childhood educational systems and programs to deliver a coordinated system of services that provide very young children with the experiences and culture to assist in their future success in school and in employment.

Thank you for your continued leadership in these areas.

Sincerely,



Rick DeGraw
Senior Vice President
Chief Administrative Officer
SCF Arizona

U·S AIRWAYS

4000 E. Sky Harbor Blvd.
Phoenix, AZ 85034
480.693.5882
Fax: 480.693.5261

W. Douglas Parker
Chairman and Chief Executive Officer

October 6, 2011

The Office of Governor Jan Brewer
1700 West Washington Street
Phoenix, AZ 85007

Dear Governor Brewer:

I am writing this letter in support for Arizona's application for the Early Childhood Race to the Top funding competition. Our state's success is dependent on a well educated, highly competent workforce and that requires high quality early learning opportunities for our children from birth to five.

As a Board Member and Past Board Chair for Valley of the Sun United Way, I am aware of the decades of research that has established the experiences young children have from birth to 5 sets the stage for whether they will be prepared to achieve in school and in life. I have supported our work in early childhood to improve school readiness for young children through support of direct services, coordination of partnerships, and through participating in the community advocacy that led to the creation of First Things First. I share your commitment to building a strong early childhood system that strives to assure that ALL of our children have a solid foundation and opportunities for success.

Over the last decade we have made substantial progress building a unified early childhood system. In this extremely competitive global economy, our continued commitment to a shared vision of success for our youngest children and for collective and sustained work across sectors to achieve this vision is essential. The Race to the Top Early Learning Challenge grant is an opportunity to dramatically propel our efforts forward through the further development of a coordinated system that supports high-quality, effective programs.

Thank you for your leadership in the development and submission of this application. We in the business community appreciate your commitment to the long term health of our economy and our community through your support of our youngest citizens.

Sincerely,

Doug Parker

ATTACHMENT LLL – Letters of Intent & Support – Tribes and Tribal Organizations

INTER TRIBAL COUNCIL of ARIZONA, INC.

20 TRIBES

October 12, 2011

MEMBER TRIBES
AK-CHIN INDIAN COMMUNITY
COCOPAH TRIBE
COLORADO RIVER INDIAN TRIBES
FORT McDOWELL YAVAPAI NATION
FORT MOJAVE TRIBE
GILA RIVER INDIAN COMMUNITY
HAVASUPAI TRIBE
HOPI TRIBE
HUALAPAI TRIBE
KAIBAB-PAIUTE TRIBE
PASCUA YAQUI TRIBE
PUEBLO OF ZUNI
QUECHAN TRIBE
SALT RIVER PIMA-MARICOPA INDIAN COMMUNITY
SAN CARLOS APACHE TRIBE
TOHONO O'ODHAM NATION
TONTO APACHE TRIBE
WHITE MOUNTAIN APACHE TRIBE
YAVAPAI APACHE NATION
YAVAPAI PRESCOTT INDIAN TRIBE

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

The Inter Tribal Council of Arizona, Inc. (ITCA) is a non-profit organization that represents and works on behalf of 20 of the 22 federally recognized tribes in Arizona. As Executive Director of ITCA, I am pleased to submit this letter of support for Arizona's Race to the Top-Early Learning Challenge application.

ITCA shares your steadfast commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top – Early Learning Challenge application:

- Successful State Systems
- High-Quality, Accountable Programs
- Promoting Early Learning and Development Outcomes for Children
- A Great Early Childhood Education Workforce
- Measuring Outcomes and Progress

To meet the absolute priority of Promoting School Readiness for young children residing on Indian lands, Arizona's High Quality Plan as identified in the Race to the Top –Early Learning Challenge (RTT-ELC) application proposes to support early childhood initiatives for Tribes in Arizona through the following efforts:

- By increasing the number of children residing on Indian lands in high-quality settings by raising the quality of the settings in which they are currently served, and moving more Children With High Needs into high quality programs
- By increasing parental engagement and language and literacy development across early learning and community based programs, particularly among families living on Indian lands

2214 North Central Ave. • Suite 100 • Phoenix, Arizona 85004 • (602) 258-4822 • Fax (602) 258-4825

- Advancing Arizona's High-Quality Plan, by recognizing the need to substantially increase the number of Children with High Needs – especially tribal children–in high quality settings. To achieve this goal Arizona will promote increased participation in Quality First (the state's TQRIS) and support participating providers in increasing quality, while implementing strategies that will enroll more Children with High Needs in these programs.
- By increasing the number and diversity of programs certified, licensed and enrolled in Quality First, with an emphasis on programs serving children residing on Tribal lands.
- Advancing native language acquisition by building on existing partnerships with tribes in Arizona, such as the Hualapai Tribe, Salt River Pima Maricopa Indian Community, San Carlos Apache Tribe, Navajo Nation and the Gila River Indian Community. Strategies include identifying or developing materials and curricula in the local native language, training early care and education providers to support native language and cultural acquisition in early care and education settings, implementing the new curricula, and intentionally engaging families so that parents are actively engaged in developing their children's cultural identity.
- By significantly investing in improving the knowledge and competencies of unregulated Family, Friend and Neighbor (FFN) care providers by expanding peer networks, offering relevant and accessible professional development opportunities, and incentivize certification and licensing through Quality First, Arizona's Tiered Quality Rating and Improvement System. In order for FFN providers to take advantage of all Quality First financial and professional benefits, they are required to first be certified or licensed, but licensing is prohibitively expensive for many small FFN providers. The RTT-ELC funding will provide financial and coaching supports for meeting their tribal or state licensing requirements.

ITCA fully supports the RTT-ELC application and how it will benefit tribes as described above. Tribes have been collaborating and partnering with Arizona to improve early childhood education and health outcomes for years now. For example with the creation of First Things First, Arizona made a serious commitment to realigning how decisions are made and services are delivered for young children. The statute that created First Things First invited all of the 22 Federally Recognized Tribes in Arizona to play an active role in the program and governance of Arizona's emerging early childhood system. To date, 19 tribes are partnering with First Things First to implement much needed early childhood development and health services to children residing on Indian lands. Arizona's voluntary Tiered Quality Rating and Improvement System (TQRIS) known as Quality First is a comprehensive, outcome-based framework that makes high-quality early childhood programs accessible to help all children under five, including children residing on tribal lands, prepare for school. Quality First providers must be licensed or certified by the state or by one of the 22 federally recognized tribes or military installations in Arizona. Currently, 39 tribal programs participate in Quality First, which amounts to 5% of all the participating programs.

Children who live on tribal lands face particular challenges that increase their risk for school failure. These include poverty, parental unemployment, and lack of access to health care. These risk factors are exacerbated by geographic isolation – the poverty rate is higher among families on reservations than among American Indian families in other areas. The programs that serve them may also face challenges related to geographic isolation and limited resources. Fulfilling our commitment to our young children means more than simply funding programs and

services. It means having a shared vision about what being prepared for kindergarten actually means and then a collective and sustained commitment to work across borders and barriers to realize this vision.

The Race to the Top – Early Learning Challenge grant can help all of Arizona including Tribal Nations to build on the strengths of our early childhood systems, acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services and experiences that support young children's success in school and in life.

Arizona's vision for ensuring that all children have a solid foundation for success in school and life is clearly reflected in the state's application to the Early Learning Challenge. The Inter Tribal Council of Arizona, Inc. offers its commitment and pledge to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application.

Sincerely,

John R. Lewis
Executive Director

Chrono

ARIZONA COMMISSION OF INDIAN AFFAIRS

JANICE K. BREWER
GOVERNOR

KRISTINE FIRETHUNDER
EXECUTIVE DIRECTOR

October 14, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington, 9th Floor
Phoenix, Arizona 85007

Dear Governor Brewer:

In accordance with A.R.S. 15-244, the Arizona Commission of Indian Affairs has a vested interest in activities relating to the education of Native American Pupils. Based on the limited resources available to promote school readiness for young children residing on Indian Lands, we respectfully request that the Governor's Office support First Things First in their pursuit of the Race to the Top Early Learning Challenge application.

The Commission of Indian Affairs appreciates your commitment to support investments in early childhood education and excellence in key areas as a crucial component to strengthening the state education system. By developing a strong state system with measurable goals, we are able to ensure high quality programs for our children and create a strong early childhood education workforce. Arizona's vision for ensuring that all children have a solid foundation for success in school and life is clearly reflected in the state's application to the Early Learning Challenge.

Fulfilling our commitment to our young children means more than simply funding programs and services. It includes a collective and dedicated commitment to realize a shared vision on what tools are needed to actually be prepared for kindergarten. The Early Learning Challenge grant can help Arizona build on the strengths of our early childhood system, acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services and experiences that support success in school and life for young children.

If the Early Learning Challenge application is successful, the Commission of Indian Affairs recommends that 5% of the total award received by the state should be dedicated to programs for children living on tribal lands. This percentage is proportionate to the population and demonstrates the state's responsibilities to Indians and tribes.

You may count the Commission of Indian Affairs as one of those who support school readiness and want to see young children succeed. We offer our assistance in evaluating, consolidating and coordinating strategies presented in the Early Learning Challenge application.

Respectfully,

Lucinda Hughes-Juan
Chairperson, AZ Commission of Indian Affairs

AK-CHIN INDIAN COMMUNITY

Community Government

42507 W. Peters & Nall Road • Maricopa, Arizona 85138 • Telephone: (520) 568-1000 • Fax: (520) 568-1001

October 12, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

I would like to introduce myself; I am Louis J. Manuel Jr. Chairman of the Ak-Chin Indian Community.

The Ak-Chin Indian Community is located south of Phoenix near the city of Maricopa. As our children transition into a more structured school environment from pre-school, we feel it is critical to have access to the resources and health system to make that transition seamless. Race to the Top-Early Learning Challenge we feel is ideal and promotes the needed objectives to accomplish those goals.

The Ak-Chin Indian Community has seen the shortfall in meeting the needs especially for tribal children. Children with special needs are transferred to areas where resources are available to meet their needs, but in turn separate them from the comfort of a community environment.

- I/we share your steadfast commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top – Early Learning Challenge application:
  - Successful State Systems
  - High-Quality, Accountable Programs
  - Promoting Early Learning and Development Outcomes for Children
  - A Great Early Childhood Education Workforce
  - Measuring Outcomes and Progress

- Decades of research has established that young children's brains are 90 percent developed by the time they are 5, and the experiences young children have from birth to 5 set the stage for whether they will be prepared to achieve in school and beyond.

- Fulfilling our commitment to our young children means more than simply funding programs and services. It means having a shared vision about what being prepared for kindergarten actually means and then a collective and sustained commitment to work across sectors to realize this vision.

- Arizona's vision for ensuring that all children have a solid foundation for success in school and life is clearly reflected in the state's application to the Early Learning Challenge.

- Arizona's early childhood system has historically existed with little coordination between disparate funding streams and stakeholders.

- In the past few years, Arizona has faced notable challenges affecting the early childhood system, but we have also made some important and meaningful progress. For example, in 2006 Arizona voters overwhelmingly approved a tobacco tax increase dedicated solely to support the development of a statewide early childhood development and health system.

- Over the last decade we've made substantial progress building a unified early childhood system. The Race to the Top – Early Learning Challenge grant is an opportunity to dramatically propel our system-building efforts.

- The Race to the Top – Early Learning Challenge grant can help Arizona build on the strengths of our early childhood system, acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services and experiences that support young children's success in school and in life.

- I/We offer our commitment and pledge to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application.

- The Ak-Chin Indian Community has vision to a more in-depth assessment to measure skills and competencies. To identify in the early stages where we can create a more diversionary process to correct where needed and build a stronger foundation to success rather than being a causality number to the drop out stereotype.

- With the creation of First Things First, Arizona made a serious commitment to realigning how decisions are made and services are delivered for young children. The statute that created First Things First invites all of Arizona's 22 Federally Recognized Tribes to play an active role in the program and governance of Arizona's emerging early childhood system. To date, 19 tribes are partnering with First Things First to implement much needed early childhood development and health services to children residing on Indian lands.

- Arizona's voluntary Tiered Quality Rating and Improvement System (TQRIS) known as Quality First is a comprehensive, outcome-based framework that makes high-quality early childhood programs accessible to help all children under five, including children residing on tribal lands, prepare for school. Quality First providers must be licensed or certified by the state or by one of Arizona's 22

federally recognized tribes or military installations. Currently, 39 tribal programs participate in Quality First, which amounts to 5% of all the participating programs.

- Approximately 5% of children in Arizona live on tribal lands, compared with 1.9% nationally.

- Children who live on tribal lands face particular challenges that increase their risk for school failure. These include poverty, parental unemployment, and lack of access to health care. These risk factors are exacerbated by geographic isolation – the poverty rate is higher among families on reservations than among American Indian families in other areas. The programs that serve them may also face challenges related to geographic isolation and limited resources.

- 81% (22,754) of young American Indian children in Arizona live in low-income families.

The Ak-Chin Indian Community cannot *continue* to pursue the dreams of hopefuls in the concept of defining a more idealistic preparedness for our children. We feel that The Race to the Top-Early Learning Challenge provides a substantial and detailed vision in a realistic setting to make those goals achievable.

Sincerely,

Louis J. Manuel, Jr., Chairman
Ak-Chin Indian Community

Janice K. Brewer
Governor

Frederick L. Hubbard
Executive Director

ARIZONA ADVISORY COUNCIL ON INDIAN HEALTH CARE

October 11, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

The Advisory Council on Indian Health Care (Advisory Council) is writing to support a strong early childhood education, development and health system in Arizona. The Advisory Council was established by the Arizona Legislature in 1989 charged with the development of comprehensive health care delivery and financing system for American Indians in Arizona with a focus on creating Title XIX demonstration projects. The enabling legislation further charged the Advisory Council with facilitating communications among tribes and state and federal agencies regarding operations, financing, policy and legislation relating to Indian health care.

- We share your steadfast commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top (RttT) – Early Learning Challenge (ELC) application:
  - Successful State Systems
  - High-Quality, Accountable Programs
  - Promoting Early Learning and Development Outcomes for Children
  - A Great Early Childhood Education Workforce
  - Measuring Outcomes and Progress

- Decades of research has established that young children's brains are 90 percent developed by the time they are 5, and the experiences young children have from birth to 5 set the stage for whether they will be prepared to achieve in school and beyond.

- Fulfilling our commitment to our young children means more than simply funding programs and services. It means having a shared vision about what being prepared for kindergarten actually means and then a collective and sustained commitment to work across sectors to realize this vision.

- Arizona's vision for ensuring that all children have a solid foundation for success in school and life is clearly reflected in the state's application to the ELC.

- Arizona's early childhood system has historically existed with little coordination between disparate funding streams and stakeholders.

- In the past few years, Arizona has faced notable challenges affecting the early childhood system, but we have also made some important and meaningful progress. For example, in 2006 Arizona voters overwhelmingly approved a tobacco tax increase dedicated solely to support the development of a statewide early childhood development and health system.

- Over the last decade we've made substantial progress building a unified early childhood system. The RttT– ELC grant is an opportunity to dramatically propel our system-building efforts.

- The RttT – ELC grant can help Arizona build on the strengths of our early childhood system, acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services and experiences that support young children's success in school and in life.

- We offer our commitment and pledge to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's ELC application.

The Advisory Council on Indian Health Care looks forward to being an active supporter for the RttT program and strongly support the approval of this application. Children who live on tribal lands face particular challenges that increase their risk for school failure. These include poverty, parental unemployment, and lack of access to health care. These risk factors are exacerbated by geographic isolation – the poverty rate is higher among families on reservations than among American Indian families in other areas. The programs that serve them may also face challenges related to geographic isolation and limited resources. Through the RttT Program we look forward to greater success in reaching out to Native American students and parents so success is achieved in their higher education endeavors.

Respectfully,



Frederick L. Hubbard
Executive Director

PO Box 25520, Mail Drop 7700
Phoenix, AZ 85002

2830 W. Glendale Avenue, Suite #1
Phoenix, AZ 85051

Phone (602) 374-2575 Fax: (602) 626-7217

GILA RIVER INDIAN COMMUNITY

Executive Office of the Governor & Lieutenant Governor

William R. Rhodes
Governor

Joseph Manuel
Lieutenant Governor

October 14, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

I am affording you my position of support regarding strong early education and development within our health system within the State of Arizona. I have included a summary of my concerns of the following:

- We share your steadfast commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top – Early Learning Challenge application:
  - Successful State Systems
  - High-Quality, Accountable Programs
  - Promoting Early Learning and Development Outcomes for Children
  - A Great Early Childhood Education Workforce
  - Measuring Outcomes and Progress

- Decades of research has established that young children's brains are 90 percent developed by the time they are 5, and the experiences young children have from birth to 5 set the stage for whether they will be prepared to achieve in school and beyond.

- Fulfilling our commitment to our young children means more than simply funding programs and services. It means having a shared vision about what being prepared for kindergarten actually means and then a collective and sustained commitment to work across sectors to realize this vision.

- Arizona's vision for ensuring that all children have a solid foundation for success in school and life is clearly reflected in the state's application to the Early Learning Challenge.

- Arizona's early childhood system has historically existed with little coordination between disparate funding streams and stakeholders.

- In the past few years, Arizona has faced notable challenges affecting the early childhood system, but we have also made some important and meaningful progress.For example, in 2006 Arizona voters overwhelmingly approved a tobacco tax

525 West Gu u Ki · P.O. Box 97 · Sacaton, Arizona 85147
Telephone: 520-562-9841 · Fax: 520-562-9849 · Email: executivemail@gric.nsn.us

increase dedicated solely to support the development of a statewide early childhood development and health system.

- Over the last decade we've made substantial progress building a unified early childhood system. The Race to the Top – Early Learning Challenge grant is an opportunity to dramatically propel our system-building efforts.

- The Race to the Top – Early Learning Challenge grant can helpArizona build on the strengths of our early childhood system, acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services and experiences that support young children's success in school and in life.

- I/We offer our commitment and pledge to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application.

- With the creation of First Things First, Arizona made a serious commitment to realigning how decisions are made and services are delivered for young children. The statute that created First Things First invites all of Arizona's 22 Federally Recognized Tribes to play an active role in the program and governance of Arizona's emerging early childhood system. To date, 19 tribes are partnering with First Things First to implement much needed early childhood development and health services to children residing on Indian lands.

- Arizona's voluntary Tiered Quality Rating and Improvement System (TQRIS) known as Quality First is a comprehensive, outcome-based framework that makes high-quality early childhood programs accessible to help all children under five, including children residing on tribal lands, prepare for school. Quality First providers must be licensed or certified by the state or by one of Arizona's 22 federally recognized tribes or military installations.Currently, 39 tribal programs participate in Quality First, which amounts to 5% of all the participating programs.

- Approximately 5% of children in Arizona live on tribal lands, compared with 1.9% nationally.

- Children who live on tribal lands face particular challenges that increase their risk for school failure. These include poverty, parental unemployment, and lack of access to health care. These risk factors are exacerbated by geographic isolation – the poverty rate is higher among families on reservations than among American Indian families in other areas. The programs that serve them may also face challenges related to geographic isolation and limited resources.

- 81% (22,754) of young American Indian children in Arizona live in low-income families

In closing, if there is need to speak with myself please contact the Gila River Indian Community Executive Office at 520-562-9841

Respectfully,



William R. Rhodes, Governor
Gila River Indian Community



LeRoy N. Shingoitewa
CHAIRMAN

Herman G. Honanie
VICE-CHAIRMAN

October 13, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

My name is Leroy N. Shingoitewa, and I am the Chairman of the Hopi Tribe. Our reservation is located in eastern Coconino and northern Navajo Counties, Arizona, ranging approximately 1,542,306 acres. Throughout the Hopi reservation, villages are found on both the base and top of three mesas: First Mesa, Second Mesa, and Third Mesa. There are twelve villages and three communities. Each village is unique in terms of its location, autonomy, politics, economy, architecture, infrastructure, and decision-making.

The Hopi are proud, industrious, spiritual, culturally oriented, and religious people. We practice our daily life with various ceremonies throughout the year. Although we are a very culturally strong, our parents have also placed a very high value on education. However, our children face many challenges that increase their risk for school failure which include poverty, parental unemployment, and lack of access to health care. These risk factors are exacerbated by geographic isolation with the poverty rate higher among our families on the reservation than among American Indian families in other areas. The programs that serve them also face challenges related to geographic isolation and limited resources.

Therefore, The Hopi Tribe is in support of our state's Race to the Top – Early Learning Challenge application. We share your steadfast commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of exemplary early childhood systems: high-quality, accountable programs that promote early learning and development outcomes for children with a highly qualified early childhood education workforce, and outcomes and progress to mark their success.

Early childhood education is supported by a plethora of educational research studies which document the importance of positive early childhood education programs for future academic success. Therefore, these funds are needed to support Head Start and Child Care programs which nurture the child's learning foundation, but more importantly, to have a shared vision about what being prepared for Kindergarten actually means.

Finally, The Hopi Tribe encourages and supports projects that emphasize partnerships. Therefore, the collective and sustained commitment to work across sectors to realize this vision is the same vision the Hopi Tribe has envisioned for our children. Historically, Arizona's early childhood system has existed with little coordination between disparate funding streams and stakeholders. In 2006, the Arizona voters overwhelmingly approved a tobacco tax increase dedicated solely to support the development of a statewide early childhood development and health system. Therefore, The Hopi Tribe is prepared to enter into a partnership with the State of Arizona to ensure these opportunities are available to our children. This grant will allow our children to be the direct beneficiaries of this project.

We appreciate your efforts to ensure our Early Childhood System in Arizona is the best, and we offer our commitment and pledge to work together to plan, coordinate, and implement the vision and specific strategies in Arizona's Early Learning Challenge application.

Sincerely,

LeRoy N. Shingoitewa
Chairman

xc: The Hopi Tribal Council
Dr. Noreen E. Sakiestewa, DOE, Director
Rayma Duyongwa, Director, Head Start
Bernita Kuwaninvaya, Program Administrator, Child Care

The Great Spirit created Man and Woman in his own image. In doing so, both were created as equals. Both depending on each other in order to survive. Great respect was shown for each other; in doing so, happiness and contentment was achieved then, as it should be now.

The connecting of the Hair makes them one person; for happiness or contentment cannot be achieved without each other.

The Canyons are represented by the purples in the middle ground, where the people were created. These canyons are Sacred, and should be so treated at all times.

The Reservation is pictured to represent the land that is ours, treat it well.

The Reservation is our heritage and the heritage of our children yet unborn. Be good to our land and it will continue to be good to us.

The Sun is the symbol of life, without it nothing is possible – plants don't grow – there will be no life – nothing. The Sun also represents the dawn of the Hualapai people. Through hard work, determination and education, everything is possible and we are assured bigger and brighter days ahead.

The Tracks in the middle represent the coyote and other animals which were here before us.

The Green around the symbol are pine trees, representing our name Hualapai – PEOPLE OF THE TALL PINES –

HUALAPAI TRIBE
OFFICE OF THE CHAIRMAN

Ms. Louise Benson
Chairwoman

Richard Walema, Sr.
Vice Chairman

P.O. Box 179 • Peach Springs, Arizona 86434 • (928) 769-2216
1-888-769-2221

October 12, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

As the Chairwoman of the Hualapai Tribe, I am writing this letter in support of the Early Learning Challenge application. I have served as the Chairwoman, Vice Chairwoman and Council Member over the last forty years and have seen many changes within the tribe, which includes services provided to the youth. Since the implementation of First Things First it has become apparent to me that we can make real changes to children's lives when we start early by providing prevention and early intervention.

The Hualapai Tribe shares your commitment to ensuring that Arizona's early learning system excels in the core areas of the state's Race to the Top – Early Learning Challenge application: Successful State Systems, High-Quality, Accountable Programs, Promoting Early Learning and Development Outcomes for Children, A Great Early Childhood Education Workforce, Measuring Outcomes and Progress

Fulfilling our commitment to our young children means more than funding programs and services. It means having a shared vision about what being prepared for kindergarten actually means and then a collective and sustained commitment to work across departments to realize this vision. Evidence of this was of tribal departments collaborating in the development of an early learning center which was successfully funded for construction. There is currently ongoing collaboration with the design and operation of the early learning center.

The Arizona's early childhood system has historically existed with little coordination between funding streams and participants. We support the state's effort in addressing this disparity in consultation with tribes.

Children who live on tribal lands face particular challenges that increase their risk for school failure. These include poverty, parental unemployment, and lack of access to health care. These risk factors are exacerbated by geographic isolation – the poverty rate is higher among families on reservations than among American Indian families in other areas. The programs that serve them may also face challenges related to geographic isolation and limited resources. Increased awareness of the parent's role in children's lives may help them address the many barriers that face families in raising happy, safe and successful children. Upon entering Peach Springs School forty percent of the children tested at grade level for kindergarten level entry.

The Race to the Top – Early Learning Challenge grant can help Arizona build on the strengths of our early childhood system, acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services and experiences that support young children's success in school and in life.

With the creation of First Things First, Arizona voters made a serious commitment to realigning how decisions are made and services are delivered for young children. The statute that created First Things First invites all of Arizona's 22 Federally Recognized Tribes to play an active role in the program and governance of Arizona's emerging early childhood system. To date, 19 tribes are partnering with First Things First to implement much needed early childhood development and health services to children residing on Indian lands.

We offer our commitment and pledge to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application.

Sincerely,

Louise Benson

Louise Benson
Chairwoman

Kaibab Band of Paiute Indians

October 12, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

My name is Manuel Savala, Chairman of the Kaibab Band of Paiute Indians. Our reservation is located on the "Arizona Strip" in northern Arizona. We are a small tribe with just over 330 members.

The Kaibab Band of Paiute Indians leadership understands the needs of our youngest learners in the state, in our local school districts and on the reservation. We strongly support early childhood education and health programs in Arizona such as First Things First.

We find it very exciting that Arizona is applying for "Race to the Top – Early Learning Challenge Funds". If awarded we understand these funds will support the following initiatives:

- Quality early childhood programs supporting health and education in urban and rural areas
- State wide early childhood program assessments
- Educator and health provider trainings to increase quality care
- Parent education and support services
- School readiness programs

Because children living on and off the reservations many times do not have adequate access to early childhood health and education services we hope that with the help of Race to the Top funding services can be better coordinated and delivered throughout the state. The First Things First organization has done a wonderful job providing coordination, support, and funding for early childhood initiatives in Arizona since its inception in 2006. With Race to the Top grant funding Arizona's First Things First program can build on the strengths of our early childhood system, acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services and experiences that support young children's success in school and in life.

As one of the 22 Federally Recognized Tribes in the state we hope to be a part of the solution to the problem of our youngest children on rural reservations going without basic medical care and nutrition, early childhood development support, and school readiness programs. Our partnership with First Things First is wonderful and our youngest learners are just now realizing the benefits. We know that through additional funding the program will be enhanced. There is nothing more important than our tribal, state and federal government investing in our youth as they are our future leaders.

Sincerely,

Manuel Savala
Tribal Chairman
P: 928 643 8301
Email msavala@kaibabpaiute-nsn.gov

PASCUA YAQUI TRIBE

OFFICE OF THE CHAIRMAN

October 12, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Honorable Governor Brewer:

Lios En Chania! My name is Peter Yucupicio, Chairman of the Pascua Yaqui Tribe. I am writing to you to offer our strong support for the submission of the State's Race to the Top – Early Learning Challenge application.

We share your steadfast commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top – Early Learning Challenge application:

- Successful State Systems
- High-Quality, Accountable Programs
- Promoting Early Learning and Development Outcomes for Children
- A Great Early Childhood Education Workforce
- Measuring Outcomes and Progress

Decades of research has established that young children's brains are 90 percent developed by the time they are 5, and the experiences young children have from birth to 5 set the stage for whether they will be prepared to achieve in school and beyond.

Fulfilling our commitment to our young children means more than simply funding programs and services. It means having a shared vision about what being prepared for kindergarten actually means and then a collective and sustained commitment to work across sectors to realize this vision.

Arizona's vision for ensuring that all children have a solid foundation for success in school and life is clearly reflected in the state's application to the Early Learning Challenge.

- Arizona's early childhood system has historically existed with little coordination between disparate funding streams and stakeholders.

- In the past few years, Arizona has faced notable challenges affecting the early childhood system, but we have also made some important and meaningful progress. For example, in 2006 Arizona voters overwhelmingly approved a

7474 S. Camino De Oeste • Tucson, Arizona 85757 • Phone (520) 883-5010 • FAX (520) 883-5033
1-800-572-7282

tobacco tax increase dedicated solely to support the development of a statewide early childhood development and health system.

- Over the last decade we've made substantial progress building a unified early childhood system. The Race to the Top – Early Learning Challenge grant is an opportunity to dramatically propel our system-building efforts.

- The Race to the Top – Early Learning Challenge grant can help Arizona build on the strengths of our early childhood system, acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services and experiences that support young children's success in school and in life.

- We offer our commitment and pledge to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application.

In February 2008, the Pascua Yaqui Tribal Council passed a resolution supporting the tribe as a separate region within First Thing First. This decision has allowed the Tribe to consider increasing the early childhood development and health services to the approximately 650 children birth to five on the Federally Recognized Reservation land located in Pima County. This community, known as New Pascua, is the designated recipient of the First Thing First allocation according to the Arizona Early Childhood Development and Health Board state statute. The Pascua Yaqui Tribe has seven other traditional communities in Pima, Maricopa and Pinal Counties. The Regional Council has been working on many Coordination and Collaboration opportunities within the region and across the region to support the tribal families and children birth to five in those communities as well. The Tribal members speak English, Yaqui and Spanish.

- With the creation of First Things First, Arizona made a serious commitment to realigning how decisions are made and services are delivered for young children. The statute that created First Things First invites all of Arizona's 22 Federally Recognized Tribes to play an active role in the program and governance of Arizona's emerging early childhood system. To date, 19 tribes are partnering with First Things First to implement much needed early childhood development and health services to children residing on Indian lands.

- Arizona's voluntary Tiered Quality Rating and Improvement System (TQRIS) known as Quality First is a comprehensive, outcome-based framework that makes high-quality early childhood programs accessible to help all children under five, including children residing on tribal lands, prepare for school. Quality First providers must be licensed or certified by the state or by one of Arizona's 22

federally recognized tribes or military installations. Currently, 39 tribal programs participate in Quality First, which amounts to 5% of all the participating programs.

- Approximately 5% of children in Arizona live on tribal lands, compared with 1.9% nationally.

- Children who live on tribal lands face particular challenges that increase their risk for school failure. These include poverty, parental unemployment, and lack of access to health care. These risk factors are exacerbated by geographic isolation – the poverty rate is higher among families on reservations than among American Indian families in other areas. The programs that serve them may also face challenges related to geographic isolation and limited resources.

- 81% (22,754) of young American Indian children in Arizona live in low-income families

We appreciate the opportunity to work with you on this application on behalf of the Pascua Yaqui Tribe Children and Families. We strongly believe in working together to create and sustain a coordinated network of early childhood programs and services for all Arizona young children. We look forward to continuing this great collaboration across our state.

Respectfully,

Peter S. Yucupicio
Tribal Chairman
Pascua Yaqui Tribe

Salt River
PIMA-MARICOPA INDIAN COMMUNITY
10005 E. OSBORN RD. / SCOTTSDALE, ARIZONA 85256-9722 / PHONE (480) 362-7400

October 12, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

The Salt River Pima-Maricopa Indian Community's (SRPMIC) believes their greatest asset is the young children of the Community. It is important to give these children the best support for a future that will provide education of our culture and values with health being a high priority.

By affording opportunities to our young, it is important that we participate in the areas of education and health. We believe that the SRPMIC Regional Board of the First Things First initiative would advocate for Arizona's opportunity to participate in the Race to the Top – Early Learning Challenge Application in the following areas:

- SRPMIC shares your steadfast commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top – Early Learning Challenge application:
  - Successful State Systems
  - High-Quality, Accountable Programs
  - Promoting Early Learning and Development Outcomes for Children
  - A Great Early Childhood Education Workforce
  - Measuring Outcomes and Progress

- Decades of research has established that young children's brains are 90 percent developed by the time they are 5, and the experiences young children have from birth to 5 set the stage for whether they will be prepared to achieve in school and beyond.

- Fulfilling our commitment to young children means more than simply funding programs and services. It means having a shared vision about

what is being prepared for kindergarten and then a collective and sustained commitment to work across sectors to realize this vision.

- Arizona's vision for ensuring that all children have a solid foundation for success in school and life is clearly reflected in the state's application to the Early Learning Challenge.

- Arizona's early childhood system has historically existed with little coordination between disparate funding streams and stakeholders.

- In the past few years, Arizona has faced notable challenges affecting the early childhood system, but we have also made some important and meaningful progress. For example, in 2006 Arizona voters overwhelmingly approved a tobacco tax increase dedicated solely to support the development of a statewide early childhood development and health system.

- Over the last decade we've made substantial progress building a unified early childhood system. The Race to the Top – Early Learning Challenge grant is an opportunity to dramatically propel our system-building efforts.

- The Race to the Top – Early Learning Challenge grant can help Arizona build on the strengths of our early childhood system, acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services and experiences that support young children's success in school and in life.

- SRPMIC offers our commitment and pledge to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application.

In addition, as a tribal nation, we take great interest in the Race to the Top – Early Learning Challenge Application in part for the following reasons:

- With the creation of First Things First, Arizona made a serious commitment to realigning how decisions are made and how services are delivered for young children. The statute that created First Things First invites all of Arizona's 22 Federally Recognized Indian Tribes to play an active role in the program. To date, 19 tribes are partnering with First Things First to implement much needed early childhood development and health services to children residing on Indian lands.

- Arizona's voluntary Tiered Quality Rating and Improvement System (TQRIS), known as Quality First, is a comprehensive outcome-based framework that makes high-quality early childhood programs accessible to children residing on tribal lands. Quality First providers must be licensed

or certified by the state or by one of Arizona's 22 federally recognized tribes or military installations. Currently, 39 tribal programs participate in Quality First, which comprises 5% of all the participating programs.

- Approximately 5% of children in Arizona live on tribal lands, compared with 1.9% nationally.

- Children who live on tribal lands face particular challenges that increase their risk for school failure. These include poverty, parental unemployment, and lack of access to health care. These risk factors are exacerbated by geographic isolation – the poverty rate is higher among families on reservations than among American Indian families in other areas. The programs that serve them may also face challenges related to geographic isolation and limited resources.

- 81% (22,754) of young American Indian children in Arizona live in low-income families

We join with other municipalities and Tribal Nations to strongly urge the State of Arizona to apply for the **Race to the Top – Early Learning Challenge Application** which would benefit our children immensely.

Sincerely,

Martin Harvier
Vice-President

Southwestern Institute for the Education of Native Americans

Mission: To provide the resources necessary for Native American students to get the best education they can in a culturally rich environment that promotes health and well-being.

October 12, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

As the founder and Executive Director of the Southwestern Institute for the Education of Native Americans (SIENA), I am writing in support of strong early childhood education, good early brain development, and a strong health system in Arizona. At SIENA, we share your steadfast commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top – Early Learning Challenge application:

- Successful State Systems
- High-Quality, Accountable Programs
- Promoting Early Learning and Development Outcomes for Children
- A Great Early Childhood Education Workforce
- Measuring Outcomes and Progress

As you know, decades of research has established that young children's brains are 90 percent developed by the time they are 5, and the experiences young children have from birth to 5 set the stage for whether they will be prepared to achieve in school and beyond. This is why we recognize the importance of working with other organizations, such as First Things First, that have a shared vision about what being prepared for kindergarten actually means.

The Race to the Top – Early Learning Challenge grant can help Arizona build on the strengths of our early childhood system, acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services and experiences that support young children's success in school and in life.

We offer our commitment and pledge to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application.

Sincerely,

Nadine Groenig
Executive Director

SIENA, P.O. Box 33156, Phoenix, AZ 85067-3156
www.SIENA-AZ.org
A 501 (c)(3) non-profit organization.
623-670-3561

ATTACHMENT MMM – Letters of Intent & Support – Elected Officials

Rich Crandall
DISTRICT 19

STATE SENATOR
FIFTIETH LEGISLATURE

CAPITOL COMPLEX, SENATE BUILDING
PHOENIX, ARIZONA 85007-2890
PHONE: (602) 926-4481
FAX: (602) 417-3252
EMAIL: rcrandall@azleg.gov

Arizona State Senate

COMMITTEES:

EDUCATION, CHAIRMAN

APPROPRIATIONS

ECONOMIC DEVELOPMENT AND JOBS CREATION

PUBLIC SAFETY AND HUMAN SERVICES

October 13, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer,

I want to take this opportunity to express my support of Arizona's Race to the Top application. As Chairman of the Senate Education Committee I share your steadfast commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state.

Decades of research has established that young children's brains are 90 percent developed by the time they are 5, and the experiences young children have from birth to 5 set the stage for whether they will be prepared to achieve in school and beyond.

We must fulfill our commitment to young children, and have a shared vision about what being prepared for kindergarten actually means. This will translate into a collective and sustained commitment to ensure that all children have a solid foundation for success in school and life.

Arizona's vision for this is clearly reflected in the state's application to the Early Learning Challenge. The Race to the Top – Early Learning Challenge grant will help Arizona build on the strengths of our early childhood system, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services and experiences that support young children's success in school and in life.

I remain steadfast and committed to work with the Governor to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application.

Sincerely,

Rich Crandall

Rich Crandall
Senator, District 19

City of Avondale

October 11, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

The Avondale Family Education and Resource Program stands out in excellence and innovation in that it targets the most critical stages in human development. It provides parents with the immediate support needed to alleviate crisis and provide resources and education to establish and sustain healthy and enriched environments for children to learn and grow. The City of Avondale has provided approximately $90,000 in in-kind services to support the Avondale Family Education and Resource Program since its launch in 2009.

The City of Avondale shares your steadfast commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top – Early Learning Challenge application:

- Successful State Systems
- High-Quality, Accountable Programs
- Promoting Early Learning and Development Outcomes for Children
- A Great Early Childhood Education Workforce
- Measuring Outcomes and Progress

Decades of research has established that young children's brains are 90 percent developed by the time they are 5, and the experiences young children have from birth to 5 set the stage for whether they will be prepared to achieve in school and beyond. Fulfilling our commitment to our young children means more than simply funding programs and services. It means having a shared vision about what being prepared for kindergarten actually means and then a collective and sustained commitment to work across sectors to realize this vision.

Office of the Mayor
11465 W. Civic Center Drive • Avondale, AZ 85323
Phone: (623) 333-1900 • Fax: (623) 333-0120 • TDD: (623) 333-0012
www.avondale.org

City of Avondale

Arizona's vision for ensuring that all children have a solid foundation for success in school and life is clearly reflected in the state's application to the Early Learning Challenge. Arizona's early childhood system has historically existed with little coordination between disparate funding streams and stakeholders.

In the past few years, Arizona has faced notable challenges affecting the early childhood system, but we have also made some important and meaningful progress. For example, in 2006 Arizona voters overwhelmingly approved a tobacco tax increase dedicated solely to support the development of a statewide early childhood development and health system.

Over the last decade we've made substantial progress building a unified early childhood system. The Race to the Top – Early Learning Challenge grant is an opportunity to dramatically propel our system-building efforts. It can also help Arizona build on the strengths of our early childhood system, acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services and experiences that support young children's success in school and in life.

The City of Avondale offers its commitment and we pledge to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application.

Sincerely,

Marie Lopez Rogers

Marie Lopez Rogers
Mayor

Office of the Mayor
11465 W. Civic Center Drive • Avondale, AZ 85323
Phone: (623) 333-1900 • Fax: (623) 333-0120 • TDD: (623) 333-0012
www.avondale.org

Maricopa County Sheriff's Office

Joe Arpaio
Sheriff

100 West Washington, Suite 1900
Phoenix, AZ 85003

Ph: 602-876-1801
Fax: 602-251-3877
Switchboard: 602-876-1000
www.mcso.org

October 10, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, Arizona 85007

Dear Governor Brewer,

I understand that First Things First is working closely with your Office in preparing to submit Arizona's application for the Race to the Top Early Learning Challenge federal grant. I want you to know that the Maricopa County Sheriff Office supports this effort.

The Race to the Top – Early Learning Challenge grant can help Arizona build on the strengths of our early childhood system, acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services and experiences that support young children's success in school and life.

In the first few years of life, children's intellects and emotions, and even their ability to develop concern for others, are building the foundation upon which their later success or failure will greatly depend.

As a law enforcement leader, I have long known that giving kids the right start in life is one of the best ways to prevent violence and crime.

Again, my Office supports the priorities of the Race to the Top Early Learning Challenge grant and hopes for a successful approval of the application process.

Sincerely,

Joseph M. Arpaio
Sheriff

ATTACHMENT NNN – Letters of Intent & Support – Faith Organizations

CHANDLER CHRISTIAN COMMUNITY CENTER
FEEDING FAMILY NEEDS SINCE 1966

October 10, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

Chandler Christian Community Center (CCCC) is pleased to offer this letter in support of the Race to the Top – Early Learning Challenge application to ensure that all children have a solid foundation for success in school and life.

CCCC shares your steadfast commitment to ensuring that Arizona's early learning system excels. Founded in 1966, CCCC operates a Family Resource Center and Food Bank to provide critically needed services to families that are economically disadvantaged and/or in crisis. This includes programs for children 0-5 and their families, to ensure that they are ready to succeed.

Research has established that young children's brains are 90 percent developed by the time they are 5, and the experiences children have from birth to 5 set the stage for whether they will be prepared to achieve in school and life. Over the last decade Arizona partners have made substantial progress building a unified early childhood system. The Race to the Top – Early Learning Challenge grant is an opportunity to dramatically propel our system-building efforts.

The Race to the Top – Early Learning Challenge grant can help Arizona build on the strengths of our early childhood system, acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services and experiences that support young children's success in school and in life.

CCCC offers our commitment and pledge to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application.

Thank you for your leadership to support Arizona's early childhood system. Your support of the Race to the Top application provides opportunities for continued improvement on this system.

Sincerely,

Trinity Donovan
Executive Director



October 12, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington Street
Phoenix, Arizona 85007

RE: Race to the Top (RttT) – Early Learning Challenge

Dear Governor Brewer:

FIBCO Family Services, Incorporated has been operating from its current Central Phoenix location since 1986. Our organization was created because of the need to help the disadvantaged members of our community; namely, the homeless and the hungry, the unemployed and the broken spirited, families and most of all, our children.

As the faith based agency of the First Institutional Baptist Church, FIBCO has the chartered responsibility to ensure that all members of our community have an equal opportunity for optimal life; however, for the past twenty-five years we have seen little educational improvement in the lives of many of the people of color in our community. During this same time period, we have dedicated both fiscal and facility assets to help support families and children overcome deficits and setbacks.

FIBCO Family Services, Inc. demonstrated its commitment to supporting a strong early childhood education, development and health system in Arizona when it collaborated and partnered with three other major African American churches to create the Faith Opportunity Zone (FOZ). Our first order of commitment was to align our early childhood education goals and commit resources to develop an education delivery system that addresses the education deficits of African American children. We understand the advantages of early learning; therefore, we share your steadfast commitment to ensuring Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top – Early Learning Challenge application.

Arizona's early childhood system has historically existed with little coordination between disparate funding streams and stakeholders. The African American community has oftentimes felt overlooked as a stakeholder. In fact, in education, African American children have "fallen far behind" in almost every category of measurement. Unless we implement **RttT ELC** in Arizona, our children will have little hope of succeeding in life. African American children in Arizona will continue to increase their disparate presence in the Juvenile Justice system, the child welfare system and eventually, the prison system.

As the Governor of our state, you are to be commended for the stance that you have taken on educating all children in the state. We take heart to your commitment and hereby pledge to support you toward that end.

Roy T. Dawson
Executive Director
FIBCO Family Services

jewish community FOUNDATION

October 10, 2011

As my ancestors planted for me, so do I plant for those who will come after me.
-Talmud Ta'anit 23a

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

As president and CEO of the Jewish Community Foundation of Greater Phoenix I have the privilege of leading the largest Jewish philanthropic grant making organization in the Valley representing the needs of the more than 100,000 members of the Greater Phoenix Jewish community.

Our Foundation is keenly interested in and aware of the need to develop a strong early childhood education, development and health system in Arizona. We are so committed to this goal that I have dedicated a substantial portion of my time to helping advance these goals as chair of one of the 31 Regional Partnership Councils of First Things First.

Both through our Foundation and my volunteer role with FTF I have come to learn that no greater investment can be made in the future of our state than by ensuring that our next generation of Arizonans grow healthy, educated and prepared to be constructive citizens of our state. Only through early childhood investments in the development of children will be assured of a stable and productive workforce capable of meeting the needs of Arizona for generations to come,

I share your steadfast commitment to ensuring that Arizona's early learning system excels in the following core areas that are the hallmark of our state's Race to the Top – Early Learning Challenge application and I support these key principles:

- Successful State Systems
- High-Quality, Accountable Programs
- Promoting Early Learning and Development Outcomes for Children
- A Great Early Childhood Education Workforce
- Measuring Outcomes and Progress
- Decades of research has established that young children's brains are 90 percent developed by the time they are 5, and the experiences young children have from birth to 5 set the stage for whether they will be prepared to achieve in school and beyond.

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*of blessed memory

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Fulfilling our commitment to our young children means more than simply funding programs and services. It means having a shared vision about what being prepared for kindergarten actually means and then a collective and sustained commitment to work across sectors to realize this vision.

Arizona's vision for ensuring that all children have a solid foundation for success in school and life is clearly reflected in the state's application to the Early Learning Challenge.

Arizona's early childhood system has historically existed with little coordination between disparate funding streams and stakeholders.

In the past few years, Arizona has faced notable challenges affecting the early childhood system, but we have also made some important and meaningful progress. For example, in 2006 Arizona voters overwhelmingly approved a tobacco tax increase dedicated solely to support the development of a statewide early childhood development and health system.

Over the last decade we've made substantial progress building a unified early childhood system. The Race to the Top – Early Learning Challenge grant is an opportunity to dramatically propel our system-building efforts.

The Race to the Top – Early Learning Challenge grant can help Arizona build on the strengths of our early childhood system, acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services and experiences that support young children's success in school and in life.

I offer our commitment and pledge to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application. Our Foundation will continue to demonstrate leadership and give voice within our community on behalf of vital goals of The Race to the Top – Early Learning Challenge and we will. I applaud you on your leadership as a champion for this critical initiative.

Sincerely,

Stuart C. Turgel

Stuart C. Turgel
President

The Roman Catholic
Diocese of Phoenix
400 EAST MONROE, PHOENIX, ARIZONA 85004-2336 TELEPHONE (602) 257-0030

October 11, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85004

Dear Governor Brewer:

I am MaryBeth Mueller, Superintendent of Schools for the Diocese of Phoenix Catholic Schools. Presently we have 26 preschool programs in operation; some with elementary schools and some as stand-alone preschool programs. The Diocese has had preschools for over 20 years. We believe a strong early childhood education program that focuses on development, education and health is beneficial to young children, their families, our schools and the broader community.

As Catholic schools we are very committed to providing the best early childhood education programs possible. As you know, federal dollars do not flow directly to our schools and students. Parents pay tuition and assist in fundraising to make up the gap between the cost to educate and the tuition charged. Some of our preschools have benefited from First Things First programs and services. We are grateful for the services and any other programs that might indirectly be funded by state or federal funds.

Fulfilling our commitment to our young children means more than simply funding programs and services. It means having a shared vision about what being prepared for kindergarten actually means and then a collective and sustained commitment to work across sectors to realize this vision. This emphasis will only help our children as they grow from one year to another.

We the Diocese of Phoenix Catholic Schools offer our commitment and pledge to work together to plan, coordinate and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application for First Things First. We believe it is very important to ensure that Arizona's early learning system excels in the areas that are the hallmark of the Arizona's Race to the Top Early Learning Challenge application.

Our children are our future! Beginning with a strong early childhood education foundation will guarantee success in school and beyond. We support Governor Brewer's endorsement of the Race-to-the-Top-Early Learning Challenge grant and thank her for her leadership in this most important initiative.

Sincerely,

MaryBeth Mueller

MaryBeth Mueller
Superintendent of Schools

MM/mh

Tanner Community Development Corporation
700 East Jefferson Street, Suite 200, Phoenix, Arizona 85034
602-253-6904 (main) 602-253-2723 (fax)
www.tcdccorp.org ~ Email: tcdc@tcdccorp.org

Rev. Dr. Benjamin N. Thomas, Sr.
Chairman & C.E.O.

Rev. Arnold Jackson
Executive Director & C.O.O.

Dr. Janet Felton
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Director

Dr. Janet Felton
Director

Dr. Candace Hughes
Director

Stephanie Nelson
Director

October 12, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

Tanner Community Development Corporation (TCDC) is a faith-based, non-profit 501 (c) (3) community development corporation. We connect over 35 churches with over 60 community collaborations to provide resources, programs and services to over 22,000 low to moderate income families in need throughout the Greater Phoenix Area.

TCDC is the lead agency of an early childhood development consortium (called the South Phoenix Regional Consortium) that includes TCDC as well as the following organizational partners: Childhelp – Cummings, My Sister My Friend and the University of Arizona Cooperative Extension. Within this consortium, TCDC serves as both a direct service provider of parenting education and as a lead agency connecting and organizing resources and services. We use the Parent as Teachers evidenced based parenting education model and serve over 250 families representing approximately 1000 individuals within the South Phoenix community.

Decades of research has established that young children's brains are ninety percent developed by the time they are five, and the experiences young children have from birth to five set the stage for whether they will be prepared to achieve in school and beyond. During the past few years, Arizona has faced notable challenges affecting the early childhood system, but we have also made some important and meaningful progress. For example, in 2006 Arizona voters overwhelming approved a tobacco tax increase dedicated solely to support the development of a statewide early childhood development and health system.

The Race to the Top – Early Learning Challenge grant can help Arizona build on our early childhood system, acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality and ultimately deliver a coordinated set of services and experiences that support young children's success in school and life.

TCDC shares your steadfast commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top – Early Learning Challenge application. We offer our commitment and pledge to work together to plan, coordinate, and implement the broad vision and specific strategies, especially as it pertains to promoting early learning and development outcomes for children as well as developing a great early childhood education workforce. TCDC is convinced that the state of Arizona can propel its early childhood system-building efforts with your leadership as governor and the continued support of Arizonans as evidenced through previous voter referendums.

Sincerely,

Arnold L. Jackson

Rev. Arnold L. Jackson
Executive Director and Chief Operating Officer

ATTACHMENT OOO – Letters of Intent & Support – Grantee Organizations

City of Phoenix
PHOENIX PUBLIC LIBRARY

October 14, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

My name is Toni Garvey, and as the City Librarian for the Phoenix Public Library I would like to pledge the Library's support to Arizona's application for Race to the Top - Early Learning Challenge. The Library has long had a commitment to young children and their families. Our collections are filled with wonderful books, CDs and DVDs that families can check out and use in their homes. Through our weekly story times and biannual reading programs we see many families each year. All of our programs are entertaining, but also serve as reminders to families about the importance of early literacy and that the Library can be a vital partner in helping their children be ready to read when they enter school.

The Library shares your steadfast commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top – Early Learning Challenge application.

Fulfilling our commitment to young children means more than simply funding programs and services. It means having a shared vision about what being prepared for kindergarten actually means and then a collective and sustained commitment to work across sectors to realize this vision. Arizona's vision for ensuring that all children have a solid foundation for success in school and life is clearly reflected in the state's application to the Early Learning Challenge.

The Race to the Top – Early Learning Challenge grant can help Arizona build on the strengths of our early childhood system, acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services and experiences that support young children's success in school and in life.

We offer our commitment and pledge to work together to plan, coordinate and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application.

Sincerely,

Toni Garvey
City Librarian

1221 North Central Avenue • Phoenix, Arizona 85004-1867 • 602-262-6372 • Fax: 602-261-8836

Recycled Paper

ARIZONA COOPERATIVE EXTENSION

October 14, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

The Arizona Cooperative Extension, an outreach arm of The University of Arizona, is tasked with "Improving Lives and Communities" by serving as a statewide network of knowledgeable faculty and staff that provides lifelong educational programs for all Arizonans. I am committed in supporting a strong early childhood education, development, and health system in Arizona.

Our departments of Family and Child Development education programs help people improve their lives through effective parenting, responsible decision making and access to community support systems. These Extension programs are designed to link educational and community resources to people who are looking for ways to improve their family's health and well-being. These programs include education that focuses on people and families who are under additional stress due to limited resources.

The programs we implement through First Things First Cochise Regional Partnership Council include health and nutrition, oral health, brain development workshops and health activities in early learning settings, throughout Cochise County. These programs are critical in preventing health issues and addressing developmental delays in young children. The Race to the Top – Early Learning Challenge grant can help Arizona build on the strengths of our early childhood system, acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services and experiences that support young children's success in school and in life.

I appreciate your leadership and offer my commitment and pledge to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application.

Sincerely,

Evelyn Whitmer

Evelyn Whitmer
Agent, Family & Consumer Health Sciences
University of Arizona Cooperative Extension

PUBLIC HEALTH SERVICES DISTRICT
COCONINO COUNTY

Barbara L. Worgess, MPH, Chief Health Officer

Healthy Families Barbara Wightman,
Program Manager

October 12, 2011
The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

I have provided a variety of services to the youngest children in our state for over 37 years. I am currently the Program Manager for the Coconino County Public Health Services District (CCPHSD), Healthy Families Home Visitation Program. Throughout my career I have had the privilege of working with families and their children. This opportunity has deepened my understanding of the great needs of these families and the potential risk for their children if these risk factors are not addressed or remediated. Prevention models that are family centered and strength and evidenced based have proven to ensure better outcomes if these services are available and provided as early in life as possible. The CCPHSD has repeatedly demonstrated that services for young children and their families such as early childhood education, monitoring of early child development, healthy beginning in pregnancy and following children as they grow and develop ensures positive outcomes for our future generations.

CCPHSD has supported programs such as prenatal care, immunizations, Newborn Intensive Public Health Nursing Services, Health Start, Women, Infant and Child Nutrition, Nutrition Network, Childhood Injury Prevention and Healthy Families. These programs have historically demonstrated high quality services.

- I support your steadfast commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top – Early Learning Challenge application:
  - Successful State Systems
  - High-Quality, Accountable Programs
  - Promoting Early Learning and Development Outcomes for Children
  - A Great Early Childhood Education Workforce
  - Measuring Outcomes and Progress

- Decades of research has established that young children's brains are 90 percent developed by the time they are 5, and the experiences young children have from birth to 5 set the stage for whether they will be prepared to achieve in school and beyond.

- In the first few years of life, children's intellects and emotions, and even their ability to develop concern for others (the beginnings of conscience), are building the foundation upon which their later success or failure will greatly depend.

- As parents are at work trying to make ends meet, voluntary early education and care for babies, toddlers and preschoolers can begin preparing kids for a successful life rather than a life of repeated contacts with law enforcement.

- We know that evidence-based early childhood programs—such as quality early education, including prekindergarten; preventive health and dental care; and voluntary home visiting—support children's healthy development and help them become productive adults.

- In this extremely competitive global economy, investments in high-quality early learning programs for children from birth to age 5 are a smart and necessary investment.

- When our country fails to invest effectively in its children, all Americans pay the price – in taxes for criminal justice costs, costs to business, and costs to the victims.

- Fulfilling our commitment to our young children means more than simply funding programs and services. It means having a shared vision about what being prepared for kindergarten actually means and then a collective and sustained commitment to work across sectors to realize this vision.

- Arizona's vision for ensuring that all children have a solid foundation for success in school and life is clearly reflected in the state's application to the Early Learning Challenge.

- Arizona's early childhood system has historically existed with little coordination between disparate funding streams and stakeholders.

- In the past few years, Arizona has faced notable challenges affecting the early childhood system, but we have also made some important and meaningful progress. For example, in 2006 Arizona voters overwhelmingly approved a tobacco tax increase dedicated solely to support the development of a statewide early childhood development and health system.

- Over the last decade we've made substantial progress building a unified early childhood system. The Race to the Top – Early Learning Challenge grant is an opportunity to dramatically propel our system-building efforts.

- The Race to the Top – Early Learning Challenge grant can help Arizona build on the strengths of our early childhood system, acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services and experiences that support young children's success in school and in life.

- I offer our commitment and pledge to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application.

- Our nation cannot afford the cost of inaction. In decades past, the United States proudly claimed premier international status as home to the best and brightest. Today's U.S. rankings, however, prove that we have a long way to go to reach the top of the list again.

I wish to personally thank you in advance for your advocacy for the most vulnerable of Arizona's population, our youngest children. The children in our State are unable to advocate for themselves or express their needs and often desperate circumstances. Your willingness to support our state's Race to the Top – Early Learning Challenge application would speak volumes.

Sincerely,

Barbara Wightman

Barbara Wightman

2625 North King Street, Flagstaff, AZ 86004 | Phone: 928.679.7216 | Fax: 928.679.7240 | www.coconino.az.gov/health

COCONINO COUNTY ARIZONA
SUPERINTENDENT OF SCHOOLS

Robert Kelty
Superintendent

Tina Wells
Chief Deputy

October 10, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

RE: Race to the Top Early Learning Challenge

Governor Brewer:

As the County Superintendent of Schools, I have the honor of advocating for every child in Coconino County, and I have the privilege of making the academic achievement gap a forefront priority. As you know, many of our students come to school academically behind, particularly in our rural and tribal areas. Essentially, the achievement gap starts before school begins. Consequently, the Coconino County Schools Office has aggressively advanced early childhood as a means to combat generational poverty, reduce incarceration rates, and ensure every child comes to school prepared to succeed in school and in life.

A voice for centralizing quality early childhood programs across Arizona is needed to ensure Arizona's schools meet their potential, and the Race to the Top Early Learning Challenge provides that opportunity. Indeed, obtaining a world-class education system is not beyond Arizona's reach, as the political and entrepreneurial worlds are unifying behind this common goal. Yet, a world-class school system begins with exceptional early learning opportunities. The result will compliment your administration's goal of having "Arizona Ready" with an exceptional college and career-oriented educational system. Thus, as Arizona's Race to the Top Early Learning Challenge moves forward, please consider our office a ready partner.

In closing, I thank you for your continued leadership in making Arizona a shining example of educational excellence, where exceptional schools are central to the economy, personal potential, and American democracy.

With best regards,

Robert Kelty

Coconino County Superintendent of Schools



668 N. 44th Street, Suite 300* Phoenix, Arizona 85008
Phone (602) 685-1050 Fax 602-275-5709
Web Site: www.earfoundationaz.com

October 11, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

As the Executive Director of the EAR Foundation of Arizona I am pleased to provide this letter of support for the Race to the Top-Early Learning Challenge grant application. The EAR Foundation of Arizona has been providing services for over fifteen years promoting school readiness through the implementation of the Early Hearing Detection and Intervention program objectives. In addition, The EAR Foundation has a long history of collaboration with the Governor's office, several state agencies and numerous community partners ensuring that all Arizona babies receive a Newborn Hearing Screen to identify a potential hearing loss during the early speech and language development phase. Funding through this grant would assist in the coordination among the early childhood systems which have historically existed with little coordination.

It is imperative to identify late onset and progressive hearing loss in children as early as possible so they may take advantage of the many communication technologies and methods available for school readiness and success in life.

We share your commitment ensuring that Arizona early learning systems excel and incorporate in the core areas of the Race to the Top-Early Learning Challenge application of:

- Successful State Systems
- High-Quality, Accountable Programs
- Promoting Early Learning and Development Outcomes for Children
- A Great Early Childhood Education Workforce
- Measuring Outcomes and Progress

Thank you for your continued support of early childhood education and services. We look forward to our continued partnerships in serving Arizona children.

Sincerely,

Melissa Selbst, MPH, CHES
Executive Director

Easter Seals Blake Foundation

October 10, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

The Easter Seals Blake Foundation (ESBF) would like to formally express its support for the State of Arizona's application to the Race to the Top – Early Learning Challenge. Together, we can continue building a high-quality early education system to ensure that ALL children in Arizona – regardless of circumstance – are healthy, and prepared to learn and succeed.

ESBF is a nonprofit social services agency providing a multitude of services to more than 10,000 disadvantaged children, adults, and their families living across eight Southern Arizona counties. We provide assessment and intervention for children with disabilities; assessment and therapeutic intervention for children who have been neglected or abused; home visiting for children to prevent abuse; center-based child care; training and technical assistance for early childhood providers; and family reunification and counseling.

Research indicates that children, especially those from at-risk backgrounds, are better prepared to succeed if they participate in high-quality early education programs. ESBF supports a strong, multi-faceted, systems approach to early childhood education, development, and health in our state. As part of Arizona's quality rating system, **Quality First**, we provide expert coaching, mentoring, and financial incentives to support early education quality improvement activities. Additionally, we provide training related to high-quality inclusive care for children with special needs as part of Southern Arizona's Professional Development System, which ensures that more of our community's early education professionals have the training and knowledge to most effectively serve young children.

We share your steadfast commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top – Early Learning Challenge application:

- Successful State Systems
- High-Quality, Accountable Programs
- Promoting Early Learning and Development Outcomes for Children
- A Great Early Childhood Education Workforce
- Measuring Outcomes and Progress

Arizona's early childhood system has historically existed with little coordination between disparate funding streams and stakeholders. However, over the last decade we've made substantial progress building a unified early childhood system. The Race to the Top – Early Learning Challenge grant is an opportunity to dramatically propel our system-building efforts, build on the strengths of our early childhood system, acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services and experiences that support young children's success in school and in life.

In closing, ESBF offers our commitment and pledges to fully work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application.

Sincerely,



Annabel Ratley
Division Director, Children and Families
520-207-7310 x301
aratley@blake.easterseals.com

Gila County Library District
1400 E. Ash Street, Globe, AZ 85501
(928) 402-8770 · FAX: (928) 425-3462

October 14, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

I am writing on behalf of the Gila County Library District to share our interest in supporting a strong early childhood education, development, and health system in Arizona.

For the past two years, Gila County Library District has facilitated a Community Based Early Literacy Grant with First Things First in order to help parents and caregivers prepare their children for reading readiness for kindergarten. We feel our program aligns with goals in Race to the Top (RttT) Early Learning Challenge.

We share your steadfast commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top – Early Learning Challenge application, particularly with promoting early learning and development outcomes for children. Decades of research has established that young children's brains are 90 percent developed by the time they are 5, and the experiences young children have from birth to 5 set the stage for whether they will be prepared to achieve in school and beyond.

Arizona's vision for ensuring that all children have a solid foundation for success in school and life is clearly reflected in the state's application to the Early Learning Challenge. Over the last decade we've made substantial progress building a unified early childhood system. The Race to the Top – Early Learning Challenge grant is an opportunity to dramatically propel our system-building efforts.

Gila County Library District strongly supports the Governor's leadership and Race to the Top Early Learning Challenge.

Sincerely,

Jacque Griffin
Gila County Librarian



Safford City – Graham County Library

October 12, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

My name is Jan Elliott and I am the head librarian at the Safford City – Graham County Library. In that capacity, I am pleased that our library is a First Things First grantee for the Early Childhood Literacy Project. Our library strongly supports an early childhood education, development and health system in Arizona.

We share your steadfast commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top – Early Learning Challenge application. The grant we received from First Things First allows us to provide training for the New Directions Institute Brain Boxes which aligns with the research that shows that a young child's brain is 90 percent developed by the time they are five.

Fulfilling our commitment to our young children means more than simply funding programs and services. It means having a shared vision about what being prepared for kindergarten actually means and then a collective and sustained commitment to work across sectors to realize this vision.

As a library, we offer our commitment and pledge to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application.

We strongly support your leadership as our Governor in making a difference in the lives of our youngest citizens. Our library offers our commitment and pledge to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application. We share your steadfast commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top application.

Sincerely,

Jan K Elliott

Jan Elliott
Safford City – Graham County Library

MAKE WAY FOR BOOKS

The Early Literacy Resource Center for Southern Arizona

October 12, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

We are writing to express our full support of the Race to the Top–Early Learning Challenge application being submitted by First Things First. **MAKE WAY FOR BOOKS** is a nonprofit organization that promotes early literacy, especially in limited resource areas of Tucson and southern Arizona. We provide a full continuum of services that give young children (birth through five) the opportunity to fall in love with books and reading. Our vision is that all children will enter kindergarten with the necessary early literacy skills to be successful. We are committed to ensuring that each child, regardless of socioeconomic status, race, or gender will have daily exposure to books and reading.

Our organization was founded thirteen years ago to improve access to early literacy services for children in Tucson and southern Arizona and to help address a serious lack in the quality of early childhood education available. We know firsthand what decades of research have now proven: If we focus our resources on making sure our youngest, most vulnerable citizens get what they need to start school prepared, they are far more likely to achieve academic success and go on to become highly productive members of society.

Research indicates that young children's brains are 90 percent developed by the time they are five, and the experiences young children have from birth to five set the stage for whether they will be prepared to achieve in school and beyond. Having access to quality books and being read aloud to early and often are two of the most important factors in early brain development and early literacy development. Quality early literacy experiences prepare children for kindergarten. A large percentage of children who are not prepared for kindergarten come from low-income homes and families in which English is not the first language. They are often children who do not have books at home and who are not read to regularly by adults.

A wide body of research has also established that if children are not ready to learn to read when they get to kindergarten they are at very high risk of falling behind, needing special education and remedial classes, and still never catching up. The cycle of failure continues into adulthood with high school dropouts, teen pregnancy, joblessness, and a life of crime. When we fail to give children the confidence that they can learn to read, we may well have lost them for life. When we provide families and caregivers the tools they need to foster early literacy skills and confidence, we are literally saving a generation of Arizona's children.

3955 E. Ft. Lowell Rd., Ste. 114 ♦ Tucson, AZ 85712 ♦ Phone (520) 721-2334 ♦ Fax (520) 881-0669

www.makewayforbooks.org

MAKE WAY FOR BOOKS

Since 1998, all of our resources and programs have been dedicated to establishing and promoting the importance of quality early childhood education. We advocate and support the goals outlined in the Race to the Top Early Learning Challenge. Currently we are partnering with *Quality First!* through First Things First because we believe that high-quality, accountable programs are absolutely necessary for children being cared for outside of the home.

Today's children will become tomorrow's citizens, workers, and parents. If we provide children with what they need to build a strong foundation for learning, our state will prosper. When we invest wisely in children and families, the next generation will pay that back through a lifetime of productivity and responsible citizenship. If we do not make wise investments in the earliest years, we will all pay the considerable costs of greater numbers of school-aged children who need remedial and special education and more adults who are unemployed and incarcerated. Every $1 we invest in early childhood education yields up to $17 in savings over a child's lifetime. (Institute for a Competitive Workforce)

Arizona's vision for ensuring that all children have a solid foundation for success in school and life is clearly reflected in the state's application to the Early Learning Challenge. The Race to the Top – Early Learning Challenge grant can help Arizona build on the strengths of our early childhood system, acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services and experiences that support young children's success in school and in life.

MAKE WAY FOR BOOKS is dedicated to making sure all children get what they need for early literacy development and success in school and life, and we believe that the Race to the Top-Early Learning Challenge can provide the strong support that our state needs to excel and to provide our children what they need and deserve. We offer our sincere commitment and pledge to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application.

With your support, we believe that Arizona's Early Learning Challenge application has tremendous potential to positively impact the future of the state of Arizona. Through your dedicated leadership, we will have the chance to fulfill our commitment to Arizona's young children.

Sincerely,

Mary Jan Bancroft

Mary Jan Bancroft
Executive Director

3955 E. Ft. Lowell Rd., Ste. 114 ♦ Tucson, AZ 85712 ♦ Phone (520) 721-2334 ♦ Fax (520) 881-0669

www.makewayforbooks.org

MARICOPA
INTEGRATED
HEALTH SYSTEM

Count on us to care.

Maricopa Medical Center

Maricopa Integrated Health System

2601 E. Roosevelt
Phoenix, Arizona 85008
Tel (602) 344-5011

Family Health Centers:

Avondale
950 E Van Buren
Avondale, AZ 85323
480 344-6800

Chandler
811 S. Hamilton
Chandler, AZ 85225
480 344-6100

Comprehensive Health Center
2525 E. Roosevelt St.
Phoenix, AZ 85008
602 344-5011

El Mirage
12428 W. Thunderbird
El Mirage, AZ 85335
623 344-6500

Glendale
5141 W. Lamar
Glendale, AZ 85301
623 344-6700

Guadalupe
5825 E. Calle Guadalupe
Guadalupe, AZ 85283
480 344-6000

Maryvale
4011 N. 51st Ave
Phoenix, AZ 85031
623 344-6900

McDowell
1144 E. McDowell Rd, Ste 300
Phoenix, AZ 85008
602 344-8550

Mesa
59 S. Hibbert
Mesa, AZ 85210
480 344-6200

Seventh Avenue
1201 S. 7th Ave
Phoenix, AZ 85007
602 344-6600

South Central
33 W. Tamarisk
Phoenix, AZ 85041
602 344-6400

Sunnyslope
934 W. Hatcher
Phoenix, AZ 85021
602 344-6300

October 12, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

Maricopa Integrated Health System (MIHS) is the largest health care safety net for citizens of Maricopa County, having provided primary and specialty health care services for 137 years. The mission of MIHS is to provide a full spectrum of high quality, wellness oriented healthcare in an organized, cost sensitive and customer oriented academic environment. MIHS includes, but is not limited to, the Maricopa Medical Center, the Arizona Burn Center (second largest in the U.S.), 11 ambulatory outpatient clinics located throughout Maricopa County, the Refugee Women's Health Center (one of only two in the nation), and the Comprehensive Healthcare Center (CHC) which encompasses the Arizona Children's Center.

Commitment to Children. The Arizona Children's Center (AZCC) is the only facility in Arizona with complete and comprehensive pediatric services. These outstanding services include the CHC Pediatric Clinic and Specialty Care Unit, two Family Learning Centers (one located in the CHC), Pediatric and Neonatal Intensive Care Units, and Pediatric Emergency, Burn & Trauma. MIHS serves vulnerable children living in poverty - over 80% of all children receive benefits through AHCCCS and 70% are Hispanic. Most suffer monumental disparities accessing medical care including preventive services. Of the 20,000 inpatient and 400,000 outpatient admissions annually to MIHS facilities, nearly 40,000 are low-income and at-risk pediatric patients.

Promoting Early Learning and Development. Quoting M. Jocelyn Elders, Former U.S. Surgeon General, "you can't educate a child who isn't healthy, and you can't keep a child healthy who isn't educated." Health care has an important, yet unmet, role in promoting optimal health and child development. While most children have access to 12 health check-ups before kindergarten, parents feel most visits fall short in giving them the information they are seeking. MIHS practices medicine where it matters most to patients: in their neighborhoods. To promote early learning and development, MIHS has established a Family Learning Center in Central Phoenix and one in South Phoenix. These Centers have served as one-stop services for the community members; providing reliable, cultural competent: 1) health information, 2) community referrals, 3) education classes, and 4) literacy activities through 118,027 visits and a total of 7,437 social service referrals.

MIHS shares your steadfast commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top – Early Learning Challenge application:

- Successful State Systems;
- High-Quality, Accountable Programs;
- Promoting Early Learning and Development Outcomes for Children;
- A Great Early Childhood Education Workforce; and
- Measuring Outcomes and Progress.

Arizona's vision for ensuring that all children have a solid foundation for success in school and life is clearly reflected in the State's application to the Early Learning Challenge. The Race to the Top – Early Learning Challenge grant can help Arizona build on the strengths of our early childhood system, acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services and experiences that support young children's success in school and in life.

Please know that we fully endorse the State of Arizona's application and believe the State has the strong infrastructure and professional reputation needed to make the project successful. MIHS offers our commitment to the broad vision and specific strategies presented in Arizona's Early Learning Challenge application.

Very truly yours,

Betsey Bayless
President & CEO
Maricopa Integrated Health System

127 E. Beale Street
Post Office Box 7000
Kingman, Arizona 86402-7000
toford@courts.az.gov



Tonya Ford, MEd
Court Team Infant/Toddler
Mental Health Coordinator
Mohave/LaPaz

SUPERIOR COURT OF ARIZONA

MOHAVE COUNTY CHILDREN'S ACTION TEAM

(928) 303-6586 • FAX (928) 718-5557

October 12, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer,

My name is Tonya Ford and I represent the Superior Court Infant/Toddler Mental Health Team in Mohave and La Paz Counties, Arizona.

I am writing this letter on behalf of the Court Team to offer our support for Arizona's Race to the Top—Early Learning Challenge application. In the courts we see daily the importance of promoting school readiness for our most high-need and vulnerable children who have been maltreated by caregivers and are currently living in foster care. We are pleased to be working together with state and local partners to make the early childhood education, child development, health and mental health care systems in Arizona more comprehensive and coordinated to include all children.

We share your steadfast commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top—Early Learning Challenge application:

- Successful State Systems
- High-Quality, Accountable Programs
- Promoting Early Learning and Development Outcomes for Children
- A Great Early Childhood Education Workforce
- Measuring Outcomes and Progress

Decades of research has established that young children's brains are 90 percent developed by the time they are five years old, and the experiences young children have from birth to five set the stage for lifelong learning and achievement in school and in life.

We understand that preparing young children for success in school and beyond means more than simply funding programs and providing services. It means having a shared vision about what being prepared for kindergarten actually means and a collective and sustained commitment to work across sectors to realize this vision by providing professionals the support and education needed and by developing programs to complement existing services.

Arizona's vision for ensuring that all children have a solid foundation for success in school and in life is clearly reflected in the state's application to the Early Learning Challenge. Arizona's early childhood system has historically existed with little coordination between disparate funding streams and stakeholders, but that is changing. In the past few years, Arizona has faced notable challenges affecting the early childhood system, but we have also made important and meaningful progress. For example, in 2006 Arizona voters overwhelmingly approved a tobacco tax increase dedicated solely to support the development of a statewide early childhood development and health system. Over the last decade we've made substantial progress building a unified early childhood system. The Race to the Top—Early Learning Challenge grant is an opportunity to propel our system-building efforts forward.

Race to the Top—Early Learning Challenge funds could provide the needed resources to continue building a better future for Arizona's young children and families and would allow us not only to build on the strengths of our early childhood system, but also to acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services, increased professional training, and experiences that support young children's future success.

In closing, I offer the Superior Court Infant/Toddler Mental Health Team's commitment and pledge to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Race to the Top—Early Learning Challenge application.

We thank you for your commitment to early childhood education, development, health and mental health issues.

Sincerely

Tonya Ford

Tonya Ford, MEd.
Superior Court Infant /Toddler Mental Health Team Coordinator
La Paz/Mohave Counties

NORTH COUNTRY HealthCare
creating healthier communities

Flagstaff
2920 N. 4th Street
Flagstaff, AZ 86004
928.213.6100 PH
928.526.1054 FAX

Grand Canyon
P.O. Box 369
Grand Canyon, AZ 86023
928.638.2551 PH
928.638.2598 FAX

Kingman
1510 Stockton Hill Road
Kingman, AZ 86401
928.753.1177 PH
928.753.1178 FAX

Seligman
P.O. Box 776
Seligman, AZ 86337
928.422.4017 PH
928.422.4018 FAX

Ash Fork
P.O. Box 216
Ash Fork, AZ 86320
928.637.2305 PH
928.637.2343 FAX

Winslow
620 W. Lee Street
Winslow, AZ 86047
928.289.2000 PH
928.289.0036 FAX

Holbrook
1401 W. Florida Street
Holbrook, AZ 86025
928.524.2851 PH
928.524.2171 FAX

St. Johns
P.O. Box 1019
St. Johns, AZ 85936
928.337.3705 PH
928.337.3780 FAX

Round Valley
830 E. Main St., Suite 230
Springerville, AZ 85938
928.333.0127 PH
928.333.4799 FAX

Lake Havasu City
2090 N. Smoketree Ave.
Lake Havasu City, AZ 86403
928.854.1800 PH
928.854.1818 FAX

Show Low
2650 E. Show Low Lake Rd., Ste 1
Show Low, AZ 85901
928.537.4300 PH
928.537.4320 FAX

Bullhead City
2585 Miracle Mile, Ste 116
Bullhead City, AZ 86442
928.704.1221 PH
928.704.1243 FAX

Williams
301 South Seventh Street
Williams, AZ 86046
928.635.4441 PH
928.635.4403 FAX

The Honorable Janice K Brewer
Governor of Arizona
1700 West Washington
Phoenix, Arizona 85007

October 11, 2011

Dear Governor Brewer

North Country HealthCare, a Federally Qualified Community Health Center serving thirteen communities across northern Arizona, supports your application for Race to the Tope Early Learning Challenge grant opportunity. We wholeheartedly share your commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top application.

As the Chief Medical Officer for a primary care system that serves as the medical home for over 40,000 patients, I am clearly aware of the need of Arizona to build it's early childhood system, reduce inefficiencies, improve quality and deliver coordinated services that support young children's success in life. North Country is committed to working together to plan, coordinate and implement the Early Learning Challenge grant strategies through the Maternal and Child Health Community Programs in any way we can.

I am pleased to submit a letter of support for this grant opportunity. Arizona's vision for ensuring that all children have a solid foundation for success in school and life is clearly reflected in the state's application to the Early Learning Challenge. I look forward to the students and families in our communities benefiting from the broad vision and specific strategies outlined in the grant.

Sincerely,

Eric Henley

Eric Henley, MD, MPH
Chief Medical Officer

NAVAJO COUNTY
Superintendent of Schools
"Creating an Enriched Educational Environment"

Linda L. Morrow
Superintendent
Navajo County

Lannie Gillespie
Director
Education Service Agency

October 13, 2011
The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

I am writing on behalf of the Navajo County Superintendent's Office-Education Service Agency. Our agency is currently supporting educational programs and initiatives throughout the county. We have worked in the past with our region's First Things First council to bring much needed early childhood programming and support to this region .

We share your steadfast commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top – Early Learning Challenge application:

- Successful State Systems
- High-Quality, Accountable Programs
- Promoting Early Learning and Development Outcomes for Children
- A Great Early Childhood Education Workforce
- Measuring Outcomes and Progress

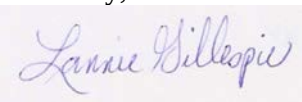
Fulfilling our commitment to our young children means more than simply funding programs and services. It means having a shared vision about what being prepared for kindergarten actually means and then a collective and sustained commitment to work across sectors to realize this vision. Arizona's vision for ensuring that all children have a solid foundation for success in school and life is clearly reflected in the state's application to the Early Learning Challenge.

Arizona's early childhood system has historically existed with little coordination between disparate funding streams and stakeholders. In the past few years, Arizona has faced notable challenges affecting the early childhood system, but we have also made some important and meaningful progress. For example, in 2006 Arizona voters overwhelmingly approved a tobacco tax increase dedicated solely to support the development of a statewide early childhood development and health system. Over the last decade we've made substantial progress building a unified early childhood system. The Race to the Top – Early Learning Challenge grant is an opportunity to dramatically propel our system-building efforts.

The Race to the Top – Early Learning Challenge grant can help Arizona build on the strengths of our early childhood system, acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services and experiences that support young children's success in school and in life.

We offer our commitment and pledge to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application.

Sincerely,



Lannie Gillespie
Director
Navajo County Education Service Agency

• 928.242.2023 • Fax: 928.524.4209 • P.O. Box 668 • Holbrook, AZ 86025 •
•lannie.gillespie@navajocountyaz.gov • www.navajocountyaz.gov •

Navajo County Library District

Geneva Durkee
Director

WEBSITE:
www.navajocountylibraries.org

October 12, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

As the Director of the Navajo County Library District, I must write in enthusiastic support of the State of Arizona's application for a Race to the Top – Early Learning Challenge award. Our twelve public libraries share your commitment to the healthy development, physically and mentally, of our youngest citizens.

Our libraries are especially committed to early literacy and education, recognizing that so much of brain development occurs while children are yet quite young, and that we need to establish high-quality, accountable programs with measurable outcomes to promote early learning. Partnerships and a shared vision with other entities statewide are critical to work toward our common goal of all children being prepared for kindergarten and having a solid foundation for success in school.

In the past few years our state has made substantial progress building a unified early childhood system. Various programs and grants to our libraries have enabled us to be a part of that progress. The Race to the Top – Early Learning Challenge grant is an opportunity to dramatically propel our system-building efforts. This grant can help Arizona build on the strengths of our early childhood system, acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services and experiences that support young children's success in school and in life.

Navajo County Library District and its member libraries offer our commitment and pledge to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application.

Sincerely,

Geneva Durkee

Geneva Durkee
Navajo County Library District Director

PIMA COUNTY HEALTH DEPARTMENT
3950 S. COUNTRY CLUB, SUITE 100 • TUCSON AZ 85714
Phone: (520) 243-7770

October 11, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:
The Pima County Health Department (PCHD) supports a strong early childhood education, development and health system in Arizona. PCHD's Public Health Nursing case management program works one-on-one with families of young children to insure that parents have the skills and resources necessary to have healthy children. The Public Health Nurses and Chronic Disease and Tobacco Prevention staff implement population based programs, focusing on health promotion and disease prevention activities for all ages. Through these programs, PCHD works with many child care centers, schools and other organizations serving young children and their families. The goal of these programs is to encourage and support healthy lifestyles. Children who are healthy and active are better able to learn when in school. Child Care Health Consultants (CCHC) work with child care and family child care homes throughout Pima County to insure that children are cared for in healthy and safe environments. CCHC's work with providers to improve the quality and accountability of the child care centers and track the progress of centers in meeting quality improvement goals. We are in support of Arizona's vision for ensuring that all children have a solid foundation for success in school and life which is clearly reflected in the state's application to the Early Learning Challenge.

The Race to the Top – Early Learning Challenge grant can help Arizona build on the strengths of our early childhood system, acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services and experiences that support young children's success in school and in life.

We offer our commitment and pledge to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application.

Sincerely,

Sherry Daniels, MS, MPH, RN
Director
Pima County Health Department

Santa Cruz County

ARIZONA COOPERATIVE EXTENSION

COLLEGE OF AGRICULTURE AND LIFE SCIENCES

3241 N. Grand Avenue, Suite 1 • Nogales AZ 85621-3917 • (520) 281-2994 • FAX: (520) 281-2985

October 11, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:
I have been living and working with families in rural Arizona for the past 28 years through the University of Arizona Cooperative Extension. I spent 24 years in Pinal County and transferred to Santa Cruz County in 2007.

For the past 8 years, I have taught early brain development to parents and child care providers in the communities I serve. We have seen incredible positive changes in the participants that attend the "Brain Builders for Life" 16-hour training. Since the 1990's and the invention of the PET Scan, research has established that young children's brains are 90 percent developed by the time they are 5, and the experiences (good or bad) young children have from birth to 5 set the stage for whether they will be prepared to achieve in school and beyond.

Over the last decade Arizona has made substantial progress building a unified early childhood system. The Race to the Top – Early Learning Challenge grant is an opportunity to dramatically propel our system-building efforts. This grant would help Arizona build on the strengths of our early childhood system, improve quality, and ultimately deliver coordinated services and experiences that support young children's success in school and in life.

We strongly support and appreciate your leadership on the Race to the Top application. We offer our commitment and pledge to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application. Please let us know how we can further assist with this endeavor.

Sincerely,

Darcy Dixon
County Extension Director

Save the Children

Western Regional Office
126 Valencia NE, Suite F
Albuquerque, New Mexico 87108
Tel: (505) 268-5364 • Fax: (505) 268-5436
Website: www.savethechildren.org

14 October 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

I write to you on behalf of Save the Children to support a strong early childhood education, development, and health system in Arizona. We share your steadfast commitment to ensuring that Arizona's early learning system excels in the core areas of the state's Race to the Top – Early Learning Challenge application:

- Successful State Systems
- High-Quality, Accountable Programs
- Promoting Early Learning and Development Outcomes for Children
- A Great Early Childhood Education Workforce
- Measuring Outcomes and Progress

Save the Children's own program (Early Steps to School Success), implemented in partnership with AZ schools and early learning entities, dovetails with the state's Race to the Top core areas in that it provides early childhood education services to children birth to five years of age, education services to their parents, and ongoing staff training to the community early childhood educators. Save the Children's program is highly accountable, with strong positive, measurable results. It provides high quality training and ongoing hands-on technical assistants, thus greatly contributing to increased ability and capacity of implementing staff, most of whom are members of the local community.

We firmly believe early childhood education is proven to reduce crime, domestic violence and high school drop-out rates. And, especially in rural America where the poverty crisis has gripped families and communities for generations, it is one of the keys to breaking the poverty cycle once and for all.

Save the Children supports Arizona's vision for ensuring that all children have a solid foundation for success in school and believes it is clearly reflected in the state's application to the Early Learning Challenge. The Race to the Top Early Learning Challenge grant will help Arizona build on the strengths of its early childhood system, acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality and ultimately deliver a coordinated set of services and experiences that support young children's success in school and in life.

We offer our commitment and pledge to work with you in the implementation of the vision and strategies contained in the Early Learning Challenge application.

Thank you for your leadership and strong commitment to early childhood education and to the Race to the Top Early Learning Challenge.

Sincerely,



David Neff
Regional Director

SOUTHWEST INSTITUTE

October 10, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

Southwest Institute for Families and Children (SWI) is a regional non-profit organization with headquarters in Scottsdale. Across the past 10 years we have conducted nationally recognized research in and demonstration of best practices in early childhood education and professional development. Since 2003, we have secured $22 million in funding for our state. As such, we recognize the unique opportunity presented by the U.S. Department of Education's Race to the Top- Early Learning Challenge competition to further our state's vision and mission for improved outcomes for young children and their families.

As a result of SWI's extensive research and evaluation of model early childhood education programs I can report the following:

1. Young children in the under-resourced areas of Arizona are among the highest risk children in the United States for future academic failure.
2. These children enter kindergarten significantly behind their peers; these initial differences persist and often expand throughout their academic and economic careers.
3. Without an inclusive, cohesive, and evidence-based implementation system our children will continue to lag behind their peers with very little chance to catch-up.
4. Effective core elements include:
    a. Healthy children, ready to learn
    b. High quality childcare
    c. Solid family and school partnerships aligned for academic success
    d. Programs that focus on core elements of early literacy
    e. Highly prepared teachers equipped with evidence-based instructional strategies
    f. Performance-based frequent progress monitoring that continually informs teachers of what children are and are not learning
    g. Rapid interventions to bridge learning gaps
5. By inclusion in early childhood programs that include the above, children from the most severely under-resourced communities enter kindergarten indistinguishable from their peers and are ready for success.

The Race to the Top- Early Learning Challenge competition will assist our state to develop and implement a system based on these principles that ensure healthy and successful learners. Fulfilling our commitment to young children means more than simply funding programs and services; it requires a shared commitment to kindergarten readiness, reliance on rigorous research to make decisions, and collective and sustained collaboration across disciplines to realize this common goal. Historically, Arizona's early childhood system has been fragmented with little coordination between disparate funding streams and stakeholders. In the past few years, Arizona has faced notable challenges affecting the early childhood system; however, we have made some significant and meaningful progress. For example, in 2006 Arizona voters overwhelmingly approved a tobacco tax increase dedicated solely to support the development of a statewide early childhood development and health system, First Things First.

For the first time in our shared history, there exists a cohesive network of families, health and social service practitioners, educators, policy makers and administrators collaborating with researchers to form a truly integrated and responsive system for our youngest citizens. Headed by knowledgeable administrators at First Things First and the AZ Department of Education, substantive changes are taking root in rural and urban communities that support and empower all

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SUITE 151
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480·222·1080

www.swifamilies.org

families. This foundation places our State in a highly competitive position to respond to this Race to the Top – Early Learning Challenge.

This grant can help Arizona build on the strengths of our early childhood system, acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services and experiences that support young children's success in school and in life.

SWI applauds the strength of this initiative and shares your steadfast commitment to ensuring that Arizona's early learning system excels in the core areas evidenced in the state's Race to the Top – Early Learning Challenge application:

- Successful State Systems
- High-Quality, Accountable Programs
- Promoting Early Learning and Development Outcomes for Children
- A Great Early Childhood Education Workforce
- Measuring Outcomes and Progress

This model builds on current national and local findings and will yield a continuous, comprehensive, compassionate, and culturally responsive system of care and education for children and families. It will also ensure that all Arizona children are ready for the cognitive and social demands of kindergarten and beyond. As SWI's mission is clearly aligned with the proposed Arizona Race to the Top – Early Learning Challenge application, we endorse your application. It is our promise to support the efforts of this initiative, continue conducting groundbreaking research in early literacy, teacher preparation, and family partnerships as well as invest in local programs that promote high quality early childhood education. We look forward to the success of the Arizona Race to the Top – Early Learning Challenge initiative and look forward to future collaboration.

Respectfully,

Karen Bürstein, PhD, MPH
Director and Senior Scientist

Sunnyside Unified School District
a proud learning community

Department of Student Services
2238 E. Ginter Road • Tucson, AZ 85706
(520) 545-2065 • FAX: (520) 545-2149

Jeannie Favela, Ph.D. Assistant Superintendent
Gina Gomez, Administrative Assistant
Sally Ray, Secretary/Translator

October 11, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

On behalf of the Sunnyside Unified School District, I am pleased to express strong support for the Race to the Top (RttT) Early Learning Challenge grant application. The goals of Sunnyside's early childhood programs strongly align with those indicated in the RttT Early Learning Challenge.

Sunnyside School District has a long-standing financial and programmatic commitment to early childhood education. Sunnyside's funding challenges have paralleled those across the state. Arizona's early childhood system has historically existed with little coordination between disparate funding streams and stakeholders. Despite significant budget challenges, Sunnyside made sacrifices in other areas in order to continue to provide robust and cohesive early learning opportunities for children and families.

Sunnyside consolidated all the early childhood programs in the district and created the Ocotillo Early Learning Center. This center houses the award-winning Parents as Teachers program, which serves parents, beginning prenatally until their child enters kindergarten. The Ocotillo Center also houses the preschool program for special needs students and for students who qualify under Title I. All the preschool classrooms are integrated; students with special needs have the opportunity to be in learning environments with typically developing students.

The Sunnyside School District shares your steadfast commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top – Early Learning Challenge application. These include the following areas:

- Successful State Systems

- High-Quality, Accountable Programs
- Promoting Early Learning and Development Outcomes for Children
- A Great Early Childhood Education Workforce
- Measuring Outcomes and Progress

Fulfilling our commitment to our young children, however, means more than simply funding programs and services. It means having a shared vision about what being prepared for kindergarten actually means, and then ensuring there is a collective and sustained commitment to work across sectors to realize this vision. We applaud your efforts to sustain this vision for children. Arizona's vision for ensuring that all children have a solid foundation for success in school and life is clearly reflected in the state's application to the Early Learning Challenge.

The creation of Sunnyside's Ocotillo Learning Center is an example of our belief in the power of early childhood education. Decades of research has established that young children's brains are 90 percent developed by the time they are 5, and the experiences young children have from birth to 5 set the stage for achievement in school and beyond.

We have made substantial progress building a unified early childhood system. The Race to the Top – Early Learning Challenge grant is an opportunity to dramatically propel our system-building efforts. The Race to the Top – Early Learning Challenge grant will help districts across Arizona build on the strengths of our early childhood system, acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services and experiences that support young children's success in school and in life.

We offer our commitment and pledge to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application. We greatly appreciate your leadership and support for excellence in Arizona, and we align with your efforts to promote and ensure success for Arizona's future: our children.

Sincerely yours,

Jeannie Favela

Jeannie Favela, Ph.D.
Assistant Superintendent for Student Services

Teen Outreach Pregnancy Services
3024 E. Fort Lowell Rd., Tucson, AZ 85716
Office: 520.888.2881 • Fax: 520.770.0035
www.teenoutreachaz.org

October 14, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

I am pleased to submit this letter of support on behalf of Teen Outreach Pregnancy Services (TOPS) for First Things First. First Things First's approach through partnership and collaboration to best meet the needs of families with children 0-5 years will be an excellent fit for Race to the Top – Early Learning Challenge.

In the past few years, Arizona has faced notable challenges affecting the early childhood system, but we have also made some important and meaningful progress. For example, in 2006 Arizona voters overwhelmingly approved a tobacco tax increase dedicated solely to support the development of a statewide early childhood development and health system.

We at TOPS share your steadfast commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top – Early Learning Challenge application:

- Successful State Systems
- High-Quality, Accountable Programs
- Promoting Early Learning and Development Outcomes for Children
- A Great Early Childhood Education Workforce
- Measuring Outcomes and Progress

First Things First's approach is an essential component in the quest to build a comprehensive system to ensure that children from 0-5 years are prepared to enter school.

Thank you for your consideration,

Respectfully,

Laura Pedersen, RN

Laura Pedersen, RN
Executive Director

TSÉHOOTSOOÍ
Medical Center

PO Box 649 Fort Defiance, AZ 86504 Phone: 928.729.8010 Fax: 928.729.8019 Website: www.FDIHB.org

October 11, 2011

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

On behalf of the Tséhootsooí Medical Center Public Health Nutrition Department, It is my pleasure to write a letter of support of *First Things First* proposal for *Race to the Top-Early Learning Challenge.*

Over the last year we have had the privilege or working with *First Things First* to help alleviate food insecurity in young families on the Navajo reservation. Through our partnership with *First Things First* we have been able to provide Arizona school children supplemental food through our "Backpack Program" and emergency food vouchers. Good nutrition in the first few years of life is crucial for proper brain development and without these programs many of our families would not be able to get the nutrition needed for proper neural development. Numerous studies show that well-nourished children are better learners who grown into successful adults.

This is just one snap shot of how First Things First has improved the lives of our youngest Arizonans. First Things First is a well-known and well trusted agency in our community that has made a difference in many of our children's lives. By funding First Things First you are investing in the future of Arizona.

Sincerely,

Kristen Coaty, RD

Kristen Coaty, RD
Supervisory Public Health Nutritionist

Yavapai County Community Health Services

Our Mission: "Yavapai County Community Health Services will provide leadership, information, and services that contribute to improving the health and well-being of Yavapai County residents."

Public Health
Prevent. Promote. Protect.

October 7, 2011

The Honorable Janice Brewer
Governor of Arizona
1700 W. Washington
Phoenix, AZ 85007

Re: Race to the Top: Early Learning Challenge

Dear Governor Brewer:

I am a Registered Nurse and Section Manager for Yavapai County Community Health Services (YCCHS). My 25+ years of experience working with young children and their parents have taught me many things but one stands out above the rest – namely that children are wonderfully resilient and come ready to learn, if we will only take the time to meet their needs and show them the way. Parents are often challenged to meet physical needs in this economy and the odds that many face with having to work more than one job (when they can get it) makes it difficult for parents to have the wherewithal to give their children the time, energy and emotional support they need to be successful in school and to thrive in life.

Yavapai County has been committed to the changing needs of families for many years. Through our Health Start program, Newborn Intensive Care Program, and Nurse Family Partnership program we have been meeting families in their homes to provide them with the education and support they need to help their children succeed and to improve the confidence of the parents in being able to meet their children's needs. In recent years, YCCHS has been proud to partner with First Things First to address the health needs of children in the Early Care & Education system through the Child Care Health Consultation Program and to assist foster families to understand the unique needs of the children in their care through our Nurse Home Visiting program.

As you know, fulfilling our commitment to our young children means more than simply funding programs and services. It means having a shared vision about what being prepared for kindergarten actually looks like and then creating and maintaining a collective and sustained effort and commitment to work across sectors to realize this vision. Arizona's vision for ensuring that all children have a solid foundation for success in school and life is clearly reflected in the state's application to the Early Learning Challenge.

YCCHS offers our commitment to work together with Arizona's leadership to plan, coordinate, and implement the broad vision and specific strategies presented in the Early Learning Challenge application.

Thank you for considering this letter of support. If you have questions or need further information, please feel free to contact me.

Sincerely,
Barbara Jorgensen, RN, MSN
Barbara Jorgensen, RN, MSN
Section Manager for Family Health & Wellness
928-442-5489

ATTACHMENT PPP – Participating State Agencies MOUs and Scopes of Work

MODEL PARTICIPATING STATE AGENCY MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is entered into by and between _First Things First_ ("Lead Agency") and _the Arizona Department of Health Services_ ("Participating State Agency"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;

2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:

(a) A set of statewide Early Learning and Development Standards;

(b) A set of statewide Program Standards;

(c) A statewide Tiered Quality Rating and Improvement System; and

(d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

(*Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.*)

3) Has all requisite power and authority to execute and fulfill the terms of this MOU;

4) Is familiar with the State's Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;

5) Will provide a Final Scope of Work only if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and

6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;

2) Abide by the governance structure outlined in the State Plan;

3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES
In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES
1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM
If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or

initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:

Signature Date

Rhian Evans Allvin Chief Executive Officer
Print Name Title

Authorized Representative of Participating State Agency:

Signature Date

Will Humble 10/17/11
Print Name Title

Director, Department of Health Services

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(A)(3)	Arizona Department of Health Services, including Division of Licensing Services and Division of Public Health Prevention Services	• Fulfill MOU with all partner agencies as outlined in Assurances, Participating State Agency Responsibilities, Joint Responsibilities, State Recourse • Participate in system integration taskforce and Interagency Directors' Coordinating Council • Create or maintain internal early childhood cross divisional taskforce • Provide all partners with transparent, timely and accurate data and information related to grant administration, evaluation and program monitoring and progress
(B)(2) – Family, Friend and Neighbor Care	Arizona Department of Health Services, Division of Licensing Services	• Develop professional competencies and training programs to work with FFN providers through DHS licensing process
(B)(2) – Quality First Rating Only	Arizona Department of Health Services, Division of Licensing Services	• Maintain licensing as floor to Quality First • Share licensing information combined with QF ratings as part of coordinated public information system to families
(B)(3)	Arizona Department of Health Services, Division of Licensing Services	• Share licensing information combined with QF ratings as part of coordinated public information system to families. Use the CCR&R as a vehicle to provide information on licensing status and Quality Rating providers.
(C)(1)	Arizona Department of Health Services, Division of Licensing Services and Division of Public Health Prevention Services	• Ensure licensing inspectors are knowledgeable and proficient in the use of standards and guidelines • Ensure Integration of infant and toddler guidelines with home visiting
(C)(4)	Arizona Department of Health Services, Division of Public Health Prevention Services	• Responsible for oversight and administration of the federal home visiting grant funds; lead agency for the interagency committee and Home Visiting Taskforce; in partnership with interagency council implement home visiting statewide action plan
(E)(2)	Arizona Department of Health Services, Division of Licensing Services	• Support the Early Childhood Learning Data System development efforts. • Participate in determining which essential data elements currently being captured would be transferred into the data warehouse • Identifying which essential data elements are

Selection Criterion	Participating Party	Type of Participation
		not currently being captured in an electronic system but are being collected and could then be entered and stored in the data warehouse • Use standard data collection formats to ensure uniform data exchange capabilities and interoperability among all participating PSAs' systems • Comply with all Federal, State, and Local privacy laws.

Signature *(Authorized Representative of Lead Agency)* Date

Signature *(Authorized Representative of Participating State Agency)* Date

MODEL PARTICIPATING STATE AGENCY MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is entered into by and between _First Things First_ ("Lead Agency") and _the Arizona Department of Economic Security_ ("Participating State Agency"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;

2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:

(a) A set of statewide Early Learning and Development Standards;

(b) A set of statewide Program Standards;

(c) A statewide Tiered Quality Rating and Improvement System; and

(d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

(*Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.*)

3) Has all requisite power and authority to execute and fulfill the terms of this MOU;

4) Is familiar with the State's Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;

5) Will provide a Final Scope of Work only if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and

6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

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1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;

2) Abide by the governance structure outlined in the State Plan;

3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES
In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES
1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
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3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM
If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or

initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:

Rhian Evans Allvin 10/16/11

Signature Date

Rhian Evans Allvin Chief Executive Officer

Print Name Title

Authorized Representative of Participating State Agency:

Sharon E. Sergent 10/17/11

Signature Date

Sharon E. Sergent Deputy Director of Programs

Print Name Title

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

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Selection Criterion	Participating Party	Type of Participation
(A)(3)	Arizona Department of Economic Security including the Division of Employment and Rehabilitation Services and the Division of Technology Services	• Fulfill MOU with all partner agencies as outlined in Assurances, Participating State Agency Responsibilities, Joint Responsibilities, State Recourse • Participate in system integration taskforce and Interagency Directors' Coordinating Council • Create or maintain internal early childhood cross divisional taskforce • Provide all partners with transparent, timely and accurate data and information related to grant administration, evaluation and program monitoring and progress
(B)(2) – Family, Friend and Neighbor	Arizona Department of Economic Security the Division of Employment and Rehabilitation Services	• Develop professional competencies and training programs to work with FFN providers through DES certification process
(B)(2) – Quality First Rating Only and System Integration	Arizona Department of Economic Security , Division of Employment and Rehabilitation Services	• Coordinate Quality Set-Aside to align with Quality First • Collaborate with FTF to align CCDF policy and practice with Quality First including discussions of tiered subsidy reimbursement • Map and align ECE system elements within DES purview to identify duplication and gaps
(B)(3)	Arizona Department of Economic Security, Division of Employment and Rehabilitation Services	• Use CCR&R as a vehicle to provide public information on licensing status and Quality Rating providers
(C)(1)	Arizona Department of Economic Security, Division of Employment and Rehabilitation Services	• DES staff certifying and monitoring family child care providers are knowledgeable and proficient in the use of standards • Integration of infant and toddler guidelines with home visiting programs
(C)(4)	Arizona Department of Economic Security including the Division of Children Youth and Family and Arizona Early Intervention Program	• Maintain funding levels and adherence to program standards for Healthy Families program as the administrative home; commit to fully participating in interagency committee and HV Taskforce • DES AZEIP—as part of the family support continuum, continue to partner with state agencies to develop and implement coordinated

Selection Criterion	Participating Party	Type of Participation
		delivery system to increase the number of children appropriately screened, identified for developmental delay/disability and evaluated and those eligible served
(E)(2)	Arizona Department of Economic Security including the Division of Employment and Rehabilitation Services and the Division of Technology Services	• Support the Early Childhood Learning Data System development efforts. • Participate in determining which essential data elements currently being captured would be transferred into the data warehouse • Identifying which essential data elements are not currently being captured in an electronic system but are being collected and could then be entered and stored in the data warehouse • Use standard data collection formats to ensure uniform data exchange capabilities and interoperability among all participating PSAs' systems • Complying with all Federal, State, and Local privacy laws.

Signature *(Authorized Representative of Lead Agency)* Date 10/16/11

Signature *(Authorized Representative of Participating State Agency)* Date 10/17/11

MODEL PARTICIPATING STATE AGENCY MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is entered into by and between _First Things First_ ("Lead Agency") and _the State Advisory Council_ ("Participating State Agency"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;

2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:

(a) A set of statewide Early Learning and Development Standards;

(b) A set of statewide Program Standards;

(c) A statewide Tiered Quality Rating and Improvement System; and

(d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

(*Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.*)

3) Has all requisite power and authority to execute and fulfill the terms of this MOU;

4) Is familiar with the State's Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;

5) Will provide a Final Scope of Work only if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and

6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;

2) Abide by the governance structure outlined in the State Plan;

3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES
In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES
1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM
If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or

initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:

Rhian Evans Allvin 10/16/11

Signature Date

Rhian Evans Allvin Chief Executive Officer

Print Name Title

Authorized Representative of Participating State Agency:

Rhian Evans Allvin 10/16/11

Signature Date

Rhian Evans Allvin 10/16/11

Print Name Title

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(A)(3)	FTF/SAC	• Fulfill MOU with all partner agencies as outlined in Assurances, Lead Agency Responsibilities, Joint Responsibilities, State Recourse • Provide system leadership by convening partners for system development, identification of roles and responsibilities. • Interfacing with federal partners • Providing sustained funding for the conceptualization and implementation of key components of the early childhood system • Create and implement system integration taskforce • Create and implement interagency directors' coordinating council • Fulfill all fiscal, fiduciary and reporting requirements • Provide all partners with transparent, timely and accurate data and information related to grant administration, evaluation and program monitoring and progress
(B)(2) – Family, Friend and Neighbor Care	FTF/SAC	• Develop scopes of work, standards of practice and RFGA's to release related to FFN capacity building initiative • Grantee compliance and technical assistance
(B)(2) – Quality First Rating Only	FTF/SAC	• Quality First staff to support programs and grantees in rating only portion of Quality First—help to address and eliminate any barriers • Work closely with ADE on integration of all program guidelines, standards and assessments among and between ECE providers and elementary schools
(B)(5)	FTF/SAC	• Develop scopes of work and release RFGA's to potential bidders. • Maintain grantee compliance • Provide data, information and support to the grantee in a timely manner • Regularly review Quality First ERS, CLASS and related data for patterns and trends

Selection Criterion	Participating Party	Type of Participation
(C)(1)	FTF/SAC	• Maintain standards • Program guidelines • Disseminate and Training • Quality First Assessment and Coaching staff are knowledgeable and proficient in the use of standards • Coaches participate in Coaching Academy
(C)(4) – Literacy for English Language Learners	FTF/SAC	• Active participant in HV interagency committee and HV taskforce • Develop scopes of work and release RFGA's to potential bidders • Maintain grantee compliance • Provide data, information and support to the grantee in a timely manner • Coordination of family support programs in partnership with state agencies
(D)(1)	FTF/SAC	• Reconvene Early Childhood Professional Development Taskforce. • Revise the Workforce Knowledge and Competency Framework and Career Ladder • Coordinate dissemination of Workforce Knowledge and Competency Framework and Career Ladder • Produce professional-quality, branded brochures, online content and collateral materials
D)(2)	FTF/SAC	• Strategically plan for and implement a central professional development TA center • Develop and release a RFP for regional TA centers • Provide centralized support for regional TA centers • Develop culturally and linguistically responsive career and academic advising media including print materials, online materials, videos and DVDs in multiple, relevant languages, to help students access higher education and help them navigate the process of earning a college degree. • Develop and implement a Professional Development web site with user-friendly access to comprehensive career and academic information. • Develop, implement, and oversee an EC professional development career registry linked to the EC data system. • Develop SOW to develop professional development technical assistance center

Selection Criterion	Participating Party	Type of Participation
		network of local/regional centers • Develop intensive statewide professional development efforts (linked to state early childhood learning and program standards and aligned with the Tiered Workforce Knowledge and Competency Framework) in the following four core areas to include faculty development, curriculum development, capacity-building intensive institutes with national experts: › Early Childhood Assessment and Data Use (see linkage with (C)(2) – Comprehensive Assessment Use; Developmental Screenings). › English Language Acquisition and Language Preservation (Demonstrates system-building to provide high quality early childhood education and care to Children with High Needs) › Identifying, Educating, and Supporting Young Children with Disabilities (See linkage with (C)(2) – Developmental Screenings; Also Demonstrates system-building to provide high quality ECEC to Children with High Needs) › Early Childhood Leadership (including coaching, directing, faculty development, system building, policy)
(E)(1)	FTF/SAC	• Collaborate with Arizona Department of Education to ensure consistent definitions and conceptualizations of school readiness to promote smooth transitions from 0-5 to K-12 educational systems. • Coordinate with Arizona Department of Education to support professional development efforts include expanding Early Childhood Educators' capacity to use and interpret the kindergarten entry assessment
(E)(2)	FTF/SAC	• Coordinate the early childhood learning data system development efforts • Ensure the use of uniform data architectures, standard data collection formats and standard data definitions • Provide access to secure portal for data entry/transfers by PSAs & PP • Comply w/ all Federal, State and local privacy laws • Coordinate a multi data point data matching process to associate a SAIS number to a child

Selection Criterion	Participating Party	Type of Participation
		in order to ensure interoperability of systems • Incorporating all of the Essential Data Elements in the data warehouse such as unique statewide child identifier, educator identifier, an program identifier. • Facilitating the exchange of essential data elements • Facilitating the compilation of data codebooks/dictionaries by all PSAs and PPs • Creating system architecture and business intelligence for the analysis and reporting of data

Signature *(Authorized Representative of Lead Agency)* Date 10/16/11

Signature *(Authorized Representative of Participating State Agency)* Date 10/16/11

MODEL PARTICIPATING STATE AGENCY MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is entered into by and between _First Things First_ ("Lead Agency") and _the Arizona Department of Education_ ("Participating State Agency"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;

2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:

(a) A set of statewide Early Learning and Development Standards;

(b) A set of statewide Program Standards;

(c) A statewide Tiered Quality Rating and Improvement System; and

(d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

(*Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.*)

3) Has all requisite power and authority to execute and fulfill the terms of this MOU;

4) Is familiar with the State's Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;

5) Will provide a Final Scope of Work only if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and

6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;

2) Abide by the governance structure outlined in the State Plan;

3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES
In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
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3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
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V. SIGNATURES

~~Authorized~~ Representative of Lead Agency:

Signature Date 10/16/11

Rhian Evans Allvin Chief Executive Officer

Print Name Title

Authorized Representative of Participating State Agency:

Signature Date 10/17/11

John Huppenthal Superintendent of Public Instruction

Print Name Title

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(A)(3)	Arizona Department of Education, including Early Childhood Division	• Fulfill MOU with all partner agencies as outlined in Assurances, Participating State Agency Responsibilities, Joint Responsibilities, State Recourse • Participate in system integration taskforce and Interagency Directors' Coordinating Council • Create or maintain internal early childhood cross divisional taskforce • Provide all partners with transparent, timely and accurate data and information related to grant administration, evaluation and program monitoring and progress
(B)(2)	Arizona Department of Education, including Early Childhood Division	• Provide technical assistance, coaching and support to IDEA, Title 1, Head Start programs seeking rating only assessment • Work closely with FTF on integration of all program guidelines, standards and assessments among and between ECE providers and elementary schools
(C)(1)	Arizona Department of Education, including Early Childhood Division	• Maintain standards • Program guidelines • Disseminate and train on standards and guidelines • Develop modules on standards and guidelines for Coaching Academy • Lead implementation of modules in Coaching Academy • ADE mentors to participate in Coaching Academy
(E)(1)	Arizona Department of Education, including Early Childhood, and Standards Development & Assessment Divisions	• Convene workgroup and stakeholders to develop/adopt Arizona definition of school readiness and facilitate recommendations for selection of Kindergarten Entry Assessment. • Coordinate required discussions with relevant policy-makers and advance recommendations for adoption of the Kindergarten Entry Assessment by the Arizona Board of Education. • Develop SOW and RFP to select a

Selection Criterion	Participating Party	Type of Participation
		Kindergarten Entry Assessment that includes criteria • Develop and oversee professional development on implementation of the Kindergarten Entry Assessment. • Develop phase-in implementation of common Kindergarten Entry Assessment by 2014. • Submit recommendation for KEA to State Board of Education, no later than July 1, 2013
(E)(2)	Arizona Department of Education, including Early Childhood and Information Technology Divisions	• Support the Early Childhood Learning Data System development efforts. • Participate in determining which essential data elements currently being captured would be transferred into the data warehouse • Identifying which essential data elements are not currently being captured in an electronic system but are being collected and could then be entered and stored in the data warehouse • Use standard data collection formats to ensure uniform data exchange capabilities and interoperability among all participating PSAs' systems • Complying with all Federal, State, and Local privacy laws.

10/16/11

Signature *(Authorized Representative of Lead Agency)* Date

10/17/11

Signature *(Authorized Representative of Participating State Agency)* Date