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PUBLIC NOTICE OF MEETING OF THE

Arizona Early Childhood Development & Health Board

Pursuant to A.R.S. §8-1194(A) and A.R.S. §38-431.02, notice is hereby given to the members of the First Things First Arizona Early Childhood Development & Health Board, and to the general public that the Board will hold a ***Regular meeting open to the public on Tuesday, January 22, 2013 beginning at 10:00 a.m. and Wednesday, January 23, 2013 beginning at 8:30 a.m. The meeting will be held at First Things First, 4000 North Central Avenue, Suite 800, Phoenix, Arizona 85012.*** Some members of the Board may elect to attend telephonically.

Pursuant to A.R.S. § 38-431.03 (A) (1), A.R.S. § 38-431.03(A) (2) and A.R.S. § 38-431.03 (A) (3), the Board may vote to go into Executive Session, which will not be open to the general public, to discuss personnel items, records exempt from public inspection and/or to obtain legal advice on any item on this agenda.

The Board may hear items on the agenda out of order. The Board may discuss, consider, or take action regarding any item on the agenda. The Board may elect to solicit public comment on any of the agenda items.

The meeting agenda is as follows:

Tuesday, January 22, 2013 from 10:00 a.m. to 5:00 p.m.

Wednesday, January 23, 2013 from 8:30 a.m. to 12:00 p.m.

1. Call to Order **Steve Lynn, Chair**

2. Conflict of Interest **Steve Lynn, Chair**

Board Members will Address Potential Conflicts of Interest Regarding Items on this Agenda.

3. Call to the Public

This is the time for the public to comment. Members of the Board may not discuss or take legal action regarding matters that are not specifically identified on the agenda. Therefore, pursuant to A.R.S. §38-431.01(H), action taken as a result of public comment will be limited to directing staff to study the matter, responding to any criticism, or scheduling the matter for further consideration and decision at a later date.

4. Consent Agenda **Steve Lynn, Chair**

All items on the agenda that are in *italics,* underlined, and marked with an asterisk (*) are consent matters and will be considered by a single motion with no discussion. All other items will be considered individually. Any matter on the consent agenda will be removed from the consent agenda and discussed upon the request of any Board member**.**

Pursuant to A.R.S. § 38-431.03 (A) (1), A.R.S. § 38-431.03(A) (2) and A.R.S. § 38-431.03 (A) (3), the Board may vote to go into Executive Session, which will not be open to the general public, to discuss personnel items, records exempt from public inspection and/or to obtain legal advice on any item on this Consent Agenda.

A. **Minutes of the December 2012 Board Meeting* ***(Attachment #1)***
B. **Statewide and Regional Partnership Council New and Revised Strategies, Grants and Contract Agreement Amendments, Inter-Governmental Agreements and Direct Council Implementation* ***(Attachment #2)***
C. **Grant Activities and Public Private Partnership Report* ***(Attachment #3)***

D. *External Affairs Report **(Attachment #4)***
E. *Tribal Affairs Report **(Attachment #5)***
F. *Finance Report **(Attachment #6)***
G. *Quality First Update **(Attachment #7)***

5.	**Board Member Report/Update**	**Board Members**
6.	**CEO Report/Update**	**Rhian Evans Allvin, CEO**
7.	**National Research and Evaluation Advisory Panel (Discussion and Possible Vote)** ***(Attachment #8)***	**Rhian Evans Allvin, CEO**
8.	**Vice Chair Election (Discussion and Possible Vote)**	**Steve Lynn, Chair**
9.	**Discussion and Possible Appointment of Regional Partnership Council Applicants (Possible Executive Session)**	**Michelle Katona, CRO**

Pursuant to A.R.S. § 38-431.03(A) (1) and A.R.S. § 38-431.03(A) (3), the Board may vote to go into Executive Session, which will not be open to the general public, to discuss personnel items and or to obtain legal advice regarding Regional Council applicants.

10.	**Discussion and Possible Approval of RFGA Recommendations (Possible Executive Session)**	**Karen Woodhouse, CPO**

Pursuant to A.R.S. § 38-431.03(A) (2), the Board may vote to go into Executive Session, which will not be open to the general public, to discuss records exempt from public inspection. Pursuant to A.R.S. §41-2702(E), all information in the grant application is confidential during the process of evaluation.

11.	**Compensation and Credentialing Report (Discussion and Possible Vote)*****(Attachment #9)***	**Dr. Amy Kemp, Sr. Director Research and Evaluation**
12.	**Teach Assessment Report (Discussion and Possible Vote)*****(Attachment #10)***	**Cami Ehler, Program Specialist for Early Learning**
13.	**Professional Development Plan (Discussion and Possible Vote)** ***(Attachment #11)***	**Dr. Ida Rose Florez, Sr. Director for Strategic Initiatives**
14.	**Regional Funding Plans Presentations (Discussion and Possible Vote)**	**Michelle Katona, CRO Regional Staff**
15.	**General Discussion**	**Board Members**

The Board may engage in general discussion regarding items of possible interest as new business, regarding the agency's mission, goals, initiatives and priorities and strategies. The Board's discussion may include First Things First staff members. No official action will be taken at this time; any matters deemed appropriate for future action will be placed on a future agenda for deliberation and a possible vote.

16.	**Next Meeting – April 8-9, 2013 – Payson**	**Steve Lynn, Chair**
17.	**Adjourn**	

A person with a disability may request a reasonable accommodation such as a sign language interpreter by contacting Kim Syra, Board Administrator, Arizona Early Childhood Development and Health Board, 4000 North Central Avenue, Suite 800, Phoenix, Arizona 85012, telephone (602) 771-5026. Requests should be made as early as possible to allow time to arrange the accommodation.

Dated this 11th day January 2013

ARIZONA EARLY CHILDHOOD DEVELOPMENT & HEALTH BOARD

Kim M. Syra, Board Administrator

Arizona Early Childhood Development & Health Board

Draft Meeting Minutes

Call to Order
The Regular meeting of the First Things First – Arizona Early Childhood Development and Health Board was held on Tuesday, December 11, 2012, beginning at 8:00 a.m. The meeting was held at the Central Arizona College-Corporate Center, 540 North Camino Mercado, Casa Grande, Arizona 85122.

Chair Lynn called the meeting to order at approximately 8:05 a.m.

Members Present:
Steve Lynn, Dr. Eugene Thompson (telephonic), Nadine Mathis Basha, Vivian Saunders, Dr. Pamela Powell, Gayle Burns, Janice Decker and Cecil Patterson (telephonic)

Ex-Officio Members Present:
Mary Ellen Cunningham, Brad Willis and Karla Phillips

Conflict of Interest
Chairman Lynn asked the Board members if there were conflicts of interest regarding items on this agenda. There were no conflicts at this time.

Call to the Public
There were no calls to the public at this time.

Consent Agenda
CEO Allvin asked to pull item B from the consent agenda for discussion.

A motion was made by Member Powell to approve the Consent Agenda except for item B, seconded by Member Mathis Basha. Motion carried.

A Motion was made by Member Patterson to approve item B pending review from legal counsel, seconded by Member Saunders. Motion carried.

Oral Health Policy and Implementation Discussion
Karen Peifer, Sr. Director for Children's Health, and Kelley Murphy, Sr. Program Specialist in Children's Health, presented to the board information on First Things First's approach to oral health policy and implementation of oral health strategies to address the health care need.

Overview and Tour of the Sun Life Family Health Center Mobil Oral Health Unit
Dr. Richard Saran, Pinal Regional Council Member presented an overview and tour to the board of the Sun Life Family Health Center Mobil Oral Health Unit.

Regional Panel Presentation on Service Coordination
Aimee Kempton, Regional Director for the Pinal Regional Partnership Council will introduce the panelists and facilitate the discussion on service coordination. The Pinal Regional Partnership Council funds a First Things First directed Service Coordination strategy and presented an overview on how the service coordination strategy has been implemented in the region. The panelist included: Bryant Powell, Chairman of the Pinal Regional Council; Camille Verdugo, Program Manager for Arizona Early Intervention Program (AzEIP) for Pinal/Gila Counties and the Newborn Intensive Care Program (NICP) in Pinal County for the Easter Seals Blake Foundation; Rosanna Ringer, Asst. Director of Public Health for Nutrition Services for Pinal County.

Discussion and Possible Appointment of Regional Partnership Council Applicants
A motion was made by Member Mathis Basha that the Board approve the appointment of Regional Council applicants as presented, seconded by Member Powell. Motion carried.

Agency Audit
Josh Allen, COO/CFO, presented to the board the annual agency audit conducted by Henry and Horne, LLP.

Quality First Policies-Second Reading
Ginger Sandweg, Director of Quality First, introduced to the Board for second reading the Quality First Policies. These policies are in addition to Quality First Policies already approved by the Board.

A motion was made by Member Powell to approve the Quality First Rating Policy as presented, seconded by Member Mathis Basha. Motion carried.

Revised Tribal Consultation Policy-Second Reading
Beverly Russell, Sr. Director for Tribal Affairs, introduced to the Board for second reading proposed changes to the Tribal Consultation Policy.

A motion was made by Member Saunders to approve the revised Tribal Consultation Policy as presented, seconded by Member Burns. Motion carried.

Child Care Demand Study Report
Dr. Amy Kemp, Sr. Director Research Evaluation, reported to the board on the child care demand study report. This report is a large-scale, survey-based research project, designed to find out when and why Arizona parents use child care; how they make child care decisions; and what they think about the quality, cost and accessibility of early care and education programs in their communities.

A motion was made by Member Powell to approve the Child Care Demand Study as presented, seconded by Member Burns. Motion carried.

CEO Report/Update
Rhian Evans Allvin, CEO, presented and update to the board on the following:

- January 2013 board meeting – Funding plans, two day meeting held on January 22-23, 2013
- The Chair and Vice Chair meeting will be held the end of February
- The six regional areas will each present their funding plans the end of February and the first week in March and are looking at possibly 2-3 board members attending each presentation
- Reported that Rhian, Sam Leyvas and Jay Heiler met with the Governor's budget policy staff.
- Board vacancies and appointments
- Kindergarten Developmental Inventory meetings with ADE and Piper Trust
- Gratitude to the finance team for a clean audit

General Discussion
There was no general discussion at this time.

Next Meeting
The next meeting will be meeting will held on January 22-23, 2013, Phoenix, Arizona.

CEO Annual Performance Evaluation
A motion was made by Member Mathis Basha to move into Executive Session pursuant to A.R.S. § 38-431.03(A) (1) and A.R.S. § 38-431.03(A) (3), to discuss personnel items and or to obtain legal advice for the CEO performance evaluation at approximately 11:14 a.m., seconded by Member Powell. Motion carried.

A motion was made by Member Mathis Basha to return to Regular Session at approximately 12:34 p.m. seconded by Member Burns. Motion carried.

A motion was made by Member Mathis Basha to approve the recommendation of the Board to deem all at risk compensation to be payable, seconded by Member Powell. Motion carried.

Adjourn
With there being no further business the meeting adjourned at approximately 12:35 p.m.

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AGENDA ITEM: Statewide and Multi-Regional Agreements and Amendments

BACKGROUND: The attached document provides information on amendments for funding increases related to program strategies for FTF Professional REWARD$, Child Care Health Consultation, Quality First and Quality First Scholarships.

RECOMMENDATION: The CEO recommends approval of the proposed amendments and funding levels.

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Program Strategies					
Funding Plan	**Strategy Summary**	**Agreement Type**	**Prior Award**	**Amended Award**	**Difference**
Statewide	**FTF Professional REWARD$** This is a proposed amendment to the current agreement with Valley of the Sun United Way for the REWARD$ contract for the remainder of FY13. The Coconino and Yavapai Regional Councils have already allotted the current funds to this strategy and it was approved by the State Board in December. • Coconino = $13,500 increase • Yavapai = $3,375 increase	**Agreement Type:** RFGA with Valley of the Sun United Way **Amendment Effective Date:** January 1, 2013	$1,786,050	**$1,802,925**	$16,875 **increase**
Statewide	**Child Care Health Consultation** This is a proposed amendment to the current agreement with Pima County Health Department for the CCHC contract for the remainder of FY13. The North Pima Regional Council has already allotted the current funds to this strategy and it was approved by the State Board in December. • North Pima = $21,345 increase	**Agreement Type:** Grant Agreement with Pima County Health Department **Amendment Effective Date:** January 1, 2013	$418,770	**$440,115**	$21,345 **increase**
Statewide	**Child Care Health Consultation** This is a proposed amendment to the current agreement with Maricopa County Health Department for the CCHC contract for the remainder of FY13. The Central Phoenix	**Agreement Type**: Grant Agreement with Maricopa County Health Department **Amendment Effective**	$1,059,615	**$989,850**	$69,765 **decrease**

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	Regional Council has already reduced their allotment of funds to this strategy and it was approved by the State Board in December. • Central Phoenix = $69,765 reduction	**Date:** January 1, 2013			
Statewide	**Quality First** This is a proposed amendment to the current agreement with Valley of the Sun United Way for the Quality First Coaching & Incentives contract for the remainder of FY13. The Central Phoenix and Southwest Maricopa Regional Councils have already adjusted their allotment of funds to this strategy and it was approved by the State Board in December. • Central Phoenix = $557,304 reduction • Southwest Maricopa = $36,859 increase	**Agreement Type:** RFGA with Valley of the Sun United Way **Amendment Effective Date:** January 1, 2013	$10,379,803	**$9,859,358**	$520,445 **decrease**
Statewide	**Quality First Child Care Scholarships** This is a proposed amendment to the current agreement with Valley of the Sun United Way for the Quality First Scholarship contract for the remainder of FY13. The Central Maricopa Regional Council has already increased their allotment of funds to this strategy and it was approved by the State Board in December. • Central Maricopa = $353,104 increase	**Agreement Type**: RFGA with Valley of the Sun United Way **Amendment Effective Date:** January 1, 2013	$34,131,398	**$34,484,502**	$353,104 **increase**

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AGENDA ITEM: Regional Council New and Revised Strategies, Government Agreements and Amendments

BACKGROUND: The following Regional Councils are requesting approval to revise and amend government agreements in SFY13.

Northeast Regional Area: Coconino and Yavapai

Letters from the Regional Council Chairs are included for your review and provide information on the request(s). A funding plan financial summary is provided to illustrate the changes to the overall funding plan.

RECOMMENDATION: The CEO recommends approval of all the proposed strategies and funding levels.

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Chair
Beth Johndrow

Vice Chair
Debbie Winlock

Members
Kevin Brown
Agnes Chamberlain
Allen Chapa
Tony Gonzales
Amanda Guay
Noreen Sakiestewa
Sherri Slayton
Paula Stefani
Vacant

January 10, 2013

Steven W. Lynn
First Things First Board
4000 N. Central Avenue, Suite 800
Phoenix, AZ 85012

RE: Coconino Regional Partnership Council Time Extension for Hopi Lavayi Early Childhood Assessment to June 31, 2013

Dear Chairman Lynn:

The Coconino Regional Partnership Council is requesting your consideration and approval of an additional time extension for the Hopi Lavayi Early Childhood Assessment project, which was approved by the Coconino Regional Partnership Council on December 17, 2012.

The Grantee, The Hopi Tribe, will not be completing the Hopi Lavayi Early Childhood Assesment and presenting the assessment to the Hopi Tribal Council and the Coconino Regional Partnership Council by the current time extension end date of December 31,2012. The final reimbursement payment for expenses incurred will not be released until the final assessment report is delivered and approved by the Tribal Council and the Regional Council. Upon the completion of this assessment the Regional Council will then move forward with the development of a native language preservation strategy.

The Coconino Regional Partnership Council met and considered the current status of this project and approved extending the Hopi Lavayi Early Childhood Assessment project no-cost time extension until June 30, 2013.

Sincerely,

Beth Johndrow

Beth Johndrow, Chair
Coconino Regional Partnership Council

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Members
Kristalei Baskins
Claude Endfield
Kirk Grugel
Jeffery Northup
Betsy Peck
Margie Tapia
Linda Thompson
Cathy Taylor
Vacant

December 13, 2012

Steven W. Lynn
First Things First Board
4000 N. Central Avenue, Suite 800
Phoenix, AZ 85012

Re: Requested changes to the SFY 2013 Navajo/Apache Regional Partnership Council Funding Plan

Dear Chairman Lynn:

On behalf of the Navajo/Apache Regional Partnership Council, I would like to request your consideration and approval of the following change to the SFY13 Regional Funding Plan, for the Community Outreach strategy in the amount of $85,000, approved by the Regional Council on November 14, 2012.

The Regional Partnership Council has approved an amendment to our Community Outreach Strategy allotment. At the time the SFY13 funding plan was developed, the funding direction provided to the Regional Council for this strategy did not reflect the increased personnel costs for this strategy. This strategy is a FTF directed strategy carried out by a parent outreach coordinator. The additional funds will allow for sufficient resources to effectively conduct the work of the strategy within the Navajo/Apache Region. Thank you for your consideration.

Regards,

Kalman Mannis, Chair
Navajo/Apache Regional Partnership Council

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Proposed Funding Plan Summary

FY 2013 - Navajo/Apache

		Total Allocation:	$2,517,026			
Strategy	**Original Allotment**	**Current Allotment**	**Proposed New Allotment**	**Awarded**	**Total Proposed**	**Recalculated Unawarded**
Care Coordination/Medical Home	$600,000	$600,000	-	$599,993		$7
Child Care Health Consultation	$7,560	$7,560	-	$7,542		$18
Community Awareness	$30,000	$30,000	-	$30,000		-
Community Outreach	$63,000	$63,000	$85,000	$63,000	85,000	-
FTF Professional REWARD$	$13,500	$13,500	-	$13,500		-
Learning Labs	-	$300,000	-			$300,000
Media	$10,000	$10,000	-	$10,000		-
Newborn Follow-up	-	$100,000	-	$98,959		$1,041
Nutrition/Obesity/Physical Activity	$95,000	$95,000	-	$95,000		-
Oral Health	$130,000	$130,000	-	$130,000		-
Parent Outreach and Awareness	$60,000	$60,000	-	$60,000		-
Quality First	$49,693	$49,693	-	$45,641		$4,052
Quality First Child Care Scholarships	$182,976	$182,976	-	$182,976		-
Recruitment into Field	$90,000	$90,000	-	$90,000		-
Scholarships non-TEACH	$15,000	$15,000	-	$15,000		-
Scholarships TEACH	$6,600	$6,600	-	$6,600		-
Statewide Evaluation	$34,346	$34,346	-	$34,346		-
Total Allotment:	**$1,387,675**	**$1,787,675**	**$85,000**	**$1,482,557**	**$85,000**	**$305,118**
		Total Unallotted:	**$729,351**			

Last Processed:
12/17/2012 11:14:08 AM

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AGENDA ITEM: Grants and Public and Private Partnerships Report

BACKGROUND: The Grant and Public Private Partnership Report provides an updated summary of grant awards, expenditures and progress for grants awarded to First Things First, grants that include First Things First in a partnership role, and potential grant opportunities. This report also describes current FTF partnerships and provides a status update of partnership activities.

RECOMMENDATION: The CEO recommends approval of these reports.

Federal Grants

Grant	Early Childhood Comprehensive Systems (ECCS)
Funding Source	**Federal**
FY13 Awarded Amount	**$130,000**
FY13 Expended Amount	**$12,875**

Grant Description: The Early Childhood Comprehensive Systems Grant provides federal funding to help states build and integrate early childhood services systems with a focus on the five key areas of Early Care and Education, Family Support, Health Care/Medical Homes, Social Emotional Development/Mental Health, and Parenting Education. Grant funds for FY 13 are supporting Early Childhood Professional Development System Building.

Update: The ECCS grant continues to support Professional Development System Building and the workgroup established to inform and advise development of system components. This workgroup has completed an actionable plan for revising of Arizona's Workforce Knowledge and Competency Framework, designing a professional development website and registry, and working with institutes of higher education to develop a streamlined progression of early childhood degrees and credentials.

This workgroup is now established under the BUILD Arizona Initiative. Members represent state agencies, early education providers, and organizations serving the early childhood system, community colleges and state universities. First Things First will continue to staff this workgroup through plan implementation.

Grant	State Advisory Council for Early Childhood Education (SAC)
Funding Source	**Federal**
FY13 Awarded Amount	**$2,489,746** (Total 3 year budget)
FY13 Expended Amount	**$1,474,105** (Expended to date)

Grant Description: Grant funds supported the Quality First Pilot Study and the development and dissemination of the Infant/Toddler Guidelines, Birth to Five Program Guidelines, and Early Learning standards. FTF also applied for and received supplemental funds and was awarded an additional $164,000 that supports the work of the FTF Advisory Committees – Health, Early Learning and Family Support & Literacy.

Update: The work contracted to the Arizona Department of Education (ADE) for curriculum development and training for the Infant/Toddler Developmental Guidelines, Program

Guidelines for High Quality Early Education: Birth through Kindergarten and Early Learning Standards continues as outlined in the grant proposal.

The Infant Toddler Guidelines are printed and are posted on the Arizona Department of Education and FTF websites. Training curriculum for these guidelines is being developed and ADE is recruiting a corps of trainers to provide this curriculum to early childhood providers.

The Arizona Department of Education has conducted 59 training sessions on Program Guidelines and Early Learning Standards from October 2012 through December 2012 for 1,166 participants.

SAC grant funds continue to support the work of the FTF Early Learning, Family Support and Health advisory committees. SAC funds will also support the Public Private Partnerships committee beginning in January 2013.

Grant	**Affordable Care Act Maternal, Infant and Early Childhood Home Visiting Program**
Funding Source	**Federal**
FY13 Awarded Amount	**Formula Grant $2,631,887** (Awarded to ADHS)
	Competitive Grant 9.3 million annually for four years.

Description: The Patient Protection and Affordable Care Act (PPACA) establishes a home visiting grant program for states administered through the Department of Health and Human Services (DHHS), Health Resources Services Administration (HRSA) as a new section of the Title V Maternal and Child Health (MCH) block grant program.

Update: Partnership agreements with DES and FTF are routinely utilized to expand home visitation through existing home visiting contracts and Requests for Grant Agreements (RFGAs). Home Visiting services funded through this grant are now implemented in eighteen of the Community Health Analysis Areas (CHAAs).

The Federal grant is also funding capacity building to support home visiting in Community Health Analysis areas in Navajo County (Winslow and Holbrook), Graham County/Greenlee County (South Graham County, Duncan, and Morenci), Gila County (Globe/Hayden, Payson). The Strong Families web site is now available http://strongfamiliesaz.com/ to families and will soon house local information for home visitors on training, services and activities. The family web portal includes general information about home visiting to increase families' awareness of the value of home visiting.

Community meetings are planned for expansion to the next quartile of Community Health Analysis Areas.

The Home Visiting Task Force meets monthly to address both implementation of this grant and a statewide home visiting system. Subcommittees are addressing professional development for home visitors, quality improvement, the service continuum and outreach and enrollment.

Statewide Public/Private Partnerships

Public private partnerships, which leverage partner and First Things First resources, are vital to advancing the early childhood development and health system. This section of the report is intended to highlight and update new and continuing formal statewide partnerships with defined goals, outcomes and partner commitments. Status progress updates will be reported for ongoing partnerships when significant changes or outcomes are achieved.

Kindergarten Developmental Inventory (KDI)

The Kindergarten Developmental Inventory (KDI) is a partnership of First Things First, the Virginia G. Piper Charitable Trust and the Arizona Department of Education.
The purpose of the KDI is to provide a kindergarten developmental inventory tool that allows parents, teachers and administrators to understand the extent of a child's learning and development at the beginning of kindergarten to provide instruction that will lead to the child's academic success. The tool that is developed or adopted will align with the Arizona Early Learning Standards and Arizona's Common Core Standards for kindergarten, cover all essential domains of school readiness (physical and motor development, social and emotional development, approaches to learning, language development and cognitive development) and will be reliable and valid for its intended use.

Partners/Contributions: During the development of the 2011 federal Race to the Top – Early Learning Challenge Grant application, the Virginia G. Piper Charitable Trust committed in range of $2.6 million to support development, testing and implementation of the KDI. First Things First has pledged one million per year for up to three years to support the costs for the KDI. Arizona Department of Education is also key partner in the development and implementation of this tool.

Progress/Update: The Virginia G. Piper Charitable Trust approved a proposal from First Things First to establish a larger stakeholder advisory group, and contract with a project manager and a national consultant with content expertise to support this process. A Request For Information (RFI) will be released to obtain information from other states and publishers.

Exemplary Early Childhood Teacher

The Rodel Foundation of Arizona and First Things First are partners to establish an Exemplary Early Childhood Teacher component to Rodel's successful Exemplary Teacher Initiative that includes elementary, middle school and high school teachers. The Exemplary Teacher Initiative was designed to address the shortage of effective teachers in Arizona's neediest schools and to maximize student achievement through effective instruction, one classroom at a time.

Rodel has partnered with First Things First to initiate this recognition of early childhood teachers who are employed by a quality program which is rated 3 – 5 stars in the Quality First Rating System and who exhibit classroom teaching excellence and skills to mentor the next generation of teachers. The Exemplary Early Childhood Teachers will be paired with Rodel Promising Student Teachers seeking their early childhood degree and certification from Arizona State University. Each Rodel Exemplary Early Childhood Teacher will agree to accept three student teachers over three years. They will receive recognition for their excellence, participate in professional development with other Rodel Exemplary Teachers and receive a $2,500 cash award by fulfilling their agreement.

The Rodel Promising Student Teachers, selected for their potential and commitment to teach for at least three years in a high-need early childhood classroom, benefit from this relationship by receiving mentoring from a first-rate early childhood teacher as they complete their student teaching, as well by receiving a $5,000 cash award by fulfilling their agreement.

Partners/Contributions: First Things First is providing administrative and management support to establish the Early Childhood Exemplary Teacher component. Current funding partners for the Exemplary Teacher Initiative include: Whiteman Foundation (founding sponsor for early childhood), Salt River Project, JPMorgan Chase Foundation, Cox Communications, Carstens Family Funds, Diamond Foundation, Emily Meschter, Zuckerman Community Outreach Foundation, Ventana Charitable Foundation Fund, Community Foundation for Southern Arizona, and Northern Arizona University College of Education.

Progress/Update: One Rodel Early Childhood Exemplary Teacher has been selected for the 2013/2014 school year and will be announced shortly.

BUILD Arizona

BUILD is a national initiative formed to assist states in planning and implementing a comprehensive early childhood "system of systems" that crosses policy domains and helps ensure that families have access to the services they need. At present, BUILD partners and works intensively with 10 states: Arizona, Georgia, Illinois, Michigan, Minnesota, New Jersey, New York, Ohio, Pennsylvania and Washington, investing private funds to ensure public buy-in on the importance of early learning for all children.

Arizona became a BUILD Initiative partner in 2011. BUILD Arizona is a multi-sector partnership and network that works to strengthen and link early care and education and the K-12 system through collective planning, communicators and action. The work of BUILD Arizona is guided by a cross sector steering committee of community leaders representing private business and public agencies and organizations. Sub-committees are working to identify priorities in the areas of Quality Early Learning, Children's Health, Early Grade Success, Early Childhood Professional Development System Building, and Communications and Engagement.

Partners/Contributions: The Helios Education Foundation and Virginia G. Piper Charitable Trust are Arizona philanthropies supporting the BUILD Arizona work. First Things First board and staff leadership are participating members of the steering committee and the sub-committees. First Things First is providing staffing support and federal grant funds to support the work of the Professional Development System Building Workgroup that is now part of BUILD Arizona.

Progress/Update: BUILD continues work to refine priority goals in the areas listed above, with plans to finalize those by early summer.

Regional Partnership Development

Identifying and fostering partnerships are essential activities for successful system building in First Things First regions. Regional Directors are evaluating Regional Council readiness and establishing resources needed to enhance and support partnership development. This report will regularly provide ***examples*** of current partnerships that are formalized with identified goals and strategies to fill significant gaps or expand early childhood services within First Things First regions throughout the state.

Central Pima Regional Council: Central Pima established a formal partnership with the Arizona Department of Health Services (AHDS) to expand the reach of home visitation provided by the Nurse Family Partnership model. Central Prima and ADHS issued a joint RFGA with each designating $1.2M to support expansion of this service. ADHS funds are from the federal

Maternal and Infant Early Childhood Home Visiting grant. Grantees have committed to sharing data and information on the families served in the region. The joint partnership created a seamless service delivery system that is more efficient to manage for both partners and increased access to the critical family support service.

Southwest Maricopa Regional Partnership Council: The Family Resource Center in Gila Bend is the result of a partnership of First Things First, the Town of Gila Bend, and Care1st Health Plan. The Town of Gila Bend provided the building that was ultimately to become the Family Resource Center. The First Things First Southwest Maricopa Regional Council and Care1st Health Plan provided funding for building renovations. The Family Resource Center now houses up to 26 programs. Care1st Health Plan continues to be strategically beneficial by funding additional family support services offered at the Center. The Town of Gila Bend also provides community programs on-site at the Center such as the Community Action Program. The leadership of the Town of Gila Bend, Care1st Health Plan and the Southwest Maricopa Regional Partnership Council continue to strategically plan ways to enhance service delivery.

Gila River Regional Partnership Council: Diverse family needs and limited resources led the Gila River Indian Community Regional Council to adopt a comprehensive, coordinated and collaborative approach to improve the quality of and access to early learning in their small community. A partnership between the Regional Council and the Tribe was developed to expand preschool slots in the region. This partnership strategy leverages Regional Council and matching tribal funds to double the number of children who will have access to preschool over the course of the next five years. When this partnership is fully realized, 80% of incoming kindergarteners will have had at least one year of preschool before entering kindergarten, which the Regional Council believes will significantly impact school readiness. In addition to expanding the number of preschool slots available, the children have transportation to the preschools on school buses. The children also have access to comprehensive preventative health care, screenings, and follow-up care provided at schools through the Tribe's school health nursing program. Children who attend school-based preschool in the region receive hearing, vision and dental screenings, as well as follow-up care and case management by the school health nurse.

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AGENDA ITEM: External Affairs Status Update

BACKGROUND: The attached report provides information on progress related to external affairs efforts for the period of December 2012. The report is segmented into several focus areas, including:

- Communications
- Community Outreach
- Government Affairs
- Tribal Affairs (see report under separate cover)

RECOMMENDATION: For informational purposes only.

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External Affairs Update

Strategic Communications FY10-FY12

In April 2010, the Board approved the First Things First Strategic Communications Plan for fiscal years 2011-2013, *Fulfilling Our Commitment to Arizona's Youngest Kids*. After two years of implementation, FTF has made progress in building awareness of early childhood and the work of FTF.

Notable achievements include:

In 2010, 76 percent of those polled indicated early childhood was very important or somewhat important to them. In our most recent poll, that number was at 71 percent. That means that - despite the prominence of critical issues such as the ongoing economic crisis and other important issues – early childhood continues to be an issue that the majority of Arizonans are keenly aware of.

While awareness of First Things First as an organization is relatively low, those who are aware of FTF strongly support its mission. In 2010, those aware of FTF who said they strongly support the mission stood at 31 percent; in the most recent poll, that number was 43 percent. This is especially significant given two factors:

- Public awareness efforts – including paid advertising, earned media and community outreach focus primarily on building awareness of the importance of early childhood, not necessarily FTF; and,
- This is the first year since its inception that FTF has not been a major public policy issue (e.g. attempted fund sweeps, ballot measure, etc.)

In addition to those strategic successes, the following tactical successes were achieved in FY11-12:

- Our earned media efforts resulted in **436 stories about early childhood, FTF, and/or its grantees** being placed in media statewide.
- Our community outreach efforts resulted in more than 480,000 Arizonans having the opportunity to learn about the importance of early childhood, including more than **8,000 individuals who committed to taking specific action to help spread the word about the importance of early childhood.**
- In social media, which launched late in FY11, we engaged **more than 3,000 people in the conversation about early childhood through Facebook, and more than 300 via Twitter.**
- Our paid advertising efforts resulted in more than **830 million impressions** over the two fiscal years.

FTF will build upon these successes as we update the strategic communications plan through 2017. A draft of that plan will be presented to the Board at its June 2013 meeting.

Success Since Last Board Report

There were **20 stories** about FTF and/or its grantees in media statewide since our last report, including one from our statewide holiday media pitch about learning toys for young kids that **was picked up by the national outlet msnbc.com.** There also were three columns submitted by CEO Rhian Evans Allvin to the *Arizona Republic* that likely ran in 5-8 Community sections each on topics including: learning toys for kids birth to 5 years old; how holiday traditions build character in young kids; and, in the wake of the Sandy Hook Elementary school shooting, how reassurance from adults helps young kids deal with tragic events.

In addition, public engagement through our social media channels continues to grow. FTF now has almost 4,300 friends on Facebook (4,287, **up by 360 since the last report**), and 437 followers on Twitter, **up by 13 since the last report**.

Government Affairs

The Arizona Legislature will see a significant number of new legislators when its regular session opens on January 14th. FTF is coordinating meetings with both new legislators and members of key committees.

More recently, FTF met with staff from the Governor's office as a continuation of conversations initiated over the summer. These conversations focused largely on several continuing agency priorities, including Quality First, child care subsidy, and the connection between high-quality early childhood programs and the link to Arizona's Common Core standards. Additionally, FTF provided a briefing on the potential development of a Kindergarten Development Inventory.

Tribal Affairs

See full report under separate cover.

Community Outreach – Focus on Faith Communities

Connecting with faith leaders and engaging congregations has been a major focus for community outreach at First Things First. The tactics and stories below highlight the conversations, exchange of information and resources shared to encourage relationships with a broad range of faith communities. Through awareness building efforts we are discovering that First Things First and faith organizations have very similar goals—a desire to reach out to all children and families to support strong communities.

Awareness through a Program

Just south of Tucson, is the small, family-friendly, commuter town of Sahuarita, AZ that is a neighbor to the retirement communities of Green Valley. The Good Shepard United Church of Christ hosts a Stay and Play Group for families with children birth to five, but they have not been the only ones benefitting. Senior citizens love them too! Kim Metz of the Parent Connection explains, "We have between 8 and 10 families show up every week, some from the church community and some not, but because of the location and space where the playgroup is held, we have had the unintended consequence of being observed by senior citizens." Two things have happened: it is refreshing for seniors who live apart from their grandkids to be around young kids, and it has also been very revealing for them to learn about the work that is happening through First Things First in their community and throughout the state. They are introduced to the early childhood movement and learn how resources are targeted for programs to support families.

Awareness through an Event Sponsorship

Faith leaders gathered in October 2012 to explore specific actions they could take on behalf of children. Six FTF regions in Maricopa County collaborated to sponsor the summit, pooling community awareness resources. The one-day summit, *Caring for Our Children and Youth*, was organized by CityServeAZ in partnership with Arizona Department of Economic Security Office of Faith and Community and the West Valley Human Services Alliance. In addition to promotional opportunities at the event - which attracted nearly 400 people - First Things First Community Outreach staff also assisted at a foster care workshop by providing information about FTF grantee programs to help connect attendees to specific organizations working with families of young children, since the majority of children in foster care are under 6 years old.

Awareness through Networking

While attending a recent community event, the FTF Outreach Coordinator for SE Maricopa met Pastor Ben Cloud of Amadeo Vineyard Church (Queen Creek). After great discussion and introduction to First Things First, Pastor Cloud was ready to champion early childhood. Eager to get involved, he offered the regional council a venue for trainings, council meetings and classes and event space for FTF at no cost. Pastor Cloud has preached from the pulpit about the importance of early childhood and the great programs occurring in this region. He is learning about other programs and services as a guest at an upcoming regional Site Visit.

Awareness through a Presentation

One of the most common reasons parents give for homeschooling their children is a desire to provide religious instruction, so it came as no surprise that some members of the faith community might have been apprehensive about accessing state-funded programs to support the education of their young children. After several attempts to connect with Mothers of Preschoolers (MOPS) at the North Hills Christian Church, First Things First was finally invited to present. The presentation was a smashing success, not only in raising awareness about the importance of early childhood development and First Things First to approximately 40 moms, but also in breaking down misconceptions about what we do. These MOPS now understand that FTF partners with parents and caregivers to support the health and education of all young children. Several MOPS groups now champion FTF on their Facebook pages for potential speakers to their groups and at least three moms are considering applications to serve on a regional council.

Awareness through Event Participation

When the Director of the Learning Pad Christian Preschool in Yuma attended a professional conference she stopped by the FTF educational table and requested materials to take back to her teachers and parents. After this event, the FTF Outreach Coordinator scheduled a meeting to provide additional information and to seek an in-person opportunity to share information with her staff and parents. In April, the school will host a parent awareness day and not only with FTF be present, but all of the grantees will be invited to have a table with their program information in order to enroll parents.

Awareness through Sharing Space

When the need arose for Teen Outreach Pregnancy Services (TOPS) to find a location to hold classes in the Northeast Maricopa Region, they did not have to look very far. The grandmother of one of TOPS clients secured a space for the program at her church, the First Baptist Church of Scottsdale (FBCS). Founded in 1888, FBCS has provided a variety of programs for families throughout the years, such as the children's ministry for infants to 5th graders. "The sense of community that FBCS and its members have is so refreshing and greatly appreciated, not only by TOPS but also by our clients," said Jessica Black, regional manager at TOPS. "They provide a safe and clean environment for us to educate our young clients." Through TOPS, the church and surrounding community are learning about the importance of early childhood and the work of First Things First.

Awareness through Conversation

An intimate conversation developed one Saturday morning at the Shepherd of the Hills Presbyterian Women's Club and Prayer Group in Safford. The five women in attendance learned about First Things First and the programs we support. They had many questions and all signed up to receive the e-newsletter. It wasn't until First Things First was contacted by the president of the group, Dorothea Bailey, that we realized the true impact of this small group's conversation. Ms. Bailey was in charge of planning a regional symposium for Presbyterian Women representing synods from Pima County, though Santa Cruz, Cochise, Graham, Greenlee and into southwestern New Mexico. She put a program together and asked the FTF Outreach Coordinator to arrange the first of three presentations from local agencies, highlighting our services to families. She said, "I am putting you first on the agenda because of the age of the children FTF serves and because you have the most important information to share!" The symposium presentations were well received and participants left wanting to know more about programs in their respective regions. In the meantime, Dorothea faithfully reads FTF e-newsletter and forwards it to people across the state. This 83-year-old woman is truly a Champion for AZ children and First Things First.

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AGENDA ITEM: Tribal Affairs Update

BACKGROUND: The attached table provides information on the activities related to tribal affairs for the month of December 2012. The first column lists four categories that indicate the overall content areas that summarize tribal affairs for this reporting period. These areas include:

- Tribal-State Relations
- Public Awareness Efforts in Tribal Sectors
- Developing Cultural Competency/Tribal Considerations in Early Childhood Development
- Coordination and Collaboration

The second column provides a brief summary of the activities and accomplishments.

RECOMMENDATION: For informational purposes only.

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TRIBAL AFFAIRS STATUS REPORT
December 2012

Project Type	Description
Tribal-State Relations	Tribal Affairs presented updates to the Tribal Consultation Policy for a second read by the State Board in December. The Board approved the updated policy as presented. The revised policy is scheduled to go out to tribes in January. In early December the Chief Executive Officer and the Senior Director of Tribal Affairs attended the Colorado River Indian Tribes Regional Partnership Council Meeting and a grantee site visit to the Colorado River Indian Tribe's Health Department Kids Fitness Program in Parker, Arizona. The grantee site visit provided an opportunity to learn more about the region's health strategy focusing on nutrition and physical activity. During the visit, the Chief Executive Officer presented a symbolic check representing the region's SFY 2013 allocation to Colorado River Indian Tribes Chairman Eldred Enas and members of the tribal council that were in attendance.
Public Awareness Efforts in Tribal Sectors	In this reporting period, FTF Tribal Affairs participated in the Inter-Tribal Council of Arizona (ITCA) Early Childhood Working Group to present information related to FTF funded strategies being implemented in tribal communities and other FTF efforts that may impact tribes. As a result the Inter-Tribal Council of Arizona has extended an invitation to First Things First to deliver a keynote address focusing on family support strategies at the 28th Annual Indian Child and Family Conference that will take place March 7-8, 2013 in Scottsdale, Arizona.
Developing Cultural Competency/Tribal Considerations in Early Childhood Development	Throughout the month of December, Tribal Affairs has convened FTF's internal Tribal Technical Advisory Group (TTAG) to discuss the processes and programmatic aspects of the Quality First and FTF Quality Assurance processes. The purpose of this review is to ensure tribal considerations and cultural competencies are represented in these efforts. As a result, Tribal Affairs is in the process of developing tribal specific language for informational material to address elements of the Quality First program that may directly impact tribes and tribal processes.
Coordination and Collaboration	This period, Tribal Affairs met with staff from the National Congress of American Indians (NCAI) to share information related to FTF funded initiatives in partnership with Arizona Tribes and the FTF Evaluation Plan. NCAI provided information related to their work around coordinating a session at the upcoming National Indian Child Welfare Act meeting in April around data quality in Native children's policy arenas with evaluation serving as a key topic area. First Things First will monitor this discussion to learn more about how we can engage in the dialogue to enhance our knowledge and keep abreast of early childhood evaluation work in tribal communities.

The following projects are currently in progress by Tribal Affairs:

- Tribal Affairs is in the process of scheduling presentations to tribal leadership to discuss the FTF Evaluation Plan and the Quality First rating system. The intent of these meetings is to provide tribal leaders with information about these efforts and provide an opportunity for dialogue about issues and concerns that may arise for their respective tribes and nations.
- In February, FTF will participate in 18th Annual Indian Nations and Tribes Legislative Day (INTLD) by hosting an information table for tribal leaders.

AGENDA ITEM:
FY13 Budget Update
FY 14 Budget Setting, Regional Allocations, and Statewide Funding Plan

CEO RECOMMENDATION(S):

- Accept the FY13 budget update

DETAIL:

Revenue (see attached charts)

Included as part of the FY13 approved budget, was a set of revenue projections which showed positive growth for the first time. These collections will form the basis of the FY14 budget. Staff is regularly evaluating current collections compared to the projection.

While monthly collection amounts are posting relatively strong compared to history, the tool we have used to measure how we are trending against the projection (the "projection box" at the far bottom right of each chart) is predicting that we are going to miss the mark with both revenues (particularly Tobacco Tax). While this provides us with some reason for caution, it is important to bear in mind that FTF's revenue projections for this year were made in stark contrast to the historical trends. So applying past progressions of decline to current projections of increase (which the "projection box" does) results in depressed forecasts. Eventually this will resolve itself.

The following represents, staffs additional observations and projections about revenues.

Interest – Projection for this revenue source was roughly $6 million for the FY or $500k per month. To average $500k a month, FTF needs to earn approximately 0.16% a month (or 2% annually) on a balance of $310 million. FTF has been maintaining a $420 million investment balance, of which $325 is in the high yield investment pool (pool 16) and the rest in the lower yield pool (pool 3). The high yield pool has been performing well enough to hit our targets. And all of this is born out in the actual revenues realized each month as seen in the attached PDF. Based on this, staff expects interest revenues to reach the $6 million dollar projection. However, this will continue to be monitored and in particular the state's 13 month and when revenues are posted (as this will be an important factor in determining the final total).

Tobacco Tax – Based on the ASU midline estimate, in the revenue modeling done last winter, a projection of just under $134 million was made for Tobacco Tax collections. This was an "aggressive" projection. It represents about a $5.5 million increase over the FY12 actuals. The "projection box" would indicate FTF is going to miss this by $5 million.

If this does happen it would still be the first year since FTF began that collections went up over the previous year. Also, this amount, while below the ASU mid line, would still be far above their low range figure ($122.1 million).

However we can remain cautiously optimistic that collection will end up closer to the $334 million figure. The primary reason for this optimism is based on looking at FY10 alone, as opposed to multiple year averages. In looking just at FY10, the reader will notice that this year's collections mirror most closely this particular year. If this continues that would mean FTF would realize more in the range of $132 million (FY10's collection total). This would still be short of the projection, but still a significant increase over the previous year. As such, right now staff does believe we will be short of the projection, but not by much. As with interest income, staff will continue to monitor the situation.

General – Finally, if FTF does end up short (individually and/or in sum) the difference can be made up with organizational fund balance. This is why these funds remain so important, as they allow the Board the option to maintain the projected FY14 budgets if they so desire.

Operation Expenditures (see attached table)

At the time these materials were prepared, FTF's accounting system was reconciled to AFIS through November 2012. This is five months into FY13, and FTF has spent $5.3 million against the $14.3 million Administrative Account budget. As such, FTF administrative expenditures continue to track favorably against how much of the fiscal year has passed --- FTF has spent about 37% of its administrative budget compared to just under 42% of the fiscal year having passed.

One line-item that stands out in the attached is the "one-time" line. This item shows being over budget significantly. This, however, is simply a matter of timing. FTF received a check in December from its vendor who is contracted under a state procurement contract to support the summit. As part of this contract, the vendor collects the fees from paying participants and sponsors. These revenues are ultimately booked as credits to expenditures offsetting the cost to the state/FTF. As of November 30th, this credit to expense (just over $125k) was not booked. Additionally, as of November a number of blanket POs remained open. When all this is factored in line-item is appropriately in line with where it should be considering this year's summit has happened and this line item supports that effort.

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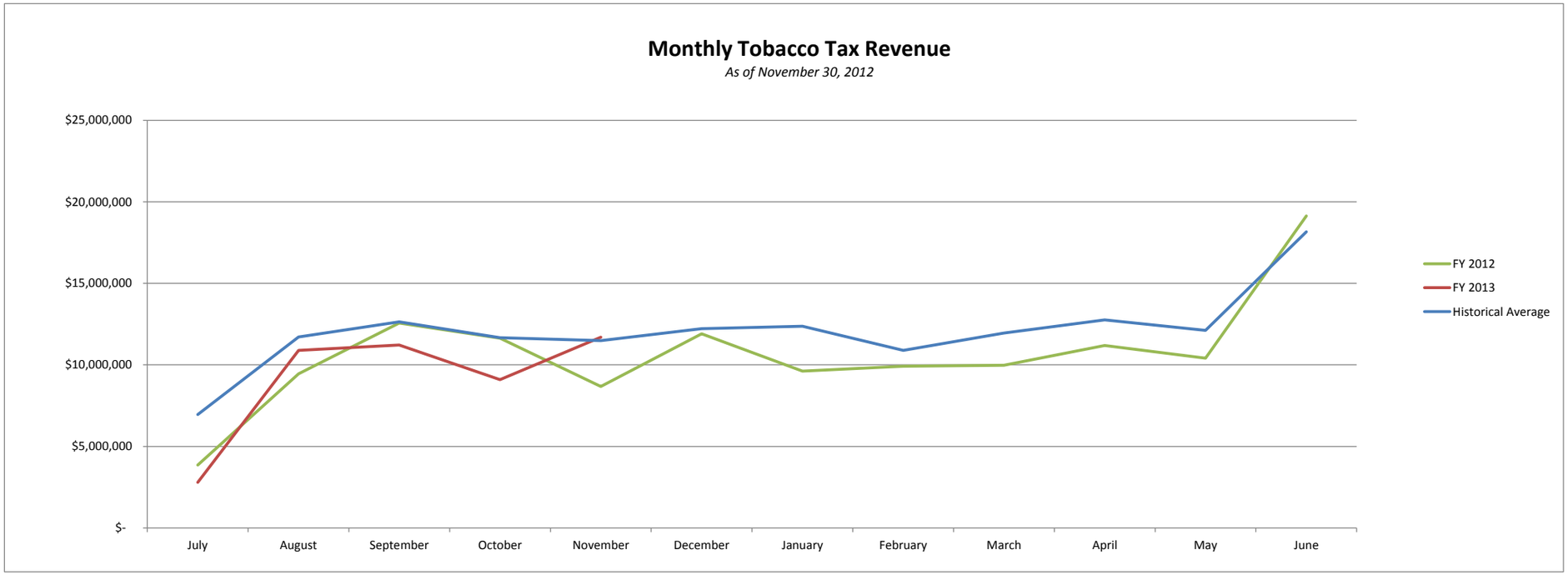
FY13- Tobacco Administration Summary Report

As of November 30, 2012

UNAUDITED

	Current Budget (rv2)	November Expenditures	Encumbered Balances	YTD Expenditures	YTD Expends + Encumb Total	Current Balance	% YTD Exp + Enc to Budget
Personel Services	$8,104,356	$548,806	$0	$2,822,181	$2,822,181	$5,282,175	34.82%
E.R.E	$3,061,795	$200,263	$0	$938,813	$938,813	$2,122,982	30.66%
Travel In-State	$330,842	$51,171	$0	$127,103	$127,103	$203,739	38.42%
Travel Out-of-State	$73,443	$5,324	$0	$8,702	$8,702	$64,741	11.85%
Professional & Outside Services	$544,874	$124,592	$129,756	$361,801	$491,557	$53,317	90.21%
Other Operating Expenditures	$1,591,414	$166,186	$670,048	$659,283	$1,329,331	$262,083	83.53%
Internal Printing	$89,300	$9,546	$22,322	$28,250	$50,572	$38,728	56.63%
External Printing	$62,215	$240	$646	$2,974	$3,620	$58,595	5.82%
Aid to Other Organizations	$0	$0	$0	$0	$0	$0	0.00%
Equipment	$182,241	$50,800	$5,436	$76,837	$82,273	$99,968	45.15%
Transfer	$150,000	$0	$75,000	$75,000	$150,000	$0	100.00%
Sub-Total Operating	***$14,190,480***	***$1,156,928***	***$903,208***	***$5,100,944***	***$6,004,152***	***$8,186,328***	**42.31%**
One Time (non-operating) Expenses	$132,594	$1,392	$94,513	$200,317	$294,830	($162,236)	222.36%
Grand Total	***$14,323,074***	***$1,158,320***	***$997,721***	***$5,301,261***	***$6,298,982***	***$8,024,092***	**43.98%**

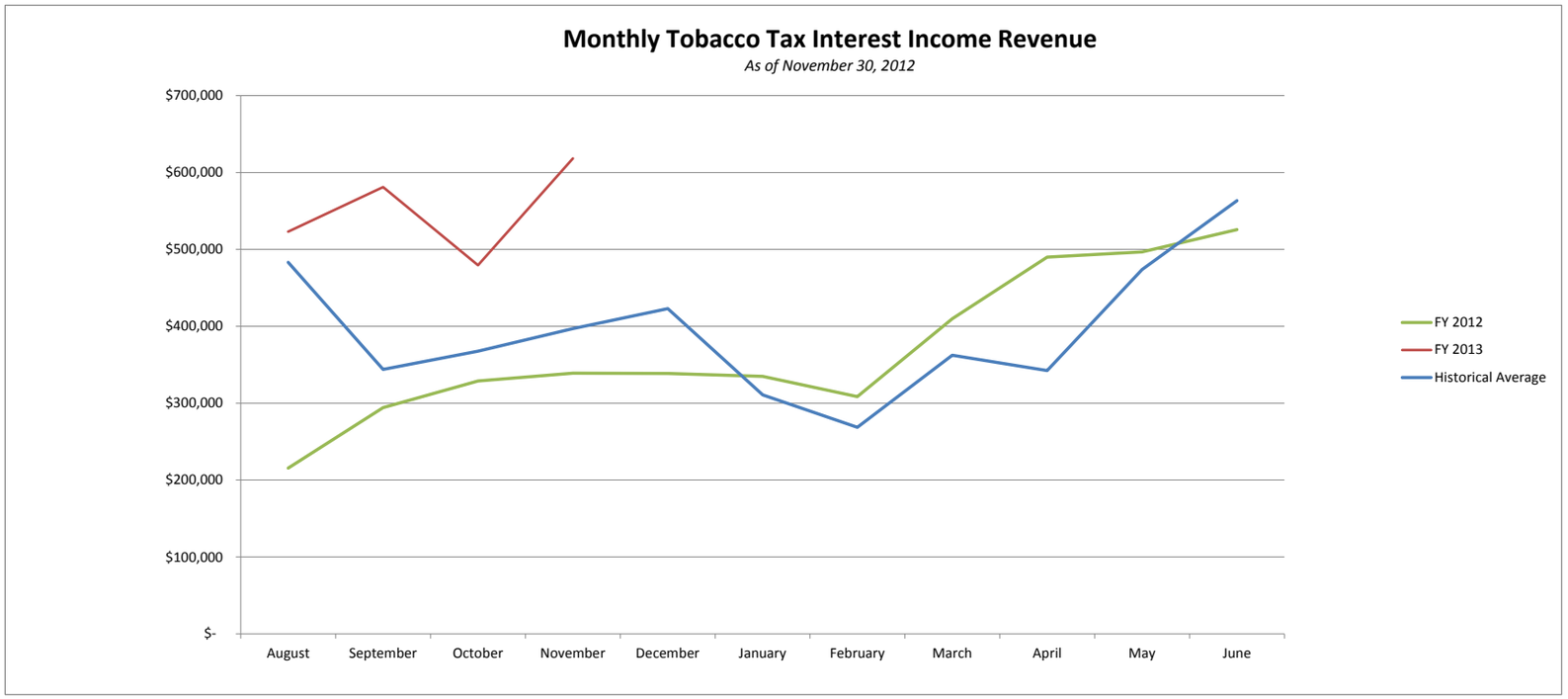
Printed 1/2/2013



Tobacco Tax Revenue Collection	Historical Average	Historical Average FY10 Forward	FY 2013	FY 2012	FY 2011	FY 2010	FY 2009	FY 2008	FY2007
July	$ 6,958,531	$ 3,175,411	$ 2,800,664	$ 3,851,571	$ 3,073,465	$ 2,601,198	$ 13,072,609	$ 12,193,815	
August	$ 11,711,040	$ 10,414,780	$ 10,889,277	$ 9,447,538	$ 10,783,204	$ 11,013,597	$ 13,259,701	$ 14,051,158	
September	$ 12,637,916	$ 11,147,310	$ 11,222,789	$ 12,563,346	$ 10,929,997	$ 9,948,588	$ 13,692,552	$ 16,055,097	
October	$ 11,666,461	$ 11,249,847	$ 9,086,012	$ 11,636,232	$ 10,424,940	$ 11,688,368	$ 12,153,319	$ 12,429,446	
November	$ 11,488,230	$ 10,259,854	**$ 11,696,889**	$ 8,677,824	$ 10,687,793	$ 11,413,943	$ 13,071,452	$ 13,590,137	
December	$ 12,212,732	$ 11,035,340		$ 11,903,091	$ 10,365,779	$ 10,837,151	$ 13,559,444	$ 14,398,196	
January	$ 12,372,738	$ 11,003,062		$ 9,609,307	$ 12,480,361	$ 10,919,518	$ 14,579,373	$ 14,275,133	
February	$ 10,894,376	$ 9,475,701		$ 9,918,526	$ 8,567,799	$ 9,940,779	$ 8,474,104	$ 11,643,437	$ 16,821,613
March	$ 11,951,215	$ 10,665,512		$ 9,977,560	$ 11,398,336	$ 10,620,639	$ 13,132,772	$ 13,900,273	$ 12,677,711
April	$ 12,757,500	$ 11,692,974		$ 11,187,846	$ 11,860,199	$ 12,030,877	$ 12,334,970	$ 13,923,595	$ 15,207,513
May	$ 12,117,043	$ 11,006,412		$ 10,412,306	$ 10,963,454	$ 11,643,476	$ 10,951,777	$ 14,917,645	$ 13,813,602
June	$ 18,158,417	$ 19,302,152		$ 19,129,447	$ 19,166,117	$ 19,610,894	$ 21,692,058	$ 13,427,181	$ 15,924,807
	$ 144,926,201	**$ 130,428,355**	**$ 45,695,631**	**$ 128,314,593**	**$ 130,701,444**	**$ 132,269,028**	**$ 159,974,131**	**$ 164,805,113**	**$ 74,445,246**

Note: *Total FY07 and FY08 Tobacco Tax Revenue collected shown is according to the dates funds cleared the state's accounting system. FY09 revenue in accordance to the state's accounting system was $151,363,814 Accrual basis accounting was started in FY10. Starting in FY09 period 13, revenues were adjusted to reflect Arizona Department of Revenue numbers.*

Tobacco Tax Revenue Collection	FY 2013
Annual Collection Budget	$ 133,849,000
YTD Collections	$ 45,695,631
YTD Full Month as % of Budget	34.1%
FY-2012 Same % Compare	35.99%
FY-2011 Same % Compare	35.12%
FY-2010 Same % Compare	35.28%
FY-2009 Same % Compare	40.79%
FY10 Forward Avg of % Compare	35.46%
Collections Projection	$ 128,872,792
Difference From Budget	**$ (4,976,208)**



Tobacco Interest Revenue Collection	Historical Average	Historical Average FY10 Forward	FY 2013	FY 2012	FY 2011	FY 2010	FY 2009	FY 2008	FY2007
July	$ -	$ -		**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	
August	$ 483,231	$ 570,295	$ 523,159	$ 215,461	$ 271,833	$ 1,223,591	$ 502,912	$ 202,360	
September	$ 343,906	$ 278,124	$ 580,997	$ 294,106	$ 282,970	$ 257,294	$ 644,892	$ 240,268	
October	$ 367,627	$ 274,007	$ 479,332	$ 328,827	$ 259,133	$ 234,062	$ 626,736	$ 389,377	
November	$ 396,890	$ 323,373	**$ 618,082**	$ 339,092	$ 287,512	$ 343,513	$ 592,399	$ 421,934	
December	$ 423,070	$ 293,531		$ 338,580	$ 239,389	$ 302,624	$ 636,611	$ 598,144	
January	$ 310,575	$ 284,175		$ 334,904	$ 264,671	$ 252,949	$ 193,422	$ 506,930	
February	$ 268,491	$ 260,488		$ 308,587	$ 224,468	$ 248,407	$ 144,280	$ 416,711	
March	$ 362,381	$ 290,686		$ 409,883	$ 228,525	$ 233,651	$ 550,854	$ 670,193	$ 81,181
April	$ 342,204	$ 348,198		$ 489,936	$ 270,846	$ 283,812	$ 321,359	$ 644,756	$ 42,514
May	$ 473,797	$ 342,904		$ 496,631	$ 230,519	$ 301,562	$ 851,027	$ 889,538	$ 73,504
June	$ 563,335	$ 553,270		$ 525,588	$ 491,970	$ 642,251	$ 270,413	$ 1,162,859	$ 286,932
	$ 4,335,507	**$ 3,819,050**	**$ 2,201,571**	**$ 4,081,596**	**$ 3,051,836**	**$ 4,323,717**	**$ 5,334,904**	**$ 6,143,070**	**$ 484,131**

Note: August '09 FY10 Interest Income spike is related to an accounting adjustment associated with FY09 and made by the Treasurer's office. Total FY10 Tobacco Tax Interest collected shown is according to the dates funds cleared the state's accounting system. Total FY10 Tobacco Tax Interest collected on an accrual basis comes to $4,238,717.

Tobacco Interest Revenue Collection	FY 2013
Annual Collection Budget	$ 6,082,892
YTD Collections	$ 2,201,571
YTD Full Month as % of Budget	36.19%
FY-2012 Same % Compare	28.85%
FY-2011 Same % Compare	36.09%
FY-2010 Same % Compare	47.61%
FY-2009 Same % Compare	44.37%
FY10 Forward Avg of % Compare	37.86%
Collections Projection	$ 5,815,408
Difference From Budget	**$ (267,484)**

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AGENDA ITEM: Quality First Update on Estimated Ratings for Enrolled Providers, Providers on the Wait List, and Age Ranges of Enrolled Children

BACKGROUND: The attached documents provide an updated report of Quality First data, including enrollment data and estimated quality ratings on 755 providers.

All Quality First Ratings are based on three measures: (1) ERS- Environmental Rating Scales (ECERS, ITERS, and FCCERS); (2) Classroom Assessment Scoring System – C LASS (Domains: Emotional Support, Instructional Support, and Classroom Organization); and (3) QF Point Scale that measures Staff Qualifications, Administrative Practices, and Curriculum and Child Assessment. Since many providers are in the process of completing one or more of the three assessments, Quality First rating information for all providers is currently labeled as an *estimated Quality First Rating*.

A comparison of current data with the last reports in November 2012 shows:

November 2012	January 2013	% Change
Providers: 759	Providers: 755	0%
Children: 40,595	Children: 40,958	+1%
Waitlist: 309	Waitlist: 287	-7.1%
Ratings:	Ratings:	
1 Star: 58	1 Star: 51	- 12.1%
2 Star: 607	2 Star: 603	-0.7%
3 Star: 71	3 Star: 77	+ 8.5%
4 Star: 19	4 Star: 21	+ 10.5%
5 Star: 3	5 Star: 3	0%

RECOMMENDATION: The CEO presents this update for information only.

	Eligible Applicants	Enrolled Providers	Rating Only Enrolled Participant	Infants*	Toddlers*	2 Yr Olds*	3Yr Olds*	4 Yr Olds*	5 Yr Olds*	Total Enrollment 0 - 5*
	43	36		290	429	665	748	852	289	3273
	42	33		285	420	658	739	846	289	3237
	1	3		5	9	7	9	6	0	36
	22	57		289	421	558	794	1008	275	3345
	20	56		289	419	558	792	1008	275	3341
	2	1		0	2	0	2	0	0	4
	49	75	1	289	483	622	684	806	225	3109
	41	54	1	271	457	594	657	769	211	2959
	8	21		18	26	28	27	37	14	150
	4	30		50	71	70	209	289	114	803
	2	16		43	48	48	184	271	106	700
	2	14		7	23	22	25	18	8	103
	10	17		45	62	113	165	141	37	563
	10	14		37	60	107	160	139	33	536
		3		8	2	6	5	2	4	27
	1		1							
			1							
	1									
		2		6	13	15	56	147	6	243
		2		6	13	15	56	147	6	243
		8		14	30	42	75	90	23	274
		5		9	26	25	69	87	20	236
		3		5	4	17	6	3	3	38
		1		5	9	19	24	16	10	83
		1		5	9	19	24	16	10	83
	1	8		9	20	25	84	90	65	293
		5		8	17	23	81	86	62	277
	1	3		1	3	2	3	4	3	16

	6	**10**		**34**	**67**	**83**	**104**	**119**	**67**	**474**
	6	10		34	67	83	104	119	67	474
	1	**2**		**12**	**13**	**8**	**15**	**6**	**1**	**55**
	1	2		12	13	8	15	6	1	55
	5	**3**		**1**	**2**	**9**	**26**	**25**	**9**	**72**
	4	2		0	2	8	25	25	8	68
	1	1		1	0	1	1	0	1	4
		77		**443**	**661**	**1086**	**1338**	**1427**	**691**	**5646**
		69		437	649	1073	1318	1418	688	5583
		8		6	12	13	20	9	3	63
	5	**29**		**139**	**256**	**357**	**433**	**531**	**189**	**1905**
	4	25		135	250	344	428	530	189	1876
	1	4		4	6	13	5	1	0	29
	13	**20**		**143**	**207**	**294**	**385**	**325**	**177**	**1531**
	13	20		143	207	294	385	325	177	1531
	15	**63**		**323**	**496**	**759**	**942**	**1195**	**413**	**4128**
	15	55		316	485	752	936	1190	407	4086
		8		7	11	7	6	5	6	42
		2		**2**	**0**	**1**	**0**	**2**	**0**	**5**
		2		2	0	1	0	2	0	5
	4	**33**		**107**	**144**	**194**	**358**	**513**	**241**	**1557**
	4	29		104	136	187	346	503	239	1515
		4		3	8	7	12	10	2	42
an Community		**1**		**7**	**20**	**31**	**34**	**76**	**21**	**189**
		1		7	20	31	34	76	21	189
	2	**5**		**9**	**10**	**24**	**73**	**172**	**54**	**342**
	2	4		7	10	23	72	171	54	337
		1		2	0	1	1	1	0	5
	13	**5**		**1**	**1**	**2**	**33**	**39**	**2**	**78**
	7	1		0	0	0	31	32	0	63
	6	4		1	1	2	2	7	2	15

		73		210	341	487	986	1496	327	3847
		51		187	299	450	952	1470	317	3675
		22		23	42	37	34	26	10	172
	3	67		136	226	295	630	934	277	2498
	1	31		99	167	262	580	892	260	2260
	2	36		37	59	33	50	42	17	238
	60	51		277	441	750	828	804	215	3315
	57	43		272	429	732	801	776	203	3213
	3	8		5	12	18	27	28	12	102
	11	21		73	153	260	381	433	219	1519
	7	17		69	150	258	376	429	218	1500
	4	4		4	3	2	5	4	1	19
	1	2		1	7	17	0	0	0	25
	1	2		1	7	17	0	0	0	25
e		1		13	23	12	24	16	14	102
		1		13	23	12	24	16	14	102
	11	29		59	147	204	292	319	167	1188
	11	25		52	137	195	279	311	167	1141
		4		7	10	9	13	8	0	47
	7	27		49	71	111	116	104	45	496
	2	11		34	53	92	101	89	40	409
	5	16		15	18	19	15	15	5	87
	287	755	2	3036	4824	7113	9837	11975	4173	40958

by Child Care provider.

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Quality First Preliminary Star Level for Enrolled Providers by Regional Partnership Council

Regional Partnership Council	1 Star	2 Star	3 Star	4 Star	5 Star	Total
Central Maricopa		33	3			36
Central Phoenix	5	47	3	1	1	57
Central Pima	6	58	8	3		75
Cochise	3	22	3	2		30
Coconino	1	13	1	2		17
Colorado River Indian Tribes						
Gila		6	2			8
Gila River Indian Community						
Graham/Greenlee		6	2			8
La Paz/Mohave		10				10
Navajo Nation						
Navajo/Apache						
North Phoenix	8	57	8	3	1	77
North Pima		25	3	1		29
Northeast Maricopa		20				20
Northwest Maricopa	4	55	4			63
Pascua Yaqui Tribe						
Pinal	2	25	6			33
Salt River Pima Maricopa Indian Community						
San Carlos Apache	1	4				5
Santa Cruz	1	2	2			5
South Phoenix	9	61	1	2		73
South Pima	5	49	10	2	1	67
Southeast Maricopa	1	47	3			51
Southwest Maricopa	1	18	2			21
Tohono O'odham Nation						
White Mountain Apache Tribe						
Yavapai	2	21	5	1		29
Yuma	2	15	7	3		27
Total	**51**	**603**	**77**	**21**	**3**	**755**

Note: Regional partner councils' provider ratings are suppressed for confidentiality reasons, as the total providers enrolled within this regional area is less than 5

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AGENDA ITEM: First Things First Early Childhood Research and Evaluation National Advisory Panel

BACKGROUND: The purpose of the First Things First Early Childhood Research and Evaluation National Advisory Panel is to provide oversight and ensure transparency of FTF's overall research and evaluation approach by:

- Reviewing FTF research and evaluation activities, annually, to ensure alignment with recommendations of the National Panel and quality standards.
- Overseeing and critiquing approaches for planned research and evaluation activities, e.g. longitudinal data system, Quality First study.
- Ensuring First Things First undertakes high quality planning, coordination, and implementation of all research and evaluation activities.

The recommended Panel members are:

Clancy Blair, Ph.D.
Diane Bricker, Ph.D.
Kevin J. Brown, Ed.D.
Noel A. Card, Ph.D.
Greg Duncan, Ph.D.
Robert M. Goerge, Ph.D.
Claude Goldenberg, Ph.D.
Candida Hunter, B.A.
John Love, Ph.D., Chairman
Cori More, Ph.D.
Pamela Powell, Ed.D.
Malia Villegas, Ed.D.

RECOMMENDATION: The CEO recommends approval of the membership of the First Things First Early Childhood Research and Evaluation National Advisory Panel

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First Things First Early Childhood Research and Evaluation National Advisory Panel

Contact Information:

NYU Steinhardt
School of Culture, Education, and Human Development, Department of Applied Psychology

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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First Things First Early Childhood Research and Evaluation National Advisory Panel

Contact Information:

First Things First
Gila Regional Partnership Council

Diane Bricker, Ph.D.

Diane Bricker received her Ph.D. degree from Peabody College, Vanderbilt University in 1970. Prior to joining the faculty at the University of Oregon in 1978, Dr. Bricker held positions at Peabody College and the University of Miami. Dr. Bricker held the rank of Professor with the University of Oregon and was also the Director of the Early Intervention Program until 2003. From 1995 to 2003 she served as the Associate Dean of Academic Programs for the College of Education. In 2004 Dr. Bricker was awarded the status of Professor Emerita at the University of Oregon. Dr. Bricker's professional career has focused on early intervention, early childhood special education, and the development of programs and policies to guide training programs and service delivery models. Her research has addressed the development of effective intervention procedures, curricula, assessment measures, and the development of a systems approach to early intervention.

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First Things First Early Childhood Research and Evaluation National Advisory Panel

Contact Information:

Northern Arizona University
First Things First
Coconino Regional Partnership Council

Kevin J. Brown, Ed.D.

Kevin Brown spent nearly 34 years in pre-K12 education working for the Flagstaff Unified School District. During his public education career he served as a teacher of children with special needs, special education director, elementary school principal, associate superintendent and superintendent of schools. Dr. Brown is now an Assistant Clinical Professor of Educational Leadership at Northern Arizona University. He serves on the Coconino Regional Partnership Board for First Things First and is a member of the FTF Regional Boundary Task Force.

Recognizing the importance of positive early childhood environments for children, Dr. Brown chose to begin his educational career teaching children in kindergarten through third grade. He chose these early grades in order to assist children with emotional difficulties and learning disabilities gain successes in their schooling and providing a positive foundation for their lives. Dr. Brown has been committed to making the educational environment in schools flexible to meet the needs of all students. "No two children are alike. Each develops at their own rate intellectually, physically and emotionally and have unique interests. Healthy growth and development begins prenatally and can be nurtured for every child. My focus has been to help create educational environments that honor every child and facilitate learning based on what a child knows and is able to do, not just based on his/her age."

In 1986 Dr. Brown lectured throughout China as a member of a Special Education Educational Exchange led by the late Dr. Samuel Kirk who coined the term learning disabilities in the early 1960s. Dr. Brown returned to China in 1990 leading a delegation of health care professionals and epidemiologists who collaborated with counterparts in Tibet and various cities in China; and then participated in the First Sino-American Conference Women's Conference in Beijing. He continues his global work as a facilitator for the World Academy for the Future of Women. This project addresses leadership growth in women and supportive men who develop projects to address the United Nations' Millennium Development Goals (MDGs). Two MDGs are particularly relevant to the work of First Things First in Arizona: achieving universal education successfully for every child and reducing/eradicating child low birth rate/mortality.

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First Things First Early Childhood Research and Evaluation National Advisory Panel

Contact Information:

The University of Arizona
John and Doris Norton School of Family and Consumer Sciences

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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First Things First Early Childhood Research and Evaluation National Advisory Panel

Contact Information:

University of
California, Irvine

Greg Duncan, Ph.D.

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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First Things First Early Childhood Research and Evaluation National Advisory Panel

Contact Information:

Chapin Hall at the
University of Chicago
Lecturer Harris School of Public Policy Studies
Senior Fellow, Computation Institute

Robert M. Goerge, Ph.D.

Robert M. Goerge is a Chapin Hall Senior Research Fellow with more than 25 years of research focused on improving the available information on children and families, particularly those who require specialized services related to maltreatment, disability, poverty, or violence. Dr. Goerge developed Chapin Hall's Integrated Database on Child and Family Programs in Illinois, which links the administrative data on social service receipt, education, criminal and juvenile justice, employment, healthcare, and early childhood programs to provide a comprehensive picture of child and family use of publicly provided or financed service programs. His work provides high-quality information to policymakers to improve the programs serving children and their families. For example, he studies Illinois families' use of multiple service systems and how the use of these services varies by family characteristics and geographically.

He has been a Member of the Panel on Data and Methods for Measuring the Effects of Changes in Social Welfare Programs of the National Academy of Sciences, and is a Technical Work Group member of the National Study of Child Well-Being, funded by the U.S. Department of Health and Human Services. He is the Principal Investigator of the Design Phase of the National Study of Child Care Supply and Demand. Dr. Goerge received his Ph.D. from the School of Social Service Administration of the University of Chicago. He is also co-founder of the International Society for Child Indicators

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First Things First Early Childhood Research and Evaluation National Advisory Panel

Contact Information:

Stanford University
School of Education

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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First Things First Early Childhood Research and Evaluation National Advisory Panel

Contact Information:

First Things First
Hualapai Tribe
Regional Partnership Council

Candida Hunter, B.A.

Candida Hunter (Hualapai Tribe Regional Partnership Council) received her Bachelor of Arts degree in Psychology from Chapman University. Ms. Hunter is dedicated to serving the Hualapai people, and is an active member of the Hualapai Tribal Council who believes children need a strong foundation that starts with parents, family members, and extends to the community. She was elected as Councilwoman is 2008 and reelected in 2010. As Councilwoman she has provided testimony on behalf of the Hualapai people at the local, state, and federal level. Ms. Hunter is currently the Green Re-entry Program Manager at the Hualapai Juvenile Detention and Rehabilitation Center. Ms. Hunter is active in the Boys and Girls Club as a board member; she is the chair of the Hualapai Justice System Advisory Board, and volunteers in her community to promote education, wellness, and capacity building. She served as the chair of the Hualapai Higher Education Committee and recently completed a four year term. Ms. Hunter has been a Hualapai Tribe Regional Partnership Council Member since 2010. She is also the proud parent of a beautiful daughter!

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First Things First Early Childhood Research and Evaluation National Advisory Panel

Contact Information:

Research and Evaluation Consultant

John M. Love, Ph.D., Chairman

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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First Things First Early Childhood Research and Evaluation National Advisory Panel

Contact Information:

First Things First
North Phoenix Regional
Partnership Council

Cori M. More, Ph.D.

Cori More is the education representative for the North Phoenix Regional Council. Dr. More is an Assistant Professor of Early Childhood Education at Arizona State University. Originally a native of Montana, Cori graduated from the University of Montana with a degree in Elementary Education. She quickly became interested in working with students with disabilities and immediately obtained her master's degree from Western New Mexico University. Before obtaining her PhD in Special Education, Dr. More worked in public schools for 16 years as a special educator. She especially enjoyed working in inclusive preschool settings as the special education teacher and also working in programs serving young children with autism. Cori moved to Arizona in 2010 to begin working in the Mary Lou Fulton Teacher's College at ASU. She is currently the program coordinator for the Early Childhood master's program at Arizona State University. Dr. More's research interests include studying current issues related to access to quality early childhood education. Throughout the years Dr. More has been a member of the Great Falls Children's Receiving Home board of directors, a volunteer with Special Olympics, and an advocate for children with disabilities.

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First Things First Early Childhood Research and Evaluation National Advisory Panel

Contact Information:

Northern Arizona University
First Things First
Board Member

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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First Things First Early Childhood Research and Evaluation National Advisory Panel

Contact Information:

NCAI Policy Research Center

Malia Villegas, Ed.D.

Dr. Malia Villegas is the Director of the NCAI Policy Research Center. The National Congress of American Indians (NCAI) was established in 1944 and is the oldest, largest, and most representative American Indian and Alaska Native organization serving the broad interests of tribal governments and communities. The NCAI Policy Research Center was established in 2003 to provide tribal leaders with the best available knowledge to inform their strategic policy decision within a framework of Native wisdom to positively impact the future of Native peoples. Dr. Villegas is Sugpiaq/Alutiiq (Alaska Native) with family from Kodiak and Afognak Islands in Alaska and O'ahu and Lana'i in Hawai'i. She is an enrolled member of the Native Village of Afognak in Alaska.

Dr. Villegas earned her master's degree and doctorate in Culture, Communities, and Education at Harvard University and completed her undergraduate studies at Stanford University. She developed extensive relationships in the South Pacific through her Fulbright-funded dissertation research in Aotearoa/New Zealand and Post-Doctoral Fellowship at the Queensland University of Technology in Brisbane, Australia, serving as part of a team evaluating the first, national, longitudinal Indigenous education initiative since the 2008 Apology to the Stolen Generations – the Stronger Smarter Learning Communities Project that seeks to improve the leadership culture of schools serving Indigenous Australians. Her specific research interests include Indigenous philosophies of education, community- and place-based education, sovereignty and nation building, and social and moral development. Dr. Villegas has also served as a Research Fellow for the Alaska Native Policy Center of First Alaskans Institute, and she serves as the Principal Investigator of an NIH-funded Native American Research Center for Health project examining the use and impact of community-based participatory research (CBPR) in Indigenous and minority communities. She also serves as a co-Core Director of an NIH-funded project with Washington University in St. Louis on diabetes-related translation research, lending to her experience with CBPR methodologies and translation science. Dr. Villegas has extensive experience in tribal governance as she leads projects involving tribal research regulation (including the delivery of the NCAI PRC Research Curriculum as part of tribal workshops and trainings), tribal public health law, and data quality.

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AGENDA ITEM: *Arizona's Unknown Education Issue: Early Learning Workforce Trends*, a report on the 2012 Early Care and Education Workforce Survey funding by First Things First

BACKGROUND: Research demonstrates that when child care and other early learning programs are of high quality and developmentally appropriate, children score higher on school readiness measures and do better in school. They also have better relationships with their peers and are more likely to graduate. But the quality of early care and education depends on the professionalism, education and skills of the teacher. The 2012 Early Care and Education Workforce Survey – first administered in Arizona in 1997 and subsequently in 2001, 2004 and 2007 – provides a basis for better understanding evolving characteristics and conditions of Arizona's early care and education workforce. The most recent survey, conducted in 2012 and funded by First Things First, is the basis for the summary on the status of Arizona's early childhood workforce.

The survey shows that – while early childhood teachers and assistant teachers are earning more college degrees – Arizona continues to struggle in two of the areas impacting retention of skilled early educators: wages and benefits.

Teacher turnover in the early care and education field remains high; averaging 30 percent or more. A national study found that teacher turnover is highest in child care centers with lower wages and lower levels of teacher education.

The early care and education workforce is among the most poorly paid professionals in the United States, with the median wages for child care workers and preschool teachers being between $7.90 and $9.53 per hour. Nationally, this is nearly one half of the salary earned by a kindergarten teacher, and lower than wages for parking attendants, cooks or cashiers.

This essay explains the importance of a skilled early childhood workforce to educational success, examines the current qualifications and compensation of our state's early childhood teachers, and suggests ways that early learning program providers and policymakers can enhance school readiness for all kids by supporting efforts to ensure that Arizona's best educators are where they can make the biggest impact: with our youngest kids.

RECOMMENDATION: For informational purposes only.

ARIZONA'S UNKNOWN EDUCATION ISSUE

DRAFT
NOT FOR DISTRIBUTION

Early Learning Workforce Trends

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A WORLD-CLASS EDUCATION STARTS *BEFORE* KINDERGARTEN

News stories, public debate and private conversations are filled with discussions on how to achieve the best education for Arizona's children. The topics vary – common core standards, greater school accountability, and increased per-pupil funding among them – but the focus is generally the same: K-12 schools.

While all of those issues are important, one critical component to ensuring that children can meet our expectations is rarely discussed: the teaching they receive *before* kindergarten. A growing body of research demonstrates that the stability of a child's relationships with early caregivers – as well as the quality of those interactions – is one of the greatest predictors of school readiness.

Why are early caregivers so important? Because 90 percent of a child's brain develops by the time they are 5 years old, and the foundation for all future learning is largely built *before* a child enters kindergarten. A strong foundation – shaped by meaningful interactions with adults – means the child has the greatest opportunity for success. Conversely, a weak foundation means the child will struggle to keep up in grade school and beyond. Numerous studies demonstrate the importance of young children's relationships with their teachers to their future success in school.[i] High quality teacher-child interactions have been found to predict academic skills, language skills and social skills among young children.[ii]

Meaningful interactions go way beyond the nurturing touch and soft smiles of a good babysitter; they are the result of a caregiver who is educated about the complex ways in which kids 5 and younger learn and who is skilled and experienced in applying that education.

Arizona's education system already has acknowledged that children's learning from birth to age 5 is critical to their success in kindergarten and beyond. This is evidenced by the development of *Infant and Toddler Guidelines* and *Early Learning Standards* that are aligned to the state's Common Core Standards, and which provide critical guidance for early learning programs in preparing young children for success.[iii]

Our view of the early childhood workforce as a critical component of quality early learning, however, has not kept up with our increased expectations for young kids. The latest research shows that in Arizona, those working with kids at their most critical stage of brain development are poorly paid and struggle to attain higher education, both critical components of hiring and retaining the best teachers.

This essay explains the importance of a skilled early childhood workforce to educational success, examines the current qualifications and compensation of our state's early childhood teachers, and suggests ways that early learning program providers and policymakers can enhance school readiness for all kids by supporting efforts to ensure that Arizona's best educators are where they can make the biggest impact: with our youngest kids.

A SMART START: BIRTH-5 STUDENT/TEACHER RELATIONSHIPS & EDUCATIONAL SUCCESS

Research demonstrates that when child care and other early learning programs are of high quality and developmentally appropriate, children score higher on school readiness measures and do better in school. They also have better relationships with their peers and are more likely to graduate. But the quality of early care and education depends on the professionalism, education and skills of the teacher.[iv]

Research has shown that well-educated and highly skilled early childhood teachers are strongly linked with children successfully transitioning to kindergarten.[v] Highly qualified early childhood teachers can significantly affect a child's cognitive outcomes, specifically early literacy and language development, letter knowledge, and writing skills.[vi] Furthermore, in a recent study, researchers found that children's experiences in positive relationships with teachers may also have a positive effect on behaviors such as aggression, hyperactivity, non-compliance, depression and anxiety. Children appear capable of learning new positive behavioral strategies through their relationship with their teacher.[vii]

Competitive wages are critical to the recruitment and retention of great early childhood teachers and care providers. Combined with benefits and opportunities for pay increases, competitive wages can reduce staff turnover rates. Turnover is not only a business challenge for providers; it is a learning challenge for children. Research shows that children are better prepared to learn when they have consistent relationships with teachers.[viii] Large swings in teacher turnover make it difficult for children to form the secure attachments to consistent caregivers that are so critical to their learning and development.[ix] Research also shows that when there is high teacher turnover, children's social, emotional, and language development, all essential components of school readiness, are negatively impacted.[x]

Teacher turnover in the early care and education field remains high; averaging 30 percent or more.[xi] A national study found that teacher turnover is highest in child care centers with lower wages and lower levels of teacher education.[xii]

EARLY CHILDHOOD WORKFORCE: EDUCATORS, NOT BABYSITTERS

Early childhood educators support children in developing the skills and capacities that they need in order to succeed at each subsequent stage of their learning.

The abilities outlined below must start being developed in young children in order for them to be prepared to meet Arizona's high educational standards once they reach kindergarten.

Language Development and Communication

- Listening and Understanding
- Communicating and Speaking
- Emergent Literacy
- Pre-reading (3-5 years old)
- Pre-writing (3-5 years old)

Cognitive Development

- Exploration and Discovery
- Memory
- Problem Solving
- Imitation and Symbolic Play
- Math, Social Studies and Science (3-5 years old)
- Fine Arts (3-5 years old)

Physical and Motor Development

- Gross and Fine Motor Skills
- Physical Health, Well-Being and Safety

Social & Emotional Development

- Trust and Emotional Security
- Self-Awareness
- Self-Control
- Relationships with Other Children
- Expression of Feelings
- Respect

Approaches to Learning

- Persistence
- Initiative and Curiosity
- Creativity and Inventiveness
- Reasoning

The early care and education workforce is among the most poorly paid professionals in the United States, with the median wages for child care workers and preschool teachers being between $7.90 and $9.53 per hour.[xiii] Nationally, this is nearly one half of the salary earned by a kindergarten teacher, and lower than wages for parking attendants, cooks or cashiers.[xiv]

This low level of compensation and recognition for the important work of these professionals contributes to the high turnover rates that have plagued this field for years. This is compounded by the problem that when teachers manage to obtain additional education and training, they often leave for the higher paying K-12 workforce, or other higher paying professions.[xv] In fact, one study found that in a sample of first-year early childhood education students, only 9 percent said they intended to work in early care and education settings after graduation, 43 percent preferring kindergarten for reasons of compensation and workload.[xvi]

ARIZONA'S TRACK RECORD: TRENDS IN THE EARLY LEARNING WORKFORCE

The 2012 *Early Care and Education Workforce Survey* shows that – while early childhood teachers and assistant teachers are earning more college degrees – Arizona continues to struggle in two of the areas impacting retention of skilled early educators: wages and benefits.

The survey – first administered in Arizona in 1997 and subsequently in 2001, 2004 and 2007 – provides a basis for better understanding evolving characteristics and conditions of Arizona's early care and education workforce. The most recent survey, conducted in 2012, is the basis for the summary on the status of Arizona's early childhood workforce.

Additional data and analysis are provided in the Research Report, beginning on page 7.

Educational Attainment[1]

The number of assistant teachers obtaining a credential or degree, including completion of a Child Development Associate[2] credential, an associate's degree, a bachelor's degree, or a master's degree was 21 percent in 2007 and **29 percent in 2012**.

Nearly half of all teachers in 2007 (47 percent) had obtained a college degree (associate's, bachelor's or master's degree); in **2012 this number had risen slightly to 50 percent**, again, indicating a positive trend toward higher educational attainment for early care and education teachers.

Administrative directors were most likely to have a college degree. In 2007, 74 percent were reported to have obtained an associate's degree or higher; in **2012, this number was relatively unchanged at 73 percent**, although the number of administrators with a bachelor's degree rose very slightly between the two time periods. This suggests that about three-quarters of Arizona early care and education administrative directors have an associate's degree or higher, and has been a stable level of educational achievement in the field over the last eight years.

Teachers with an associate's degree were significantly more likely to have remained with their current employer for a longer period of time.

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1 It is important to note, that because of the limitations of the *Early Care and Education Workforce Survey*, only percentages of degree attainment can be reported. Because economic circumstances may have led to decreases in the total number of early care and education professionals between 2007 and 2012, even with an increase in the percentage of degree attainment, fewer professionals in the workforce may hold those degrees and certificates.

2 **Child Development Associate** (CDA) credential is awarded by the Council for Professional Recognition to those who have completed a list of requirements around a core set of competency standards, including 120 hours of training, and successfully passing a verification visit.

Due to limitations of the study, it is not possible to identify the factor or factors that led to this increase in degree attainment for early childhood professionals, however, the data in this report correspond to the implementation of T.E.A.C.H. Early Childhood Arizona, a higher education scholarship program for early educators sponsored by First Things First.

Of the individuals participating in the survey, 5 percent of assistant teachers, 7 percent of teachers and 6 percent of administrative directors reported receiving a scholarship. And, in the three years since the T.E.A.C.H. program began in Arizona, 55 Child Development Associate credentials and 36 associate's degrees have been earned by T.E.A.C.H. participants.

Wages & Benefits

When adjusted for inflation, wages for assistant teachers, teachers, and administrative directors working in all types of licensed early care and education settings in Arizona have actually *decreased* over the past five years. While there were nominal hourly increases, they did not keep pace with inflation. For example, the median hourly wage for teachers in 2012 was $10.00, however, to keep up with inflation, and make the same wage as 2007 ($9.75), teacher hourly wage would have needed to be at $10.83.[xvii]

TABLE 1. **CHANGES IN HOURLY WAGES, 2007-2012**

ECE Workforce All Provider Types	Median Hourly Wage 2007	Median Hourly Wage 2012	Needed Hourly Wage to Keep Pace with Inflation	Change When Adjusted for Inflation, 2007-2012[3]
Assistant Teachers	$9.00	$9.66	$9.99	-$0.33
Teachers	$9.75	$10.00	$10.83	-$0.83
Administrative Directors	$16.82	$16.80	$18.68	-$1.88

And, while data show that wages for teachers working in Head Start and public preschool settings are slightly higher than those working in child care centers, early childhood educators on average earn considerably less than other teachers.[xviii] **Average annual wages for Arizona's early childhood educators are about half of the yearly earnings for kindergarten and elementary school teachers**, even though their work sets the stage for later success.

In addition, further analysis shows that teachers with higher wages (both starting wages and current wages) were significantly more likely to remain with their current employer, and teachers paid the lowest starting wage were significantly less likely to remain with their current employer over time.

As with wages, most of the benefits provided to the teachers of our youngest kids also are decreasing. Reduced benefits include:

- Health insurance – down 2 percent;
- Paid holidays – down 3 percent;
- Reduced child care fees – down 4 percent; and,
- Tuition reimbursement – down 3 percent.

The only benefit that appears to have increased is the availability of retirement plans, which is up by 5 percent. However, due to the limitations of the study, it is not possible to analyze the breadth or quality of any benefit.

3 Adjusted change estimates in this column were calculated by taking the difference between the hourly wage needed to keep pace with inflation (Consumer Price Index) in 2012 and the actual median hourly wage received in 2012 (e.g. teachers: $10.83-$10.00). Because the median hourly wage has not kept with pace of inflation, between 2007 and 2012, teachers are making an estimated $0.83 less per hour than they were in 2007.

As expected, the benefits paid to full-time employees were much higher than benefits provided to part-time employees.

Consistent with national data, the receipt of benefits impacts retention. For example, this study showed that teachers receiving paid tuition reimbursements were significantly more likely to remain with their current employer. Also, for full-time teachers, receiving reduced child care fees was also a significant predictor of length of employment.

In addition, early care and education teachers receiving First Things First Professional REWARD$ – a stipend paid to participating early educators that rewards longevity and degree attainment – were significantly more likely to report remaining with their current employer.

Retention

For all types of early care and education professionals, retention rates of five or more years were higher in 2012 than in 2007. Although there have been modest improvements, the fact remains that only 1 in 4 assistant teachers, less than half of teachers, and about two-thirds of assistant directors (those who work the least with young kids directly) have been in the field for 5 years or more.

Without a robust State of Arizona registry system to track early childhood professionals across all early care and education provider types, it is unclear exactly what factors contributed to the increase in retention. It is possible that as providers reduced staff in response to the economic crisis, they kept the teachers with the greatest seniority. In addition, national data reveal that far fewer people have left jobs willingly since the economic crisis began. In 2007, "voluntary quits" were 28.7 percent of total employment. By 2009, voluntary quits were down to 17.8 percent (the number then rose to 18.6 percent in 2010).[xix] These factors may have impacted retention in the child care industry.

As indicated in the previous sections, data from the survey support the positive impact efforts to improve wages and benefits can have on retention, including:

- Teachers with an associate's degree were significantly more likely to have remained with their center for a longer period of time.
- Those participating in REWARD$ or receiving reduced child care fees or tuition reimbursements also reported higher retention.
- Finally, teachers with higher wages (both starting wages and current wages) were significantly more likely to remain with their current employer.

IMPLICATIONS FOR ARIZONA'S EDUCATIONAL REFORM EFFORTS

High expectations are necessary for Arizona's kids to be college and career ready. In order for young kids in Arizona to be ready to meet those expectations, they need early caregivers and educators who are skilled in the ways children birth to 5 years old learn.

Yet, the latest information shows that wages and benefits paid to the early childhood workforce are not commensurate with our expectations for this workforce and dis-incentivize the most skilled teachers from remaining with our youngest kids.

The survey also shows that efforts to support the early childhood workforce – such as increasing wages, benefits and degree attainment – can have a very positive impact on retention among early educators.

The information contained in this report – along with information regarding best practices and innovative strategies for improving credentialing and compensation of early educators – can be used by child care providers and policymakers alike in support of developing a highly skilled workforce to support children during their most critical stage of brain development.

Specifically, the following recommendations emerge:

- State-level policy changes and programs like Professional REWARD$ that provide incentives and supports for early care and education professionals should continue to be supported and expanded as appropriate.
- A State of Arizona registry system – much like the information collected on K-12 teachers by the Arizona Department of Education – should be developed and improvements in quality and availability of data on Arizona's early childhood teachers should be supported.
- Early childhood coursework and degrees should have clear articulation, and educational pathways should be streamlined to remove obstacles to degree attainment.
- Policies and programs such as T.E.A.C.H. that provide incentives and supports for degree attainment should continue to be supported and expanded as appropriate.
- Policy changes should be made so that child care subsidies currently provided through federal funds to help low-income children access early learning programs may only be used in quality early learning settings. The amount of the subsidy should reflect the actual cost of providing quality early learning to young kids, including the cost of hiring highly skilled educators.

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INTRODUCTION & METHODOLOGY

The credentials and compensation of the early childhood workforce are key issues that must be addressed as part of Arizona's education reform efforts. Given the critical role that skilled educators play in the preparation of children to meet our state's vigorous K-12 standards, their skills must be supported and rewarded at the same levels as those working with older children.

The 2012 *Early Care and Education Workforce Survey* was launched to address three interrelated questions:

- What are current characteristics and conditions of Arizona's early care and education workforce?
- How have these characteristics and conditions changed over time?
- What implications do these findings have for the Arizona early care and education system, and how might the presence or absence of desired change potentially affect Arizona's children, families, and communities?

The final survey sample consisted of 2,226 licensed sites, and an additional 158 sites on tribal lands which do not require Arizona Department of Health Services licensure, for a total of 2,384 sites.

Additional information about methodology and analytic procedures are included in Appendix A.

EARLY CARE AND EDUCATION WORKFORCE SURVEY: 2012

This report is the most recent in a series of reports developed in Arizona since 1997 based on data collected through the administration of a survey of licensed early care and education centers (see Appendix A for a full description of the survey participants). The survey provides key data measures used to monitor changes over time in working conditions within the field of early care and education throughout Arizona.

What you'll find in this report:

- **Summary of key 2012 survey findings** in three areas: 1) wages and benefits, 2) retention, and 3) education and professional development of early care and education professionals.
- **Summary of key trends emerging** that highlight changes in wages and benefits, retention, and education and professional development of early care and education professionals.
- **Analysis** of significant predictors contributing to teacher retention.
- **A discussion of study implications** and recommendations for moving forward in creating a strong early care and education system workforce within Arizona.

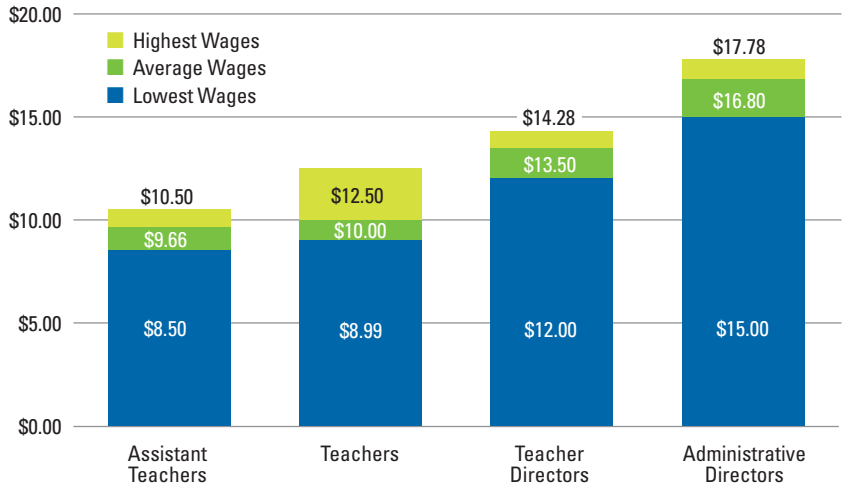
WAGES & BENEFITS PAID TO EARLY CHILDHOOD PROFESSIONALS

Fair compensation – annual wages and benefits paid to early care and education professionals, including assistant teachers, teachers, administrators and other support staff – is important to the development of a high quality early care and education system in Arizona. Compensation commensurate with education and experience plays a role in recruitment and retention, and contributes to the morale of a workforce tasked with providing the best possible care and education for young children. Nationally, early care and education teachers have rated salary, health care, and retirement benefits as incentives for remaining in the early care and education professions.[xx]

2012 SURVEY FINDINGS: ARIZONA WAGES

From 1997 to 2012, in data from the *Early Care and Education Workforce Survey*, wages for Arizona professionals in early care and education have increased. Wages for staff varied according to the level of job responsibility (e.g. assistant teacher, teacher). In 2012, the highest paid teachers earned an average of $2.00 more per hour than the highest paid assistant teachers (Figure 1). By comparison, the lowest paid teachers earned little more than the lowest paid assistant teachers.

FIGURE 1. **MEDIAN LOWEST, AVERAGE, AND HIGHEST WAGES FOR EARLY CARE AND EDUCATION WORKFORCE, 2012**



Trends in Hourly Wages for the Arizona Early Care and Education Workforce

In data from the *Early Care and Education Workforce Survey*, the median hourly wage for assistant teachers has grown steadily over the last fifteen years, with a low of $5.75 in 1997 to a high of $9.66 in 2012 (Figure 2). However, from 2007 to 2012, median hourly wages for assistant teachers increased only 66 cents from $9.00 to $9.66. As seen in Figure 3, teacher wages across all provider settings are only slightly higher in 2012 than they were in 2007, with the 2012 median hourly wage for early care and education teachers at $10.00, only .25 cents higher than the 2007 median. The median hourly wage for administrative directors in 2012 is $16.80, essentially the same as the 2007 median hourly wage of $16.82. Overall, 2012 wages for assistant teachers, teachers, and administrative directors working in all types of licensed early care and education settings remain about the same as 2007 wages. When adjusted for inflation, these small increases in wages failed to keep up with cost of living changes. For example, the median hourly wage for teachers in 2012 was $10.00, however, to keep up with inflation, and make the same wage as 2007 ($9.75), teacher hourly wage would have needed to be at $10.83.[xxi]

Nonprofit centers, including public schools and Head Start, consistently paid higher wages to administrative directors from 1997-2012 than for profit centers. In 2001 ($23.85) and 2004 ($25.00), public school administrative director's hourly wages peaked at the highest levels and decreased over the past 8 years to $22.00 in 2012. For profit centers with less than 4 sites consistently paid the lowest hourly wages to their administrative directors (Figure 4).

Across all early care and education professional workforce categories, there was approximately a one to two dollar increase in hourly wages between 1997-2001, 2001-2004, and 2004-2007, with a leveling off in hourly increases to a dollar or less between 2007-2012. The U.S. national economic downturn over the last four years is predicted to be a contributing factor to these lower hourly wage increases.

FIGURE 2. **MEDIAN HOURLY WAGES FOR ASSISTANT TEACHERS BY CENTER TYPE FOR 1997-2012**

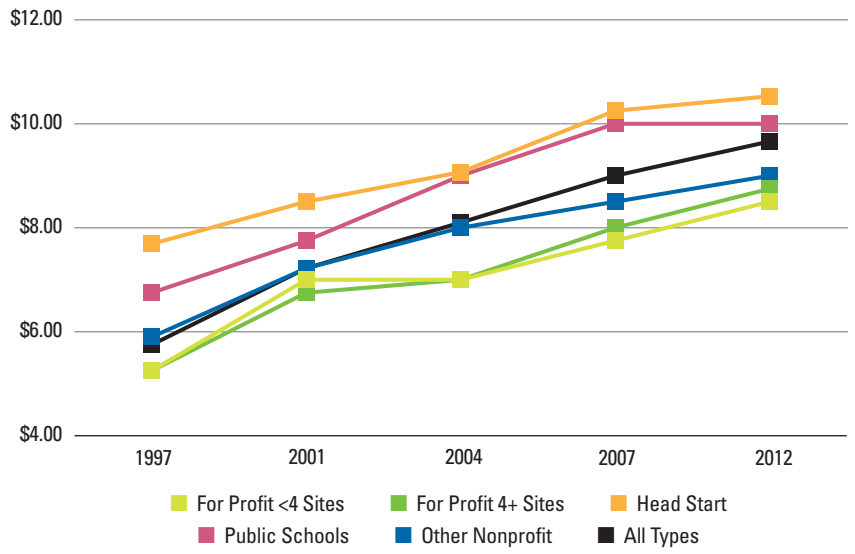


FIGURE 3. **MEDIAN AVERAGE WAGES FOR TEACHERS BY CENTER TYPE FOR 1997-2012**

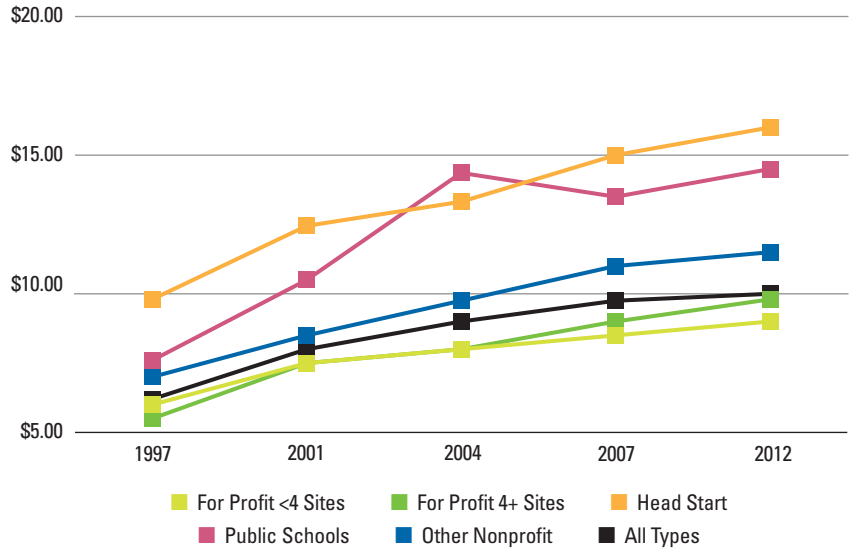
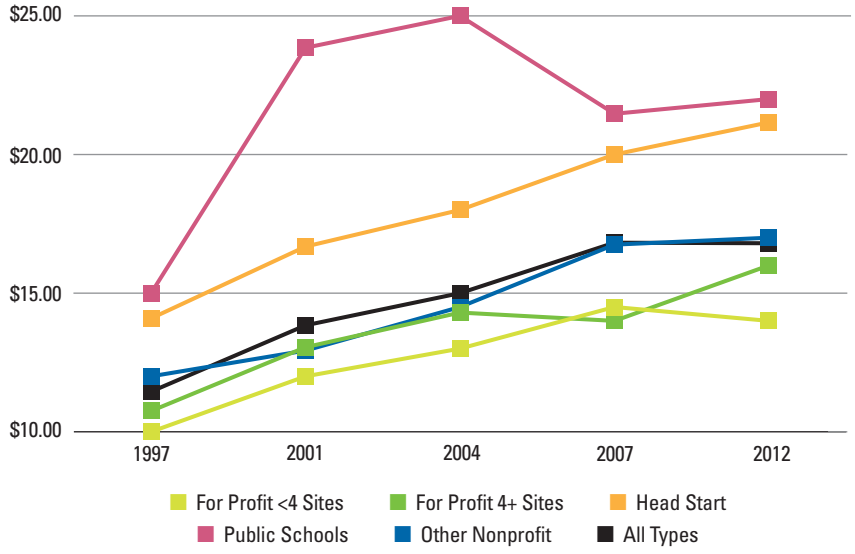


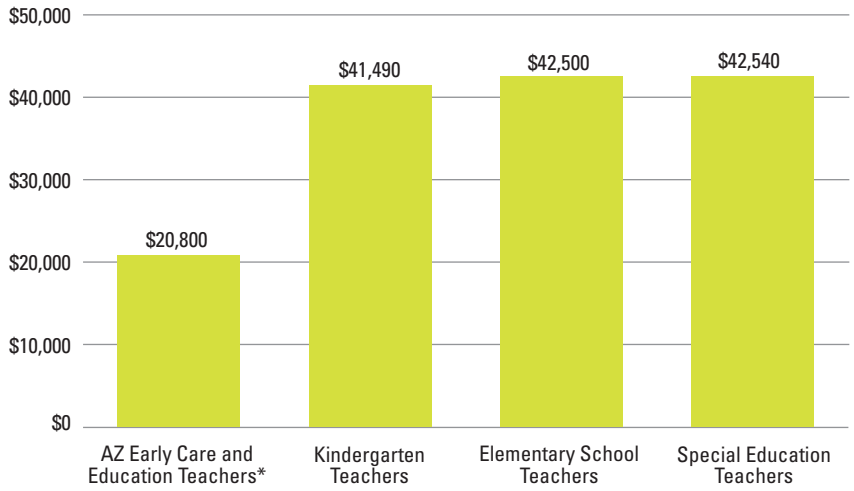
FIGURE 4. **MEDIAN WAGES FOR ADMINISTRATIVE DIRECTORS BY CENTER TYPE FOR 1997-2012**



Comparison of Annual Wages Paid to Education Professionals

Historically, wages for early care and education teachers have been considerably lower than wages for kindergarten, elementary, and special education teachers. As depicted in Figure 5, data collected by the current 2012 *Early Care and Education Workforce Survey* indicated the annual salary of Arizona's early care and education teachers to be considerably lower than that received by public school teachers.[xxii] **Average annual wages for Arizona's early educators are about half of the yearly earnings for kindergarten and elementary school teachers** (Figure 5). This yearly salary translates to $10.00 per hour for a 40 hour work week. Wages for early care and education teachers are very similar to those of the average high school graduate ($9.45).[xxiii] Low wages may prove to be a disincentive for early care and education professionals, especially for those obtaining a bachelor's degree and/or engaging in ongoing professional development training. Many early education teachers may seek employment opportunities in educational settings providing higher wages, and a more comprehensive set of benefits. In short, competitive wages for teachers are critical to the education of our youngest children.

FIGURE 5. **AVERAGE ANNUAL WAGES FOR ARIZONA TEACHERS**[xxiv]



* This column represents annual salary findings from the current (2012) *Early Care and Education Workforce Survey*. All other columns are annual salaries reported from the Bureau of Labor Statistics.

Relationship Between Retention and Wages

Given the established importance of teacher stability to child outcomes, further analysis was completed to determine if there were any key predictors of teacher retention.[xxv] Regression analysis indicated that wages, education level and benefits were all significant predictors of teacher retention, both full-time teacher retention and part-time teacher retention. Specifically, teachers with higher wages (both starting wages and current wages) are significantly more likely to remain at their current employer. Also noteworthy, teachers paid the lowest starting wage were significantly less likely to remain with their current employer over time.

2012 SURVEY FINDINGS: BENEFITS FOR EARLY CARE AND EDUCATION PROFESSIONALS

Overall, early care and education centers surveyed offered a range of benefits to their full-time employees.

- **Child Care.** Most centers (74 percent) offered reduced fees or free child care for staff.
- **Health Insurance.** Most public schools (74 percent) and half of Head Start programs (49 percent) offered health insurance to employees but not their dependents.
- **Paid Time Off.** 84 percent of centers offered paid holidays.
- **Professional Development.** More than half of early care and education centers (53 percent) reimbursed employees for college tuition.
- **Professional Development.** 81 percent of centers paid for workshop registration fees and 78 percent paid for staff development days.
- **Retirement Plan.** Two-thirds (62 percent) of early child care and education programs offered employee retirement plans.

Overall, employees working in Head Start, public school settings, and large, multi-site for profit provider settings are more likely to report receiving more benefits than those working in single-site, for profit and nonprofit settings. Also, benefits provided to part-time employees were much lower in all areas than benefits provided to full-time employees. Additionally, there were some general trends in benefits from 2007 to 2012. Benefits for full-time employees were slightly less in 2012 than 2007 with 2 to 4 percent fewer employees reporting that they were provided benefits in areas of health insurance, paid holidays, reduced child care fees and tuition reimbursement, and an increase of 5 percent in employees reporting contributions to an employee retirement plan (Table 2).

TABLE 2. **PERCENTAGE OF FULL-TIME EMPLOYEES WITHOUT BENEFITS, 2007 AND 2012**

Type of Benefit Lacking	2007	2012	% Change
Health Insurance	No insurance offered: 24%	No insurance offered: 26%	-2%
Retirement Plan	No retirement plan: 43%	No retirement plan: 38%	+5%
Paid Holidays	No paid holidays: 13%	No paid holidays: 16%	-3%
Reduced Child Care Fees	No reduced fees: 22%	No reduced fees: 26%	-4%
Tuition Reimbursement (for post-secondary education)	No tuition reimbursements: 44%	No tuition reimbursements: 47%	-3%

Relationship Between Retention and Benefits

Regression analysis indicated that wages, education level and benefits were all significant predictors of teacher retention, for both full-time and part-time teachers. Specifically, teachers receiving paid tuition reimbursements were significantly more likely to have remained with their current employer. Also, for full-time teachers, receiving reduced child care fees was also a significant predictor of length of employment at their current center.

IMPLICATIONS FOR ARIZONA'S EARLY CARE AND EDUCATION WORKFORCE

- **Attracting quality staff requires an investment.** Early care and education teacher wages continue to be low especially in comparison with other teaching professionals, and early childhood teacher wages are similar to those for high school graduates with no post-secondary degree attainment.[xxvi] Providing adequate wages and competitive benefits for Arizona's early care and education professionals is imperative to building and maintaining a high-quality early learning workforce and to providing the best early education for children.

RETENTION OF EARLY CHILDHOOD PROFESSIONALS

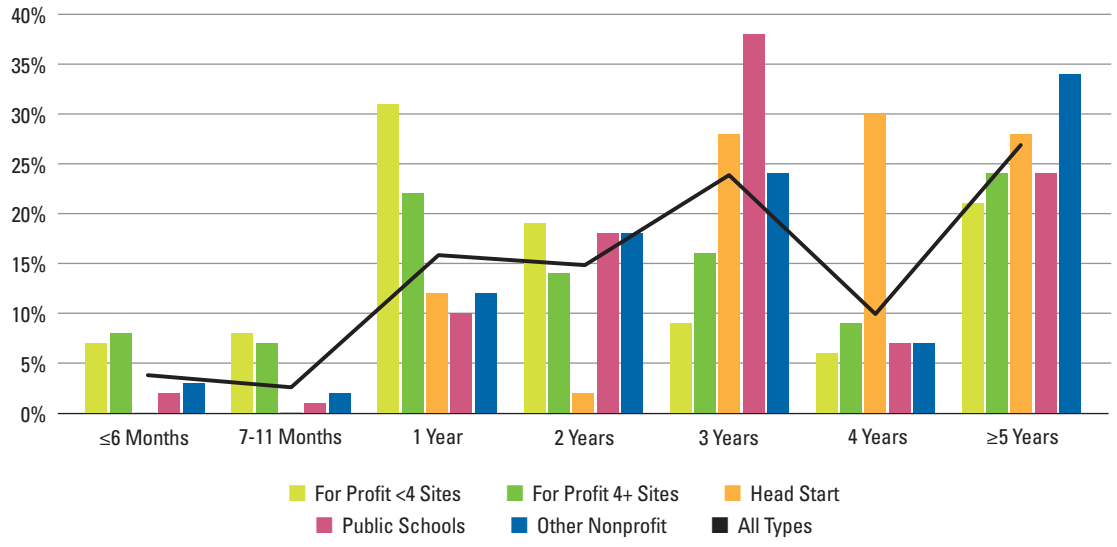
Teacher retention is fundamental to the development of long-lasting, positive relationships; teacher retention strengthens both teacher-child relationships as well as teacher-family relationships. High staff turnover can hinder the development of healthy, secure attachment between children and teachers.[xxvii] Quality teacher-child relationships that grow over time, on the other hand, lead to developmental and educational benefits.[xxviii]

2012 SURVEY FINDINGS: RETENTION

Retention of Assistant Teachers

In data from the 2012 *Early Care and Education Workforce Survey*, retention rates varied by type of center and type of professional. As depicted in Figure 6, more than half (61 percent) of assistant teachers had been with their current employer three years or more. Comparing center types, Head Start had the strongest retention rate, with a majority (86 percent) of teacher assistants being at the center three years or more.

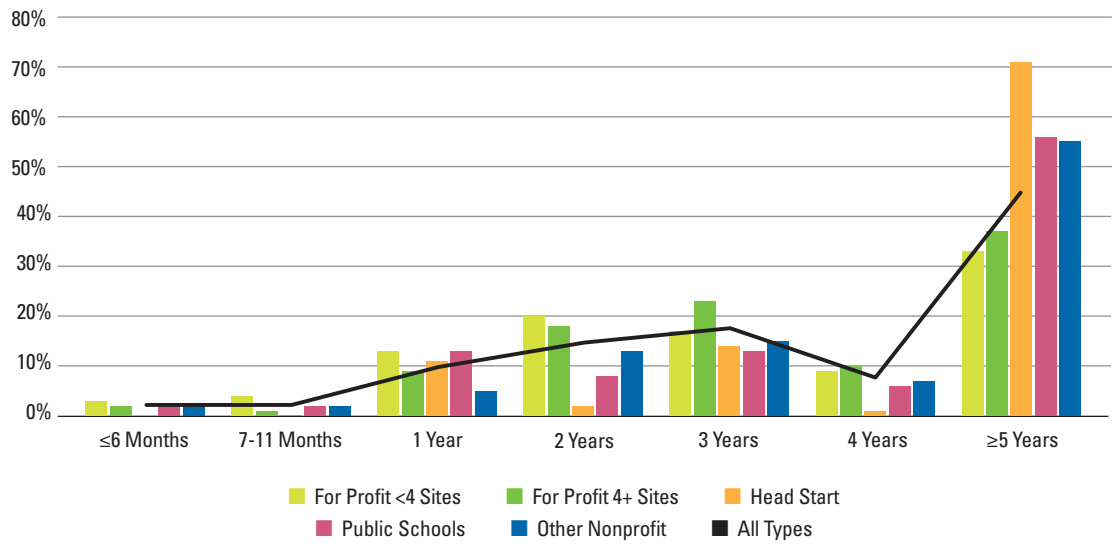
FIGURE 6. **AVERAGE LENGTH OF EMPLOYMENT FOR ASSISTANT TEACHERS BY PROGRAM TYPE**



Retention of Teachers

Early care and education teachers generally had greater employment stability than assistant teachers. Almost half (45 percent) of all teachers were employed at their current employer for five years or more and another one-fourth (26 percent) sustained employment for three or four years; this is a total of almost three-quarters (71 percent) retained at their current employer for three years or more. Head Start also had the highest teacher retention rate, with 71 percent of teachers employed five years or more (Figure 7).

FIGURE 7. **AVERAGE LENGTH OF EMPLOYMENT FOR TEACHERS BY CENTER TYPE**



Retention of Administrative Directors

As depicted in Figure 8, administrative directors had the strongest retention at their current employer across all types of care settings. Two-thirds of administrative directors (66 percent) were reported with an average length of employment of five or more years.

Across all setting types, administrative directors were more than twice as likely to have sustained employment for five or more years as assistant teachers (see Table 3). Across all professional categories, Head Start employees were more likely to have been with their current employer for five or more years. Head Start administrative directors were most likely to have sustained employment for five or more years (89 percent), and administrative directors of for profit provider centers with four or more sites were least likely to have sustained employment for five or more years (56 percent).

FIGURE 8. **AVERAGE LENGTH OF EMPLOYMENT FOR ADMINISTRATIVE DIRECTORS BY CENTER TYPE**

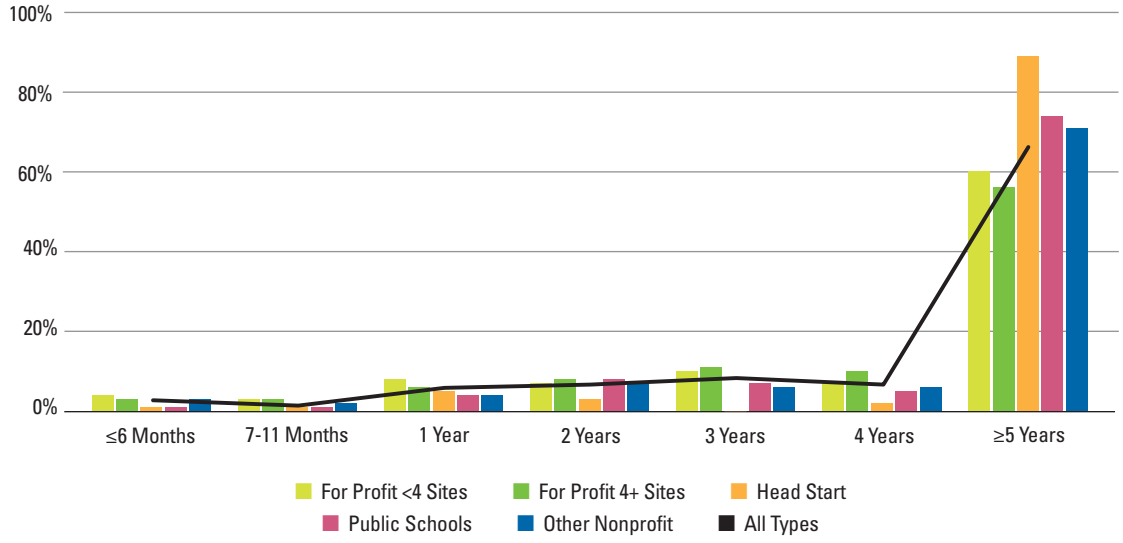


TABLE 3: **EARLY CARE AND EDUCATION PROFESSIONALS EMPLOYED FIVE YEARS OR MORE WITHIN A SINGLE PROVIDER SETTING**

	For Profit Centers < 4 Sites	For Profit Centers 4+ Sites	Head Start	Public Schools	All Types
Assistant Teachers	21%	24%	28%	24%	27%
Teachers	33%	37%	71 %	56%	45%
Administrative Directors	60 %	56 %	89 %	74 %	66 %

Retention rates of early care and education professionals were relatively stable between 1997-2007, with slight increases in retention of all employee types. Comparing five-year retention rates between 2007-2012, rates of retention in 2012 were between 5 and 12 percentage points higher than in 2007 across employee types; earlier periods saw increases of only 2-3 percentage points across all employee types. These increases may be due more to employees seeking to retain positions in a severely recessed economy, rather than changes in work conditions or compensation packages that might potentially encourage retention.

For example, the number of early care and education providers in Arizona has fluctuated over the past four years. Between 2009 and 2011 there were decreases in the overall number of early care and education providers across all provider types, as well as a decreased overall licensed capacity of providers to provide care to Arizona's young children.[xxix] This pattern likely reflects the impact of the economic downturn on the early care and education industry in Arizona, when from 2009-2011, approximately 250 early care and education programs closed their doors. Other influencing factors may have been state policy changes, such as budget cuts to Arizona Department of Economic Security child care assistance along with a substantive increase in licensing fees.

Changes in the early care and education industry impact its teachers. While survey results indicate teacher retention is stronger in 2012 than previous years, this may reflect a preference of early care and education providers to retain teachers with seniority when cuts are necessary or the potential for teachers with less seniority to be more likely to leave the industry overall.

Relationship Between Retention and Wages, Benefits and Education

Teacher retention was found to be significantly related to degree attainment, benefits and wages. In this survey, teachers with an associate's degree were significantly more likely to have remained with their current employer for a longer period of time. Those participating in REWARD$ or receiving reduced child care fees or tuition reimbursements also reported stronger retention. Finally, teachers with higher wages (both starting wages and current wages) were significantly more likely to remain with their current employer for longer. Teachers paid the lowest starting wage were significantly less likely to remain with their current employer over time.

IMPLICATIONS FOR ARIZONA'S EARLY CARE AND EDUCATION WORKFORCE

Although the 2012 survey indicates that almost three-quarters (71 percent) of teachers were retained for three years or more in their current position, this still means that about one-quarter are no longer at their current employer or in the early childhood workforce. This retention rate is also still much lower than the 85 percent retention rate for teachers working in the public K-12 system found by the National Center for Education Statistics.[xxx] Employee retention is a priority for early care and education programs and the early childhood system, in that it can promote a more experienced work force. Furthermore, the quality of the teacher-child relationship — and therefore the quality of education — depends upon consistency of care by knowledgeable professionals.[xxxi] The 2012 survey data indicate that Head Start teachers are much more likely to be retained for five years or more as compared to teachers serving in other types of early care and education. Head Start teachers are also compensated at a higher rate and degree requirements to hold that position are higher. Policies and programs that provide these same high standards and commensurate compensation should be available for all teachers and early care and education professionals.

EDUCATION & PROFESSIONAL DEVELOPMENT OF THE EARLY CHILDHOOD WORKFORCE

High quality education for the professionals serving young children is central to ensuring the kindergarten readiness of children. Increasing overall numbers of providers/educators who have attained a Child Development Associates credential[4], an associate's degree, or a bachelor's degree suggests development within the field and strengthening of the profession. Incentives and supports for ongoing professional development can also pave the way for a more highly educated and competent workforce. Post-secondary and professional development educational opportunities may increase teacher/provider motivation to stay in the early childhood field.

2012 SURVEY FINDINGS: EDUCATION AND PROFESSIONAL DEVELOPMENT REQUIREMENTS

Findings from the 2012 *Early Care and Education Workforce Survey* suggest that minimum education requirements of the early care and education workforce vary according to the type of center (see Table 4). For example, minimum education requirements for teachers were very high for Head Start: 96 percent of Head Start programs required teachers to have at least some college. However, other centers had much lower minimum education requirements; nearly 66 percent of centers required teachers to only have attained the minimum of a high school graduation degree or a GED.

TABLE 4. **MINIMUM LEVEL OF EDUCATION REQUIRED FOR TEACHERS BY CENTER TYPE**

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit
None or HS/GED	76%	87%	4%	45%	61%
Some College	16%	11%	80%	15%	25%
College Degree	7%	2%	16%	39%	14%

The level of educational attainment for early care and education teachers varied widely as well (see Table 5). For example, most teachers in Head Start (83 percent) and public school (78 percent) centers had earned an associate's degree or higher. Public school early care and education teachers had the highest level of educational attainment, and were three times more likely to have a master's degree (21 percent) than other types of centers. Across all types of settings, almost half (41 percent) of early child care and education teachers had not earned a college degree.

TABLE 5. **EDUCATION LEVEL OF TEACHERS BY CENTER TYPE**

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
Master's Degree	6%	4%	6%	21%	9%	9%
Bachelor's Degree	18%	18%	31%	45%	33%	26%
Associate's Degree	16%	12%	46%	12%	16%	15%
CDA	9%	9%	16%	4%	11%	9%
No Degree or CDA	51%	57%	1%	18%	32%	41%

4 **Child Development Associate** (CDA) credential is awarded by the Council for Professional Recognition to those who have completed a list of requirements around a core set of competency standards, including 120 hours of training, and successfully passing a verification visit.

Relationship Between Retention and Education

Regression analysis indicated that wages, education level and benefits were all significant predictors of teacher retention, for both full-time and part-time teachers. Specifically, teachers with an A.A. degree were significantly more likely to have remained at their center for a longer period of time.

2012 SURVEY FINDINGS: SCHOLARSHIPS FOR EARLY CHILDHOOD AND EDUCATION PROFESSIONALS

T.E.A.C.H. (Teacher Education and Compensation Helps) Early Childhood® Arizona is a scholarship program funded by First Things First that provides financial and other supports for early care and education assistant teachers, teachers, and administrators who are employed by licensed or regulated private, public, and Tribal programs. Participants are able to work toward the completion of college coursework while earning a degree or certificate in early childhood education or a related field. In addition to assistance with tuition and books, T.E.A.C.H. provides a stipend to defray child care and travel costs as well as a bonus upon completion of coursework. T.E.A.C.H. also pays the cost of earning a Child Development Associate national credential. The early care and education program which employs the scholar must also provide support (e.g. flexible work schedules, child care). In exchange, the T.E.A.C.H. scholar agrees to continue working at that program for a specified time period.

T.E.A.C.H. scholarships were evenly distributed among assistant teachers, teachers, and administrative directors, with 5 percent, 7 percent, and 6 percent, respectively, reporting receiving a scholarship (see Table 6). Public school settings were least likely to have T.E.A.C.H. scholars (4 percent of teachers), and Head Start centers were most likely (11 percent of teachers).

ARIZONA EARLY CARE AND EDUCATION PROFESSIONAL REQUIREMENTS

In Arizona, basic requirements mandated by licensing for early care and education teachers include having a high school or high school equivalency diploma and six months of child care experience (Arizona Administrative Code § R9-5-401). Assistant teachers must be (a) attending high school, (b) have a high school diploma or equivalent, or (c) have experience as a teacher or volunteer at a child care facility for at least 12 months.

Specific early care and education programs also have staff qualification standards. Accredited early care and education programs must adhere to the more rigorous staff qualification standards of the accrediting organization. For example, the National Association for the Education of Young Children (NAEYC, 2011) established a high school diploma minimum requirement for early care and education assistant teachers. Furthermore, the NAEYC teacher minimum degree requirement is a Child Development Associate (CDA). NAEYC administrative director minimum education requirements include either a bachelor's degree in Early Childhood Education or a CDA plus 3 years of experience (NAEYC, 2011). Assistant teachers who work in Title I schools are required to have an associate's degree, and as of July 1, 2012, all preschool teachers working in Arizona Department of Education (ADE) preschool programs must hold an early childhood certification or endorsement, which requires a bachelor's degree (Title 15, A.R.S. R7-2-608 and R7-2-615).

In addition, early care and education teachers working in center-based Head Start programs must have, at minimum, an associate's degree in Early Childhood Education (ECE); OR baccalaureate or advanced degree in Early Childhood Education (ECE); OR associate, baccalaureate or advanced degree in a field related to early childhood education and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children. Additionally current teachers must have a minimum of 15 hours of classroom focused training annually (per program year; Head Start Act, 2007).

Teacher requirements for Quality First centers at the three to five star ratings require classroom teachers to have 12 college credit hours in early childhood or related fields, OR certificate of completion in ECE or child development from a community college, OR CDA, AND 1 year of teaching in or administration of an early care and education program.

TABLE 6. **T.E.A.C.H. SCHOLARSHIPS BY CENTER TYPE**

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
Assistant Teachers	3%	13%	10%	4%	3%	5%
Teachers	7%	7%	11%	4%	7%	7%
Administrative Directors	7%	9%	4%	3%	4%	6%

2012 SURVEY FINDINGS: RECOGNITION OF PROFESSIONAL EXCELLENCE

The First Things First Professional REWARD$ program recognizes exceptional contributions and excellence among early care and education staff. This may include such things as employment longevity, the adoption of innovative teaching practices, or mastery of skills, competencies and knowledge relevant to working in the field of early care and education. Through the recognition of educational achievements and continuity of care and education within a provider setting, REWARD$ aims to increase the skills and retention of the early care and education workforce.

Findings from the 2012 Survey indicate that center representatives across 13 First Things First regions reported that staff members received REWARD$ incentives. As indicated in Table 7, Administrative Directors were most likely to be a REWARD$ recipient (16 percent), and assistant teachers were least likely (9 percent). A substantial minority of professionals reported receiving a REWARD$ stipend; 16 percent of administrative directors, 15 percent of teachers, and 9 percent of assistant teachers benefitted.

For profit centers with fewer than four sites reported the highest number of overall staff recipients (18 percent of teachers), while public school programs reported having the fewest number of REWARD$ recipients (10 percent of teachers).

TABLE 7. **REWARD$ RECIPIENTS BY CENTER TYPE**

FTF REWARD$	For Profit < 4 sites	For Profit 4+ sites	Head Start	Public Schools	Other Nonprofit	All Types
Assistant Teachers	13%	8%	4%	5%	8%	9%
Teachers	18%	14%	11%	10%	15%	15%
Administrative Directors	23%	20%	4%	1%	12%	16%

Relationship Between Retention and Professional REWARD$ Participation

Regression analysis indicated that wages, education level and benefits were all significant predictors of teacher retention, for both full-time and part-time teachers. Specifically, teachers receiving REWARD$ were significantly more likely to report remaining with their current employer.

2012 SURVEY FINDINGS: QUALITY FIRST PARTICIPATION

Quality First is funded by First Things First and designed to support quality improvements in early care and education licensed settings. The program consists of multiple components, including an initial assessment of strengths and needed improvements, and the development of a specific plan for quality improvement. With the understanding that improvements may require funding, as well as staff coaching and mentoring, various supports are available, including a comprehensive coaching process, and various financial supports in the form of enrollment incentives, program improvement grants, and quality improvement awards.

Findings from the 2012 Survey indicate that about half (52 percent) of all centers surveyed reported participating in Quality First (see Table 8 below). Nearly three out of four (73 percent) for profit centers with four or more sites and 59 percent of Head Start centers reported participating in Quality First. Fewer public schools (35 percent) reported participating in Quality First than any other type of center.

TABLE 8. **QUALITY FIRST PARTICIPANTS BY CENTER TYPE**

Participation* in Quality First	For Profit 4+ sites	Head Start	For Profit < 4 sites	Other Nonprofit	Public Schools	All Types
Reported Participation	73%	59%	56%	41%	35%	52%

* Participation in Quality First was reported by the survey respondent. Centers may have been on the Quality First waiting list, receiving Quality First Scholarships, participating in the early stages of assessment, or an ongoing participant.

IMPLICATIONS FOR ARIZONA'S EARLY CARE AND EDUCATION WORKFORCE

Improving the educational level of the early care and education workforce has the potential to positively impact the quality of early care and education for Arizona's children. Providing scholarships and other educational supports to assist working early childhood professionals to actively engage in advanced educational and professional development pursuits can lead to a more competent early childhood workforce, and also strengthen the system of early child care and education services throughout the state of Arizona. Additionally, taking steps to expand access to higher education for early childhood professionals, and ensuring that coursework articulates across the various institutions of higher education, will make it easier for professionals to complete degrees.

Participation in Professional REWARD$, T.E.A.C.H., and Quality First is widespread in the early care and education community. There is some variation in the type of centers and type of teachers that participate; however, in this survey of all licensed centers, participation in these important programs, which aim to improve quality of early education and strengthen early care and education teachers, is strong.

SUMMARY OF FINDINGS & RECOMMENDATIONS

Clearly, Arizona has made progress over the last four years when it comes to early childhood system building, although there is still much to be accomplished. Strengthening the early care and education workforce is one part of closing early education and opportunity gaps that prevent all children in Arizona from receiving important learning experiences in the first years of life.

As Arizona continues to innovate with teacher support programs such as T.E.A.C.H. and REWARD$, and refines and develops Quality First – Arizona's quality improvement and rating system – we may very well continue to see further advances of the positive trend in early care and education teacher and director retention. These programs, coupled with renewed investments in developing the early care and education workforce, can move Arizona closer to achieving school readiness for all children.

Data from the 2012 *Early Care and Education Workforce Survey* suggest that Arizona's early childhood workforce should continue to be supported to ensure high-quality, well-prepared, fairly compensated professionals. Recommended approaches include:

- State-level policy changes and programs like Professional REWARD$ that provide incentives and supports for early care and education professionals should continue to be supported and expanded as appropriate.
- A State of Arizona registry system – much like the information collected on K-12 teachers by the Arizona Department of Education – should be developed and improvements in quality and availability of data on Arizona's early childhood teachers should be supported.
- Early childhood coursework and degrees should have clear articulation, and educational pathways should be streamlined to remove obstacles to degree attainment.
- Policies and programs such as T.E.A.C.H. that provide incentives and supports for degree attainment should continue to be supported and expanded as appropriate.
- Policy changes should be made so that child care subsidies currently provided through federal funds to help low-income children access early learning programs may only be used in quality early learning settings. The amount of the subsidy should reflect the actual cost of providing quality early learning to young kids, including the cost of hiring highly skilled educators.

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APPENDIX A: METHODOLOGY

The objective of this study was to gather information on the wages paid to, benefits offered to, educational attainment and participation in First Things First of child care providers in the state of Arizona. The goal was to collect these data from all centers licensed by the Arizona State Department of Health Services. The number of licensed sites as of December 14, 2011 was 2,206. When this survey was first conducted in 1997 it became very obvious that collecting information for each individual 'licensed site' was not meaningful for Head Start programs nor for programs based at public schools. For these types of providers, licensed sites were individual classrooms administered by a regional office. Data were collected for these programs from the administrative offices rather than the service site and each completed interview contained information for multiple sites or classrooms.

Of the original 2,206 sites 58 were no longer providing care or had no paid employees. Seventy-eight additional sites were identified during the interview process. These sites were on tribal lands or were programs sharing a state licenses. For the resulting 2,226 sites, 1,427 center or program administrators were identified and 1,365 individual interviews completed for a participation rate of 96%. The 1,365 interviews provided data for 2,384 sites. This number is greater than the number of licensed sites because sites on tribal lands do not require an ADHS License.

Of the respondents, 33.3% were from for profit employers with fewer than four sites; 7.8% were from Arizona-based, for profit employers with four or more sites; 10.8% were from for profit national employers with four or more sites; 2.21% were from Head Start programs; 15.9% were from public/charter school programs; 19.7% were from religious nonprofit organizations; 1.4% were from YMCA organizations; and 9.1% were from other nonprofit sites.

The Maricopa County Office of Research and Reporting collected the data. Interviews were conducted by phone between January 5, 2012 and March 23, 2012 using staff who were both experienced and well trained in these types of interviews. An explanatory letter and a copy of the questionnaire were emailed or faxed to center or program administrators only when requested by the administrator.

For purposes of the study the following definitions were provided to the respondents: **teachers** – persons in charge of a group or classroom of children, often with staff supervisory responsibilities; **assistant teachers** – persons working under the supervision of a teacher; **teacher directors** – persons with both teaching and administrative duties; **administrative directors** – persons with primarily administrative duties; **full time** – 30 hours a week or more; and **part time** – fewer than 30 hours per week. The unit of analysis for all of the data reported is the specific type of employee and the data have been weighted accordingly. For example, data on the median salary for teachers were collected from 1,268 child care providers employing 10,245 teachers. The numbers of each type of employee reported by each provider were used as weighting factors in order to be able to talk about each type of employee rather than 'sites'. This weighting is imperative given the great diversity in numbers of paid staff.

APPENDIX B: 2012 EARLY CARE AND EDUCATION WORKFORCE SURVEY

Prepared and Conducted by the Maricopa County Office of Research & Reporting

Child care centers/programs rely on the skills and services of many employees, i.e. cooks, bus drivers, secretaries, and professional staff without teaching responsibilities. In this survey, however, you will be asked only about teaching staff and administrative director(s) with executive-level responsibilities for your center/program.

Please use the following titles to describe your staff for the purposes of this survey:

ASSISTANT TEACHERS – persons working under the supervision of a teacher

TEACHERS – persons in charge of a group or classroom of children, often with staff supervisory responsibilities

TEACHER-DIRECTORS – persons with both teaching and administrative duties

ADMINISTRATIVE DIRECTORS – persons with primarily administrative duties

	ASSISTANT TEACHERS	TEACHERS	TEACHER DIRECTORS	ADMINISTRATIVE DIRECTORS
1. Using these definitions; A. How many ASSISTANT TEACHERS are currently on your payroll? B. How many TEACHERS? C. How many TEACHER DIRECTORS? D. How many ADMINISTRATIVE DIRECTORS (including you)? So you have a total of (____) employees on your payroll?	NUMBER ON PAYROLL _____	NUMBER ON PAYROLL _____	NUMBER ON PAYROLL _____	NUMBER ON PAYROLL _____
2. How many of the ( ) work only **part time**, that is fewer than 30 hours a week?	NO. PART TIME _____	NO. PART TIME _____	NO. PART TIME _____	NO. PART TIME _____
3. So you have (q1 – q2 =___) ( ) who work **full time**?	NO. FULL TIME _____	NO. FULL TIME _____	NO. FULL TIME _____	NO. FULL TIME _____
4. What is the minimum **level of education** required to be a ( ) at your center?	NONE HS / GED SOME COLLEGE / A.A. COLLEGE GRAD	NONE HS / GED SOME COLLEGE / A.A. COLLEGE GRAD	NONE HS / GED SOME COLLEGE / A.A. COLLEGE GRAD	NONE HS / GED SOME COLLEGE / A.A. COLLEGE GRAD
5a. How many of the ( ) have a **master's degree** or higher from a college or university?	NO. W/ MASTER'S _____	NO. W/ MASTER'S _____	NO. W/ MASTER'S _____	NO. W/ MASTER'S _____
5b. How many other ( ) have a **bachelor's degree**?	NO. W/ BACHELOR'S _____	NO. W/ BACHELOR'S _____	NO. W/ BACHELOR'S _____	NO. W/ BACHELOR'S _____
6a. And how many other ( ) have an **associate's degree**?	NO. W/ ASSOCIATE'S _____	NO. W/ ASSOCIATE'S _____	NO. W/ ASSOCIATE'S _____	NO. W/ ASSOCIATE'S _____
6b. So you have (q1 – q5a – 5b – q6a = _____) ( ) who have **less education** than a college degree.	NO. W/ NO DEGREE _____	NO. W/ NO DEGREE _____	NO. W/ NO DEGREE _____	NO. W/ NO DEGREE _____
7. And how many of these ( ) ( ) who do not have a college degree have a **Childhood Development Associate** credential (C.D.A)?	NO. W/ CDA _____	NO. W/ CDA _____	NO. W/ CDA _____	NO. W/ CDA _____
7a. How many of the ( ) have received, or are receiving, a **T.E.A.C.H.** Scholarship? (Teacher Education and Compensation Helps)	NO. PARTICIPATING _____	NO. PARTICIPATING _____	NO. PARTICIPATING _____	NO. PARTICIPATING _____
7b. How many of the ( ) have participated in or are currently participating in the First Things First REWARD$?	NO. RECEIVING _____	NO. RECEIVING _____	NO. RECEIVING _____	NO. RECEIVING _____
8. What is the average **length of employment** for ( ) at your center/program? Would you say most ( ) work there 6 months or less, from 7 to 11 months, about 1 year, about 2 years, about 3 years, about 4 years, or 5 years or more?	6 MOS. OR LESS 7-11 MOS. ONE YEAR TWO YEARS THREE YEARS FOUR YEARS FIVE PLUS YEARS	6 MOS. OR LESS 7-11 MOS. ONE YEAR TWO YEARS THREE YEARS FOUR YEARS FIVE PLUS YEARS	6 MOS. OR LESS 7-11 MOS. ONE YEAR TWO YEARS THREE YEARS FOUR YEARS FIVE PLUS YEARS	6 MOS. OR LESS 7-11 MOS. ONE YEAR TWO YEARS THREE YEARS FOUR YEARS FIVE PLUS YEARS
9. What is the lowest **starting** salary for ( ) per hour?	$_____ Per Hour	$_____ Per Hour	$_____ Per Hour	$_____ Per Hour
10. What hourly wage does your **highest** paid ( ) earn?	$_____ Per Hour	$_____ Per Hour	$_____ Per Hour	$_____ Per Hour
11. What would you say the **average** hourly wage is for ( )?	$_____ Per Hour	$_____ Per Hour	$_____ Per Hour	$_____ Per Hour

	PART-TIME TEACHING / ADMINISTRATIVE STAFF	FULL-TIME TEACHING / ADMINISTRATIVE STAFF
12. INTERVIEWER: ENTER NUMBERS OF PART-TIME AND FULL-TIME EMPLOYEES (QUESTIONS 2 & 3)	NUMBER OF _____	NUMBER OF _____
The next questions are about benefits that some child care centers/programs offer their employees.		
13. Do you have reduced child care fees for your (PART-TIME / FULL-TIME) employees?	NO YES	NO YES
14. Unpaid, job-protected maternity and/or paternity leave?	NO YES	NO YES
15. Paid maternity and/or paternity leave?	NO YES	NO YES
16. Retirement or pension plan?	NO YES	NO YES
17a. Do you pay registration fees for staff to attend workshops, conferences, etc.?	NO YES	NO YES
17b. Do you have paid staff development days?	NO YES	NO YES
18. What about tuition reimbursement for education?	NO YES	NO YES
19. Do you offer Paid Time Off (PTO) or paid personal days that can be used as sick days and/or vacation time?	NO YES	NO YES
20a. Paid vacations (not included in PTO)?	NO YES	NO YES
20b. Paid sick leave (not included in PTO)?	NO YES	NO YES
21. Paid holidays?	NO YES	NO YES
22. Do you offer your (PART-TIME / FULL-TIME) employees **Health Insurance** benefits of any kind? (What kind of benefits?)	NO HEALTH INSURANCE FULL OR PART PAID FOR EMPLOYEES **&** DEPENDENTS FULL OR PART PAID FOR EMPLOYEES, **NOT** DEPENDENTS AVAILABLE, UNPAID	NO HEALTH INSURANCE FULL OR PART PAID FOR EMPLOYEES **&** DEPENDENTS FULL OR PART PAID FOR EMPLOYEES, **NOT** DEPENDENTS AVAILABLE, UNPAID
23. What about **Dental Insurance**? (What kind of benefits?)	NO DENTAL INSURANCE FULL OR PART PAID FOR EMPLOYEES **&** DEPENDENTS FULL OR PART PAID FOR EMPLOYEES, **NOT** DEPENDENTS AVAILABLE, UNPAID	NO DENTAL INSURANCE FULL OR PART PAID FOR EMPLOYEES **&** DEPENDENTS FULL OR PART PAID FOR EMPLOYEES, **NOT** DEPENDENTS AVAILABLE, UNPAID
24. What about **Life Insurance**? (What kind of benefits?)	NO LIFE INSURANCE FULL OR PART PAID FOR EMPLOYEES **&** DEPENDENTS FULL OR PART PAID FOR EMPLOYEES, **NOT** DEPENDENTS AVAILABLE, UNPAID	NO LIFE INSURANCE FULL OR PART PAID FOR EMPLOYEES **&** DEPENDENTS FULL OR PART PAID FOR EMPLOYEES, **NOT** DEPENDENTS AVAILABLE, UNPAID

25. We have just a few questions about your center/program to allow us to compare data with other centers with similar characteristics. Is the center/program run by a nonprofit organization such as a church or public school?

[0] NO, FOR PROFIT [1] YES, NONPROFIT / PUBLIC SCHOOL (skip to q 28)

26. Is the center part of a corporation, organization or business with 4 or more centers?

[0] NO (skip to q 29) [1] YES

27. Does the corporation, organization or business have centers in states other than Arizona?

[0] NO (skip to q 29) [1] YES (skip to q 29)

28. Is the center/program funded by Head Start, the public school system, a charter school, a religious or faith based organization, a corporate or business employer, a university or college, state or local government, a community based organization or is it a parent cooperative?

[01] HEAD START
[02] PUBLIC/CHARTER SCHOOL INCLUDING TITLE ONE
[03] RELIGIOUS OR FAITH BASED ORGANIZATION
[04] CORPORATE OR BUSINESS EMPLOYER
[05] UNIVERSITY OR COLLEGE
[06] STATE OR LOCAL GOVERNMENT AGENCY
[07] YMCA
[08] OTHER COMMUNITY BASED ORGANIZATION
[09] COOPERATIVE
[96] OTHER RESPONSE _____

29. And does your center/program provide care ONLY for school aged children, ONLY for children too young to attend school, or do you provide care for both age groups.

[1] **ONLY** SCHOOL AGED CHILDREN
[2] **NO** SCHOOL AGED CHILDREN / ONLY YOUNGER CHILDREN
[3] SCHOOL AGED AND YOUNGER
[6] OTHER RESPONSE _____

30. When you hire new staff, how often do you verify diplomas, degrees or other coursework by reviewing the applicants' transcripts? Would you say always, most of the time, some of the time or hardly ever?

[1] ALWAYS [2] MOST OF THE TIME [3] SOME OF THE TIME [4] HARDLY EVER

[6] OTHER RESPONSE _____

31. And how often do you track the ongoing professional development of your employees? Would you say always, most of the time, some of the time or hardly ever?

[1] ALWAYS [2] MOST OF THE TIME [3] SOME OF THE TIME [4] HARDLY EVER

[6] OTHER RESPONSE _____

32. Does your center/program participate in **Quality First**?

[0] NO [1] YES

33. What is the zip code of child care facility (or geographic area covered by your office)?

ZIP CODE _____ GEOGRAPHIC AREA COVERED _____

Thank you very much for your time and cooperation with this study. Do you have any questions or any comments you would like to make about the study?

_____

_____

_____

If you have any questions about this study you can call Kristin Kaylor Richardson at the Arizona Early Childhood Development and Health Board (First Things First) at (602) 771-5008.

To reach the Maricopa County Office of Research & Reporting please call (602) 506-1600 or toll free 1(877) 499-6100.

APPENDIX C: SURVEY RESPONSES, 2012 EARLY CARE AND EDUCATION WORKFORCE SURVEY

Funded by the state of Arizona's First Things First
Prepared and Conducted by the Maricopa County Office of Research & Reporting

MEDIAN SALARY

ASSISTANT TEACHERS

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
2012 Median	$8.50	$8.75	$10.53	$10.00	$9.00	$9.66
# of Responses	*298*	*160*	*28*	*174*	*318*	*978*
# Assistant Teachers	*1,153*	*699*	*864*	*1,629*	*1,834*	*6,179*
2007 Median	$7.75	$8.00	$10.25	$10.00	$8.50	$9.00
# of Responses	*325*	*212*	*23*	*160*	*355*	*1,075*
# Assistant Teachers	*1,528*	*1,119*	*730*	*2,088*	*2,041*	*7,506*
2004 Median	$7.00	$7.00	$9.07	$9.00	$8.00	$8.10
# of Responses	*262*	*169*	*31*	*191*	*317*	*970*
# Assistant Teachers	*1,141*	*941*	*908*	*1,795*	*1,864*	*6,649*
2001 Median	$7.00	$6.75	$8.50	$7.75	$7.22	$7.22
# of Responses	*280*	*72*	*38*	*168*	*262*	*820*
# Assistant Teachers	*1,549*	*1,006*	*748*	*1,486*	*1,779*	*6,568*
1997 Median	$5.25	$5.25	$7.69	$6.75	$5.90	$5.75
# of Responses	*227*	*123*	*39*	*46*	*288*	*723*
# Assistant Teachers	*1,109*	*825*	*651*	*333*	*1,687*	*4,605*

TEACHERS

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
2012 Median	$9.00	$9.80	$16.00	$14.50	$11.50	$10.00
# of Responses	*431*	*251*	*29*	*176*	*381*	*1,268*
# of Teachers	*2,825*	*2,936*	*868*	*1,206*	*2,410*	*10,245*
2007 Median	$8.50	$9.00	$15.00	$13.50	$11.00	$9.75
# of Responses	*409*	*261*	*24*	*183*	*394*	*1,271*
# of Teachers	*3,034*	*3,305*	*705*	*1,654*	*2,372*	*11,070*
2004 Median	$8.00	$8.00	$13.32	$14.36	$9.75	$9.00
# of Responses	*339*	*219*	*32*	*193*	*377*	*1160*
# of Teachers	*2,407*	*2,586*	*969*	*1,566*	*2,316*	*9,844*
2001 Median	$7.50	$7.50	$12.45	$10.50	$8.50	$8.00
# of Responses	*365*	*85*	*42*	*161*	*326*	*979*
# of Teachers	*3,166*	*2,179*	*734*	*1,115*	*2,366*	*9,560*
1997 Median	$6.00	$5.50	$9.80	$7.60	$7.00	$6.20
# of Responses	*278*	*159*	*38*	*46*	*327*	*848*
# of Teachers	*1,990*	*1,590*	*601*	*267*	*2,028*	*6,476*

MEDIAN SALARY (CONTINUED)

TEACHER DIRECTORS

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
2012 Median	$11.00	$12.00	$20.00	$14.00	$14.00	$13.50
# of Responses	*302*	*136*	*15*	*101*	*236*	*790*
# Teacher Directors	*428*	*192*	*119*	*337*	*428*	*1,504*
2007 Median	$11.56	$11.50	$15.00	$14.31	$14.50	$13.50
# of Responses	*245*	*137*	*11*	*87*	*227*	*707*
# Teacher Directors	*321*	*189*	*70*	*284*	*307*	*1,171*
2004 Median	$10.00	$10.20	$13.00	$11.25	$11.00	$10.92
# of Responses	*181*	*125*	*13*	*88*	*192*	*599*
# Teacher Directors	*245*	*212*	*68*	*238*	*262*	*1,025*
2001 Median	$9.00	$9.09	$14.00	$13.58	$10.00	$10.19
# of Responses	*221*	*50*	*18*	*114*	*182*	*585*
# Teacher Directors	*347*	*133*	*137*	*296*	*364*	*1,277*
1997 Median	$7.75	$6.75	$10.50	$10.83	$8.50	$8.00
# of Responses	*171*	*75*	*3*	*43*	*196*	*488*
# Teacher Directors	*246*	*105*	*3*	*100*	*256*	*710*

ADMINISTRATIVE DIRECTORS

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
2012 Median	$14.00	$16.00	$21.16	$22.00	$17.00	$16.80
# of Responses	*286*	*218*	*25*	*92*	*253*	*874*
# Administrative Directors	*371*	*317*	*119*	*143*	*337*	*1,287*
2007 Median	$14.50	$14.00	$20.00	$21.47	$16.75	$16.82
# of Responses	*225*	*198*	*24*	*121*	*246*	*814*
# Administrative Directors	*305*	*321*	*168*	*188*	*311*	*1,293*
2004 Median	$13.00	$14.30	$18.00	$25.00	$14.50	$15.00
# of Responses	*200*	*175*	*29*	*147*	*276*	*827*
# Administrative Directors	*262*	*215*	*127*	*197*	*334*	*1,135*
2001 Median	$12.00	$13.05	$16.68	$23.85	$12.93	$13.84
# of Responses	*236*	*64*	*29*	*137*	*221*	*687*
# Administrative Directors	*352*	*186*	*96*	*198*	*329*	*1,161*
1997 Median	$10.00	$10.75	$14.09	$15.00	$12.00	$11.45
# of Responses	*168*	*125*	*36*	*23*	*238*	*590*
# Administrative Directors	*223*	*185*	*106*	*32*	*289*	*835*

LOWEST STARTING SALARY

ASSISTANT TEACHERS

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
2012 Median	$7.98	$8.00	$9.71	$8.77	$8.25	$8.50
# of Responses	*298*	*160*	*28*	*174*	*318*	*978*
# Assistant Teachers	*1,153*	*699*	*864*	*1,629*	*1,834*	*6,179*
2007 Median	$7.00	$7.25	$9.22	$8.75	$7.50	$8.00
# of Responses	*328*	*212*	*24*	*162*	*359*	*1,085*
# Assistant Teachers	*1,548*	*1,119*	*743*	*2,109*	*2,063*	*7,582*
2004 Median	$6.50	$6.50	$8.16	$8.00	$7.00	$7.25
# of Responses	*263*	*168*	*31*	*193*	*315*	*970*
# Assistant Teachers	*1,145*	*938*	*908*	*1,835*	*1,859*	*6,685*
2001 Median	$6.00	$6.00	$8.21	$7.12	$6.50	$6.50
# of Responses	*285*	*72*	*38*	*175*	*263*	*833*
# Assistant Teachers	*1,611*	*1,006*	*748*	*1,552*	*1,786*	*6,703*
1997 Median	$5.00	$4.75	$6.76	$6.43	$5.25	$5.25
# of Responses	*237*	*128*	*40*	*47*	*299*	*751*
# Assistant Teachers	*1,147*	*858*	*663*	*351*	*1,744*	*4,763*

LOWEST STARTING SALARY (CONTINUED)

TEACHERS

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
2012 Median	$8.00	$8.00	$14.83	$13.46	$9.89	$8.99
# of Responses	*430*	*251*	*29*	*176*	*380*	*1,266*
# of Teachers	*2,822*	*2,936*	*868*	*1,206*	*2,387*	*10,219*
2007 Median	$7.50	$8.00	$11.75	$11.71	$9.50	$8.25
# of Responses	*412*	*262*	*25*	*187*	*399*	*1,285*
# of Teachers	*3,063*	*3,313*	*711*	*1,725*	*2,436*	*11,248*
2004 Median	$6.50	$7.00	$11.32	$12.42	$8.00	$7.50
# of Responses	*339*	*218*	*32*	*197*	*374*	*1160*
# of Teachers	*2,418*	*2,579*	*969*	*1,667*	*2,309*	*9,942*
2001 Median	$6.50	$6.25	$10.02	$10.00	$7.00	$7.00
# of Responses	*368*	*86*	*42*	*172*	*327*	*995*
# of Teachers	*3,330*	*2,201*	*734*	*1,223*	*2,376*	*9,864*
1997 Median	$5.00	$5.00	$8.90	$6.91	$6.25	$5.50
# of Responses	*295*	*166*	*39*	*52*	*343*	*895*
# of Teachers	*2,099*	*1,716*	*646*	*288*	*2,129*	*6,878*

TEACHER DIRECTORS

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
2012 Median	$10.00	$11.00	$16.25	$13.80	$12.13	$12.00
# of Responses	*301*	*136*	*15*	*101*	*236*	*789*
# Teacher Directors	*427*	*192*	*119*	*337*	*428*	*1,503*
2007 Median	$10.00	$10.00	$16.38	$13.00	$12.19	$11.90
# of Responses	*242*	*136*	*11*	*86*	*219*	*694*
# Teacher Directors	*318*	*189*	*70*	*293*	*298*	*1,168*
2004 Median	$9.00	$9.00	$12.00	$10.60	$10.00	$9.79
# of Responses	*179*	*123*	*13*	*82*	*185*	*582*
# Teacher Directors	*243*	*210*	*68*	*231*	*254*	*1,006*
2001 Median	$8.00	$8.11	$12.45	$12.00	$8.50	$9.05
# of Responses	*224*	*52*	*18*	*121*	*179*	*594*
# Teacher Directors	*368*	*137*	*137*	*303*	*362*	*1,307*
1997 Median	$6.75	$6.25	$7.27	$9.01	$7.50	$7.00
# of Responses	*159*	*77*	*4*	*41*	*177*	*458*
# Teacher Directors	*231*	*113*	*4*	*99*	*235*	*682*

ADMINISTRATIVE DIRECTORS

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
2012 Median	$12.00	$14.40	$15.32	$19.00	$15.86	$15.00
# of Responses	*286*	*218*	*24*	*92*	*253*	*873*
# Administrative Directors	*371*	*317*	*118*	*143*	*337*	*1,286*
2007 Median	$12.00	$12.00	$15.92	$18.00	$14.40	$13.69
# of Responses	*215*	*195*	*24*	*113*	*233*	*780*
# Administrative Directors	*293*	*322*	*168*	*179*	*297*	*1,259*
2004 Median	$11.50	$12.00	$15.00	$21.48	$12.50	$13.75
# of Responses	*192*	*168*	*29*	*126*	*262*	*777*
# Administrative Directors	*252*	*208*	*127*	*174*	*320*	*1,081*
2001 Median	$10.00	$11.49	$14.41	$17.88	$10.54	$11.50
# of Responses	*250*	*67*	*29*	*142*	*221*	*709*
# Administrative Directors	*372*	*190*	*98*	*204*	*328*	*1,192*
1997 Median	$8.00	$8.85	$11.42	$11.00	$10.41	$9.31
# of Responses	*158*	*115*	*33*	*23*	*202*	*531*
# Administrative Directors	*213*	*171*	*103*	*32*	*257*	*776*

HIGHEST SALARY

ASSISTANT TEACHERS

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
2012 Median	$9.00	$9.50	$13.35	$11.77	$10.00	$10.50
# of Responses	*298*	*160*	*28*	*174*	*318*	*978*
# Assistant Teachers	*1,153*	*699*	*864*	*1,629*	*1,834*	*6,179*
2007 Median	$8.25	$8.50	$12.77	$12.00	$9.50	$10.00
# of Responses	*328*	*212*	*23*	*162*	*359*	*1,084*
# Assistant Teachers	*1,548*	*1,119*	*730*	*2,109*	*2,063*	*7,569*
2004 Median	$8.00	$7.75	$10.95	$10.00	$9.00	$9.00
# of Responses	*262*	*169*	*31*	*193*	*316*	*971*
# Assistant Teachers	*1,142*	*941*	*908*	*1,835*	*1,860*	*6,686*
2001 Median	$7.00	$7.50	$9.87	$8.76	$8.00	$8.00
# of Responses	*282*	*72*	*38*	*172*	*263*	*827*
# Assistant Teachers	*1595*	*1,006*	*748*	*1,514*	*1,781*	*6,644*
1997 Median	$5.50	$5.30	$8.94	$7.50	$6.47	$6.20
# of Responses	*236*	*126*	*39*	*46*	*297*	*744*
# Assistant Teachers	*1,144*	*850*	*651*	*341*	*1,721*	*4,707*

TEACHERS

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
2012 Median	$10.75	$11.50	$21.12	$16.80	$13.50	$12.50
# of Responses	*431*	*250*	*29*	*176*	*381*	*1,267*
# of Teachers	*2,825*	*2,921*	*868*	*1,206*	*2,410*	*10,230*
2007 Median	$10.00	$11.00	$18.33	$17.00	$13.39	$12.00
# of Responses	*412*	*261*	*25*	*191*	*397*	*1,286*
# of Teachers	*3,060*	*3,305*	*711*	*1,730*	*2,407*	*11,213*
2004 Median	$9.50	$9.75	$15.44	$16.76	$11.50	$11.00
# of Responses	*340*	*218*	*32*	*198*	*376*	*1164*
# of Teachers	*2,427*	*2,574*	*969*	*1,669*	*2,312*	*9,951*
2001 Median	$8.75	$9.35	$15.00	$14.00	$10.00	$9.78
# of Responses	*364*	*84*	*42*	*170*	*327*	*987*
# of Teachers	*3,284*	*2,168*	*734*	*1,208*	*2,382*	*9,776*
1997 Median	$7.00	$6.75	$12.29	$8.34	$8.30	$7.25
# of Responses	*296*	*165*	*40*	*51*	*340*	*892*
# of Teachers	*2,098*	*1,703*	*654*	*281*	*2,092*	*6,828*

TEACHER DIRECTORS

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
2012 Median	$11.52	$13.00	$23.75	$15.38	$15.00	$14.28
# of Responses	*302*	*136*	*15*	*101*	*236*	*790*
# Teacher Directors	*428*	*192*	*119*	*337*	*428*	*1,504*
2007 Median	$13.00	$12.60	$18.25	$15.76	$15.00	$14.50
# of Responses	*246*	*138*	*11*	*88*	*227*	*710*
# Teacher Directors	*322*	*191*	*70*	*295*	*307*	*1,185*
2004 Median	$11.00	$11.00	$14.00	$13.32	$12.00	$12.00
# of Responses	*181*	*125*	*13*	*87*	*192*	*598*
# Teacher Directors	*245*	*212*	*68*	*223*	*262*	*1,010*
2001 Median	$10.00	$10.00	$14.62	$15.00	$10.98	$11.32
# of Responses	*220*	*50*	*17*	*120*	*183*	*590*
# Teacher Directors	*363*	*133*	*136*	*302*	*366*	*1,300*
1997 Median	$8.00	$7.15	$9.04	$10.75	$9.00	$8.75
# of Responses	*173*	*79*	*4*	*44*	*199*	*499*
# Teacher Directors	*248*	*116*	*4*	*102*	*262*	*732*

HIGHEST SALARY (CONTINUED)

ADMINISTRATIVE DIRECTORS

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
2012 Median	$15.00	$17.30	$24.35	$24.00	$18.70	$17.78
# of Responses	*286*	*218*	*25*	*92*	*253*	*874*
# Administrative Directors	*371*	*317*	*119*	*143*	*337*	*1,287*
2007 Median	$15.00	$16.00	$23.44	$28.93	$17.30	$18.00
# of Responses	*225*	*200*	*24*	*121*	*246*	*816*
# Administrative Directors	*305*	*325*	*168*	*188*	*311*	*1,297*
2004 Median	$14.18	$14.36	$25.38	$25.56	$15.00	$16.02
# of Responses	*200*	*175*	*29*	*146*	*276*	*826*
# Administrative Directors	*262*	*215*	*127*	*196*	*334*	*1,134*
2001 Median	$12.60	$15.45	$18.63	$25.70	$16.88	$15.45
# of Responses	*236*	*65*	*29*	*140*	*226*	*696*
# Administrative Directors	*353*	*187*	*96*	*200*	*334*	*1,170*
1997 Median	$10.00	$11.69	$14.50	$14.23	$13.00	$12.50
# of Responses	*172*	*128*	*37*	*23*	*246*	*606*
# Administrative Directors	*227*	*188*	*107*	*32*	*305*	*859*

AVERAGE LENGTH OF EMPLOYMENT

ASSISTANT TEACHERS

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
6 Months or Less	7%	8%		2%	3%	4%
7-11 Months	8%	7%		1%	2%	3%
One Year	31%	22%	12%	10%	12%	16%
Two Years	19%	14%	2%	18%	18%	15%
Three Years	9%	16%	28%	38%	24%	24%
Four Years	6%	9%	30%	7%	7%	10%
Five Years or More	21%	24%	28%	24%	34%	27%
Don't Know/Refused	0%	0%		0%	0%	0%
# of Responses	*299*	*161*	*28*	*175*	*319*	*982*
# Assistant Teachers	*1,156*	*701*	*864*	*1,631*	*1,835*	*6,187*

TEACHERS

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
6 Months or Less	3%	2%		2%	2%	2%
7-11 Months	4%	1%		2%	2%	2%
One Year	13%	9%	11%	13%	5%	10%
Two Years	20%	18%	2%	8%	13%	15%
Three Years	17%	23%	14%	13%	15%	18%
Four Years	9%	10%	1%	6%	7%	8%
Five Years or More	33%	37%	71%	56%	55%	45%
Don't Know/Refused	0%	1%			0%	1%
# of Responses	*431*	*252*	*29*	*176*	*382*	*1,270*
# Teachers	*2,825*	*2,949*	*868*	*1,206*	*2,412*	*10,260*

AVERAGE LENGTH OF EMPLOYMENT (CONTINUED)

TEACHER DIRECTORS

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
6 Months or Less	4%	6%	3%	2%	4%	4%
7-11 Months	5%	1%		1%	1%	2%
One Year	8%	10%	19%	5%	3%	7%
Two Years	9%	7%	17%	4%	10%	8%
Three Years	11%	13%	29%	10%	17%	14%
Four Years	10%	12%		29%	15%	15%
Five Years or More	52%	49%	31%	48%	50%	49%
Don't Know/Refused	1%	1%		1%	0%	1%
# of Responses	*315*	*137*	*15*	*103*	*241*	*811*
# Teacher Directors	*443*	*193*	*119*	*339*	*434*	*1,528*

ADMINISTRATIVE DIRECTORS

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
6 Months or Less	4%	3%	1%	1%	3%	3%
7-11 Months	3%	3%	1%	1%	2%	2%
One Year	8%	6%	5%	4%	4%	6%
Two Years	7%	8%	3%	8%	7%	7%
Three Years	10%	11%		7%	6%	8%
Four Years	7%	10%	2%	5%	6%	7%
Five Years or More	60%	56%	89%	74%	71%	66%
Don't Know/Refused	2%	2%		1%	2%	2%
# of Responses	*319*	*225*	*25*	*102*	*262*	*933*
# Administrative Directors	*410*	*326*	*119*	*155*	*346*	*1,356*

MINIMUM LEVEL OF EDUCATION REQUIRED

ASSISTANT TEACHERS

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
No Educational Requirement	10%	3%	5%	6%	4%	6%
High School or GED	75%	87%	63%	65%	80%	74%
Some College	12%	8%	33%	26%	13%	18%
College Graduate	2%	2%		1%	2%	1%
Don't Know / Refused	1%			3%	0%	1%
# of Responses	*299*	*161*	*28*	*175*	*319*	*982*
# Assistant Teachers	*1,156*	*701*	*864*	*1,631*	*1,835*	*6,187*

MINIMUM LEVEL OF EDUCATION REQUIRED (CONTINUED)

TEACHERS

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
No Educational Requirement	0%			0%	2%	1%
High School or GED	76%	87%	4%	45%	59%	66%
Some College	16%	11%	80%	15%	25%	22%
College Graduate	7%	2%	16%	39%	14%	12%
Don't Know / Refused	0%				0%	0%
# of Responses	*431*	*252*	*29*	*176*	*382*	*1,270*
# Teachers	*2,825*	*2,949*	*868*	*1,206*	*2,412*	*10,260*

TEACHER DIRECTORS

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
No Educational Requirement	1%	2%	8%	1%	1%	2%
High School or GED	44%	61%		52%	37%	42%
Some College	37%	26%	71%	33%	41%	39%
College Graduate	18%	11%	20%	14%	20%	17%
Don't Know / Refused	0%				1%	0%
# of Responses	*315*	*137*	*15*	*103*	*241*	*811*
# Teacher Directors	*443*	*193*	*119*	*339*	*434*	*1,528*

ADMINISTRATIVE DIRECTORS

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
No Educational Requirement	1%			3%	3%	1%
High School or GED	33%	49%	1%	18%	27%	31%
Some College	34%	27%	55%	24%	19%	29%
College Graduate	32%	24%	45%	54%	50%	38%
Don't Know / Refused	1%			1%	1%	1%
# of Responses	*319*	*225*	*25*	*102*	*262*	*933*
# Administrative Directors	*410*	*326*	*119*	*155*	*346*	*1,356*

LEVEL OF EDUCATION ATTAINED

ASSISTANT TEACHERS

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
Master's Degree	2%	1%	1%	0%	2%	2%
Bachelor's Degree	10%	7%	5%	12%	17%	12%
Associate's Degree	9%	7%	17%	19%	10%	9%
CDA	5%	4%	34%	7%	5%	6%
No Degree / No CDA	74%	81%	43%	62%	65%	69%
T.E.A.C.H. Scholarships	3%	13%	10%	4%	3%	5%
FTF REWARD$	13%	8%	4%	5%	8%	9%

LEVEL OF EDUCATION ATTAINED (CONTINUED)

TEACHERS

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
Master's Degree	6%	4%	6%	21%	9%	9%
Bachelor's Degree	18%	18%	31%	45%	33%	26%
Associate's Degree	16%	12%	46%	12%	16%	15%
CDA	9%	9%	16%	4%	11%	9%
No Degree / No CDA	51%	57%	1%	18%	32%	41%
T.E.A.C.H. Scholarships	7%	7%	11%	4%	7%	7%
FTF REWARD$	18%	14%	11%	10%	15%	15%

TEACHER DIRECTORS

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
Master's Degree	14%	5%	29%	28%	17%	16%
Bachelor's Degree	20%	26%	27%	34%	34%	27%
Associate's Degree	21%	11%	29%	13%	18%	17%
CDA	9%	12%	15%	7%	6%	8%
No Degree / No CDA	37%	47%	0%	18%	24%	32%
T.E.A.C.H. Scholarships	11%	8%	0%	3%	5%	8%
FTF REWARD$	19%	14%	7%	9%	11%	14%

ADMINISTRATIVE DIRECTORS

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
Master's Degree	20%	10%	43%	45%	29%	23%
Bachelor's Degree	32%	34%	37%	33%	35%	33%
Associate's Degree	20%	15%	18%	10%	17%	17%
CDA	7%	8%	2%	0%	6%	6%
No Degree / No CDA	21%	32%	0%	12%	14%	20%
T.E.A.C.H. Scholarships	7%	9%	4%	3%	4%	6%
FTF REWARD$	23%	20%	4%	1%	12%	16%

BENEFITS AVAILABLE TO FULL-TIME EMPLOYEES

REDUCED CHILD CARE FEES

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
No	7%	5%	96%	29%	21%	26%
Yes	93%	95%	4%	71%	79%	74%
# of Responses	*427*	*250*	*29*	*200*	*353*	*1,259*
# Full Time Employees	*3,329*	*3,358*	*1,898*	*2,119*	*2,609*	*13,313*

BENEFITS AVAILABLE TO FULL-TIME EMPLOYEES (CONTINUED)

UNPAID MATERNITY LEAVE	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
No	36%	14%	19%	7%	19%	20%
Yes	64%	86%	81%	93%	81%	80%
PAID MATERNITY LEAVE						
No	89%	77%	41%	75%	69%	73%
Yes	11%	23%	59%	25%	31%	27%
RETIREMENT PLAN						
No	83%	32%	1%	13%	37%	38%
Yes	17%	68%	99%	87%	63%	62%
PAY REGISTRATION FOR WORKSHOPS						
No	25%	37%	4%	4%	10%	19%
Yes	75%	63%	96%	96%	90%	81%
PAID STAFF DEVELOPMENT DAYS						
No	45%	23%	2%	6%	20%	22%
Yes	55%	77%	98%	94%	80%	78%
TUITION REIMBURSEMENT						
No	69%	28%	7%	60%	59%	47%
Yes	31%	72%	93%	40%	41%	53%
PAID VACATION						
No	31%	3%	13%	4%	6%	12%
Yes	15%	5%	21%		5%	9%
Personal Time Off	55%	91%	67%	96%	31%	31%
# of Responses	*427*	*250*	*29*	*200*	*353*	*1,259*
# Full Time Employees	*3,329*	*3,358*	*1,898*	*2,119*	*2,609*	*13,313*
PAID SICK LEAVE						
No	41%	5%	1%	2%	7%	14%
Yes	4%	4%	33%	1%	3%	7%
Personal Time Off	55%	91%	67%	96%	89%	79%
PAID HOLIDAYS						
No	44%	7%	2%	9%	9%	16%
Yes	56%	93%	98%	91%	91%	84%

BENEFITS AVAILABLE TO FULL-TIME EMPLOYEES (CONTINUED)

HEALTH INSURANCE	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
No Insurance	68%	15%	1%	6%	20%	26%
Full or Part Paid for Emp & Dep	12%	57%	50%	15%	40%	35%
Full or Part Paid for Emp Only	13%	14%	49%	74%	34%	32%
Available Unpaid	7%	13%		5%	6%	7%
DENTAL INSURANCE						
No Insurance	73%	19%	2%	8%	26%	30%
Full or Part Paid for Emp & Dep	12%	54%	47%	15%	39%	34%
Full or Part Paid for Emp Only	7%	13%	39%	62%	21%	25%
Available Unpaid	7%	14%	12%	15%	14%	12%
LIFE INSURANCE						
No Insurance	83%	22%	2%	10%	32%	35%
Full or Part Paid for Emp & Dep	6%	46%	41%	11%	27%	26%
Full or Part Paid for Emp Only	4%	15%	40%	67%	26%	26%
Available Unpaid	7%	17%	18%	12%	14%	13%

BENEFITS AVAILABLE TO PART-TIME EMPLOYEES

REDUCED CHILD CARE FEES						
No	14%	20%	53%	29%	24%	22%
Yes	86%	80%	47%	71%	76%	78%
# of Responses	*349*	*199*	*6*	*125*	*334*	*1,013*
# Full Time Employees	*1,495*	*806*	*72*	*1,195*	*2,407*	*5,975*
UNPAID MATERNITY LEAVE						
No	44%	30%	29%	14%	40%	34%
Yes	56%	70%	71%	86%	60%	66%
PAID MATERNITY LEAVE						
No	90%	84%	96%	92%	89%	89%
Yes	10%	16%	4%	8%	11%	11%
RETIREMENT PLAN						
No	90%	64%	36%	37%	56%	62%
Yes	10%	36%	64%	63%	44%	38%
PAY REGISTRATION FOR WORKSHOPS						
No	25%	47%	8%	8%	11%	19%
Yes	75%	53%	92%	92%	89%	81%

BENEFITS AVAILABLE TO PART-TIME EMPLOYEES (CONTINUED)

PAID STAFF DEVELOPMENT DAYS	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
No	39%	27%		10%	20%	23%
Yes	61%	73%	100%	90%	80%	77%
TUITION REIMBURSEMENT						
No	75%	53%	36%	71%	72%	70%
Yes	25%	47%	64%	29%	28%	30%
PAID VACATION						
No	55%	56%	46%	39%	47%	49%
Yes	4%	4%		2%	3%	3%
Personal Time Off	41%	40%	54%	59%	49%	48%
# of Responses	*349*	*199*	*6*	*125*	*334*	*1,013*
# Full Time Employees	*1,495*	*806*	*72*	*1,195*	*2,407*	*5,975*
PAID SICK LEAVE						
No	58%	52%	46%	39%	48%	49%
Yes	2%	7%		2%	2%	3%
Personal Time Off	41%	40%	54%	59%	49%	48%
PAID HOLIDAYS						
No	63%	58%	17%	58%	49%	55%
Yes	37%	42%	83%	42%	51%	45%
HEALTH INSURANCE						
No Insurance	87%	55%	96%	79%	83%	80%
Full or Part Paid for Emp & Dep	4%	33%	4%	2%	5%	8%
Full or Part Paid for Emp Only	3%	5%		8%	5%	5%
Available Unpaid	6%	7%		11%	6%	7%
DENTAL INSURANCE						
No Insurance	89%	58%	100%	79%	83%	81%
Full or Part Paid for Emp & Dep	4%	31%		2%	4%	7%
Full or Part Paid for Emp Only	2%	4%		8%	5%	4%
Available Unpaid	5%	7%		12%	8%	8%
LIFE INSURANCE						
No Insurance	94%	59%	100%	82%	83%	82%
Full or Part Paid for Emp & Dep	2%	29%		1%	4%	6%
Full or Part Paid for Emp Only	0%	3%		7%	7%	5%
Available Unpaid	4%	9%		10%	6%	7%

OTHER INFORMATION

GEOGRAPHICAL DISTRIBUTION	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
Central Valley	23%	21%	48%	16%	25%	23%
East Valley	28%	36%	3%	15%	23%	26%
West Valley	10%	19%	3%	13%	11%	12%
Pima County	16%	13%	7%	15%	20%	16%
Balance of State	23%	10%	38%	41%	21%	23%
# of Responses	*454*	*253*	*29*	*217*	*412*	*1,365*
AGE DISTRIBUTION OF CHILDREN						
Only School Aged	3%	2%		17%	12%	8%
Only Younger than School Aged	19%	8%	93%	56%	41%	31%
School Aged and Younger	78%	90%	7%	27%	47%	61%
# of Responses	*454*	*253*	*29*	*217*	*412*	*1,365*
VERIFICATION OF QUALIFICATIONS BY REVIEWING TRANSCRIPTS						
Always	91%	97%	93%	95%	91%	93%
Most of the Time	5%	2%	3%	2%	6%	4%
Some of the Time	2%	0%	3%	1%	2%	2%
Hardly Ever	2%	0%			0%	1%
Other Response	0%			1%	0%	0%
Don't Know / Refused				0%	0%	0%
# of Responses	*454*	*253*	*29*	*217*	*412*	*1,365*
TRACK PROFESSIONAL DEVELOPMENT						
Always	85%	89%	97%	84%	89%	87%
Most of the Time	10%	7%	3%	9%	8%	9%
Some of the Time	4%	3%		4%	1%	3%
Hardly Ever	1%	2%		0%	0%	1%
Other Response	0%			2%	0%	1%
Don't Know / Refused				0%	0%	0%
# of Responses	*454*	*253*	*29*	*217*	*412*	*1,365*
PARTICIPATION IN QUALITY FIRST						
No	44%	27%	38%	65%	58%	48%
Yes	56%	73%	59%	35%	41%	52%
Don't Know / Refused			3%		0%	0%
# of Responses	*454*	*253*	*29*	*217*	*412*	*1,365*

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VISION

ALL ARIZONA'S CHILDREN ARE READY TO SUCCEED IN SCHOOL AND IN LIFE.

MISSION

FIRST THINGS FIRST IS ONE OF THE CRITICAL PARTNERS IN CREATING A FAMILY-CENTERED, COMPREHENSIVE, COLLABORATIVE AND HIGH-QUALITY EARLY CHILDHOOD SYSTEM THAT SUPPORTS THE DEVELOPMENT, HEALTH AND EARLY EDUCATION OF ALL ARIZONA'S CHILDREN BIRTH THROUGH AGE 5.

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Early Care and Education Workforce Survey

Overview and Findings

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Early Care and Education Workforce Survey

Purpose

- Statewide survey to provide information on the salaries, benefits, educational background, and job retention of early childhood teachers
- Completed in 1997, 2001, 2004, 2007 and 2012; opportunity to examine trends over time

Major Questions:

- What are current characteristics and conditions of Arizona's early care and education workforce?
- How have these characteristics and conditions changed over time?
- What implications do these findings have for the Arizona early care and education system?
- How might the presence or absence of desired change potentially affect Arizona's children, families, and communities?

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Findings

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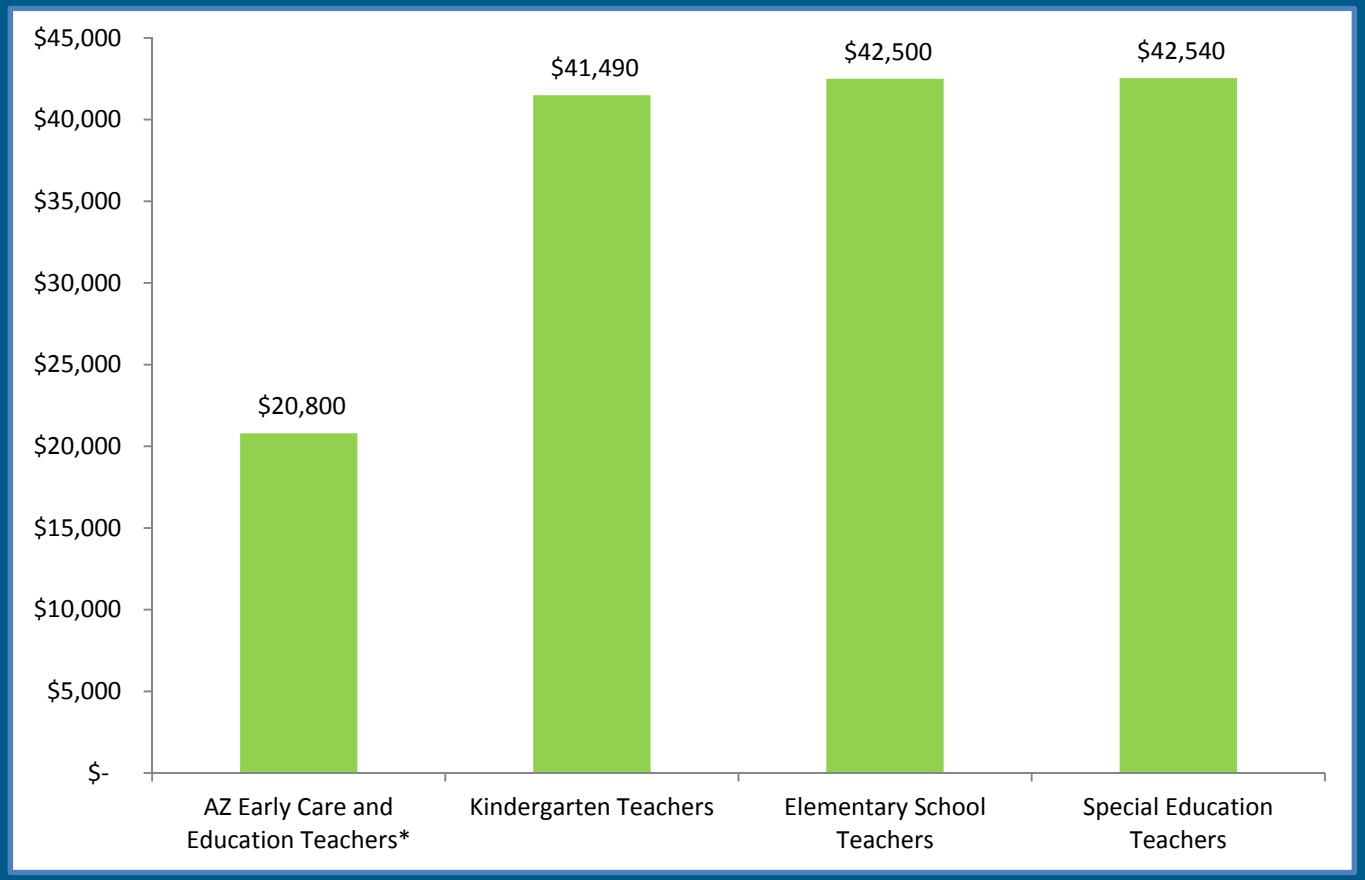
Major Findings: Wages

Provider Type	Median Hourly Wage 2007	Median Hourly Wage 2012	Needed Hourly Wage to Keep Pace with Inflation	Change When Adjusted for Inflation 2007-2012
Assistant Teachers	$9.00	$9.66	$9.99	-$0.33
Teachers	$9.75	$10.00	$10.83	-$0.83
Administrative Directors	$16.82	$16.80	$18.68	-$1.88

Wages have decreased when adjusted for inflation 2007-2012

Average Annual Wages for Arizona Early Care and Education Teachers



Early Care and Education Workforce Survey 2012;
Bureau of Labor Statistics, 2012

Major Findings: Full-Time Employees Without Benefits

Type of Benefit Lacking	2007	2012	% Change
NO Health Insurance	24%	26%	-2%
NO Retirement Plan	43%	38%	+5%
NO Paid Holidays	13%	16%	-3%
NO Reduced Child Care Fees	22%	26%	-4%
NO Tuition Reimbursements (for post-secondary education)	44%	47%	-3%

Percentage of Full-Time Employees Without Benefits: 2007 and 2012

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Major Findings:
Education Level of Teachers

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public School	Other Non-Profit	All Types
Master's Degree	6%	4%	6%	21%	9%	9%
Bachelor's Degree	18%	18%	31%	45%	33%	26%
AA Degree	16%	12%	46%	12%	16%	15%
CDA	9%	9%	16%	4%	11%	9%
No Degree or CDA	51%	57%	1%	18%	32%	41%

Across all types of early care and education settings, 41% of teachers had not earned a college degree

Major Findings: Retention

Retention rates ↑

- Between 5-12 % across all employee types

Significant Relationship was found between education, benefits, wages and teacher retention

Significant Predictors of teacher retention included:

- AA degree
- Participation in REWARD$
- Receiving reduced child care fees
- Receiving tuition reimbursements
- Higher wages ↑ retention
- Lowest starting wage ↓ retention

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Other Findings

Quality First Participation: 52% of all centers surveyed reported participating in Quality First*; 73% of for-profit centers with 4 + sites reported participating in QF.

T.E.A.C.H.: Of those surveyed, scholarships were evenly distributed among assistant teachers (5%), teachers (7%), and administrative directors (6%)

REWARD$: 16% of administrative directors, 15% of teachers, 9% of assistant teachers surveyed were REWARD$ recipients

*self-report of Quality First participation may include those on waiting list

Recommendations:

- State-level policy changes and programs like Professional REWARD$ that provide incentives and supports for early care and education professionals should continue to be supported and expanded as appropriate.
- Development of a State of Arizona registry can provide supports in the improvement of data quality and availability on early childhood teachers.
- Clear articulation and educational pathways should be streamlined to remove obstacles to degree attainment.

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Recommendations:

- Policies and programs such as T.E.A.C.H. that provide incentives and supports for degree attainment should continue to be supported and expanded as appropriate.
- Policy changes should be made so that child care subsidies currently provided through federal and state funds to help low-income children access early learning programs may only be used in high-quality early learning settings.
- Subsidy should be adequate to support competitive wages for teachers, commensurate with their educational attainment and experience.

Dissemination of Findings

"Arizona's Unknown Education Issue: Early Learning Workforce Trends"

Essay and Research Report

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Thank you!

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AGENDA ITEM: T.E.A.C.H. ARIZONA Assessment and Recommendations Report

BACKGROUND: In 2009, as part of ongoing efforts to build a comprehensive and coordinated early childhood system that ensures all of Arizona's children are ready for school and set for life, First Things First selected the T.E.A.C.H. Early Childhood® Project for Arizona. T.E.A.C.H is an acronym for **T**eacher **E**ducation **A**nd **C**ompensation **H**elps and it is a nationally recognized, comprehensive scholarship program that provides the early childhood workforce with access to educational opportunities.

The Association for Supportive Child Care (ASCC), through funding from First Things First, operates T.E.A.C.H. Early Childhood® ARIZONA. The target population for T.E.A.C.H. scholarships are those early childhood professionals who are completing coursework in early childhood education while working in licensed and regulated center-based early care and education programs and family child care homes participating in Quality First.

After three years of implementation of the T.E.A.C.H. project in Arizona, with results that did not reach expected target service units and with significantly lower expenditures than budgeted, the Board requested that First Things First staff analyze the research and data and examine the efficacy, compatibility and suitability of the T.E.A.C.H. model and its connections within Quality First and the larger statewide professional development system. This report provides information and analysis on the national and local T.E.A.C.H. model and makes recommendations for future funding and implementation of T.E.A.C.H.

RECOMMENDATION The CEO recommends approval of the recommendations.

FIRST THINGS FIRST

Ready for School. Set for Life.

T.E.A.C.H. Early Childhood® ARIZONA
Assessment and Recommendations Report
January 2013

Well-educated and highly skilled early childhood teachers are strongly linked with high quality early learning experiences and optimal child outcomes at entry into kindergarten. Early care and education professionals who have access to education and training to achieve degrees, credentials and specialized skills are better equipped to promote children's cognitive, social, emotional and physical development. Additionally, as a result of higher educational attainment and specialized training, professional compensation will increase and more staff will remain in the field of early care and education. As part of the ongoing commitment to improving the quality of the early childhood system, in 2008, First Things First looked nationally at researched and evidence based professional development models for the early childhood workforce and selected the T.E.A.C.H. Early Childhood® Project for Arizona. T.E.A.C.H is an acronym for **T**eacher **E**ducation **A**nd **C**ompensation **H**elps and is a nationally recognized, comprehensive scholarship program that provides the early childhood workforce with access to educational opportunities.

Since 2009, the Association for Supportive Child Care (ASCC), through funding from First Things First, has operated T.E.A.C.H. Early Childhood® ARIZONA and has awarded scholarships to approximately 700 scholars working in early care and education settings who are completing course work in early childhood education. The target population for T.E.A.C.H. scholarships are early childhood professionals working in licensed and regulated center-based early care and education programs and family child care homes participating in Quality First, Arizona's Quality Rating and Improvement System (QRIS). The Quality First model includes provision for two T.E.A.C.H. ARIZONA scholarships per early care and education center and one scholarship per family child care home. First Thing First Regional Partnership Councils may also elect to fund additional T.E.A.C.H. scholarships for those individuals not working in Quality First settings.

After three years of implementation of the T.E.A.C.H. project in Arizona, with results that did not reach expected target service units and with significantly lower expenditures than budgeted, the First Things First state board directed staff to analyze the research and data and examine the efficacy, compatibility and suitability of the T.E.A.C.H. model and its connections within Quality First and the larger statewide professional development system. This report

provides information and analysis on the national and local T.E.A.C.H. model and makes recommendations for future funding and implementation of T.E.A.C.H.

T.E.A.C.H. Early Childhood®

T.E.A.C.H. Early Childhood® is a licensed program of Child Care Services Association (CCSA) in North Carolina. T.E.A.C.H. is a comprehensive scholarship program that links training, compensation, and commitment to improving the quality of early care and education experiences for young children and their families. Child Care Services Association licenses one entity in a state to provide the T.E.A.C.H. program and contractually requires that all T.E.A.C.H. programs must include the four core project components of T.E.A.C.H., which are:

- *Scholarship Provision*: financial support for tuition and books, travel stipend, and paid release time for students pursuing an Associate's of Arts (AA) degree in the early childhood field. Additionally, for those students working towards a Child Development Associate Credential (CDA), there is financial support for the CDA assessment fee;
- *Formal Education*: to receive financial support, the student must be enrolled in formal education, meaning: college coursework leading to an early childhood degree or credential;
- *Compensation/Incentives*: an incentive in the form of a bonus and/or raise, sponsored by the provider, and;
- *Commitment Expectations:* a commitment to work at one's current program for a specified number of hours and for a specified period of time beyond degree or credential completion. A

National Landscape

Since 1990, T.E.A.C.H. Early Childhood® has been committed to reducing barriers and "increasing access to education for the early education workforce to help establish a well-qualified, fairly compensated and stable workforce for our nation's children." (CCSA Annual Report, 2012) Twenty-two states and the District of Columbia implement a T.E.A.C.H. program. CCSA continuously analyzes and refines the T.E.A.C.H. model in efforts to address the four key types of barriers to college student success: individual, higher education, workplace and systemic. "Through two decades of work, we have created a model that collectively and independently addresses these barriers, resulting in student success." (CCSA 2012 Annual Report). Current national efforts by T.E.A.C.H. are underway in the following areas:

- Innovative Counseling Strategies project were piloted in Iowa, New Mexico and South Carolina, to enhance rates of degree and certificate completion. The three promising models of innovative participant support are: face to face meetings between counselors

and participants; mentoring and coaching participants; and establishing and supporting bilingual cohorts of participants. All three models proved to be successful in helping recipients more quickly identify and resolve barriers, better navigate the higher education system and ultimately complete more courses successfully.

- T.E.A.C.H. participated in the Workforce Systems Alignment Workgroup alongside the National Registry Alliance and Child Care Aware to align national workforce data systems with common early education workforce data definitions to facilitate tracking of degree and certificate progression.
- The T.E.A.C.H. Technical Assistance and Quality Assurance Center developed Individual Professional Development Planning Tools, designed to track educational goals and outcomes and to identify and support first generation college students who are often at the greatest risk for not succeeding in higher education. These planning tools were designed to advance a T.E.A.C.H. counselor's work with recipients and were piloted in the same three states implementing the Innovative Counseling Strategies project.

The 2012 CCSA Annual Report indicates "we have worked hard this year to better understand the issues related to college degree and certificate completion and have focused a good deal of our energy studying models of student support to track and increase persistence rates toward degree and certificate completion for our workforce."

National Statistics

The outputs and outcomes of T.E.A.C.H. nationally in 2012, according to the T.E.A.C.H. 2012 Annual Report, are represented below:

- $25.2 million funded T.E.A.C.H. Projects in 22 states and the District of Columbia
- 9,136 Child Care, Pre-kindergarten and Head Start employers sponsored T.E.A.C.H. recipients
- 17, 432 scholarships awarded
- 105,000 credit hours completed
- 72% of recipients on a 2 or 4 year degree path
- 742 Associate Degree graduates

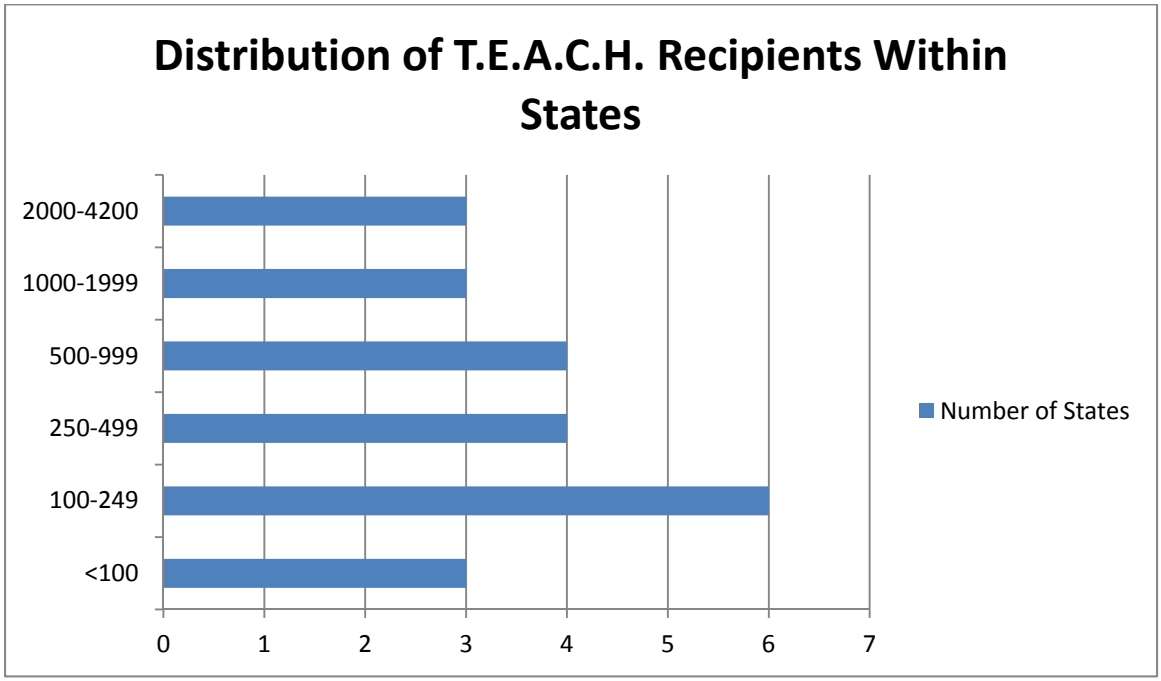
Table 1. ***Average Annual Credit Hours Completed by AA Degree***
****Arizona's rank in these data tables is indicated with an asterisk.***

Average Annual Credit Hours	% of T.E.A.C.H. States
14+ credit hours	22%
11-14 credit hours*	56%
8-11 credit hours	22%

Table 2. ***Annual Turnover Rates for Associate Degree Scholarship Recipients***

Turnover Rates	2010 percent of TEACH states	2011 percent of TEACH states
< 5%	63%	64%
5-9%	32%	18%
10% +*	5%	18%

Table 3. ***Distribution of T.E.A.C.H. Scholarship Recipients in States***



The T.E.A.C.H. model is intended to be implemented similarly in all states. Eleven states (half of those licensed by CCSA) were studied more in-depth (North Carolina, Indiana, Delaware, Alabama, Colorado, Florida, Iowa, Kansas, Michigan, Minnesota, and Wisconsin), to identify patterns and trends. In this sample of states, the average annual investment in T.E.A.C.H. is around $2 million and an average of 900 participants receiving scholarships. Infrastructure and supports for T.E.A.C.H. vary across states, but the following system components are prevalent in states with successful and stable T.E.A.C.H. programs (e.g., Florida, North Carolina, Indiana, Iowa, Missouri and Minnesota,) that have less than 5% turnover rates, completion rates of 85% or higher, and have operated T.E.A.C.H. projects for at least five years:

- A minimum requirement of a Child Development Associate (CDA) credential is embedded in state Child Care Licensing policies.
- The child care workforce needs have been studied over time and are well understood.
- Child Care Resource & Referral (CCR&R) agencies and Associations for the Education of Young Children (AEYC) have a strong presence and, in many cases administer T.E.A.C.H.
- Formal articulation agreements exist with 90 to 100% of the Institutes of Higher Education
- Community College early childhood education programs are accredited by the National Association for the Education of Young Children's (NAEYC) Early Childhood Associate's Degree Accreditation (ECADA) program.
- Braided funding from other state agencies are used to support T.E.A.C.H., typically from state child care licensing entities and Departments of Education.
- The Quality Rating and Improvement System includes a T.E.A.C.H. component (i.e., 98% of teachers in Indiana QRIS are in T.E.A.C.H.)

Also noteworthy, is that eight of the states that were awarded Race to the Top Early Learning Challenge Funds Grants implement T.E.A.C.H. in their state early childhood systems.

T.E.A.C.H. Early Childhood® ARIZONA

Eligibility Requirements:

For the past two decades, CCSA's goal has been to have an education model built to "serve the needs of first-generation college students (who are usually women of color) that typically face barriers (individual, higher education, workplace and systemic) to success as college students." Following CCSA's intent, using the requirements of Child Care Licensing, and considering the needs of our local early childhood workforce, the following T.E.A.C.H. eligibility criteria were set for child care center teachers, directors, and family child care providers in Arizona:

- Are at least 18 years of age
- Have a high school diploma or GED
- Are employed in the state of Arizona
- Work in a licensed, certified, or tribally regulated center, family child care home or group home
- Work a minimum of 30 hours each week directly with young children ages birth – 5 , or work as a director of a center that serves children ages birth – 5 (AA Degree Scholarship); or work a minimum of 20 hours a week directly with young children ages birth - 5 (CDA Assessment Scholarship)
- Have the sponsorship of the child care center or family child care home which employs them

- Earn $20.00 or less per hour

Arizona T.E.A.C.H. Data Picture:

Since 2009, T.E.A.C.H. ARIZONA has increasingly expended the contract funds and gradually reached more scholars but hasn't served the targeted number of approximately 2200 scholars per year or fully spent the average annual budget of $5 million (Table 4). Compared to other states, Arizona's annual available funds is more than double, while scholars served are around half.

Based on guidance from CCSA, the expected number of contracts (contract length is 1 year) a scholar will use to attain an AA degree is five. Since 2009, 55 CDAs (Child Development Associate Credential) and 36 AA degrees have been earned. Arizona T.E.A.C.H. scholars are completing an average of 12 credit hours per year; more than the minimum annual contract requirement of nine credit hours. If the average length of time to obtain an AA degree is five years, data so far shows that Arizona T.E.A.C.H. scholars, depending on the number `of credits each scholar began with, are actually on a quicker trajectory towards degree completion than the expected average of five years. However, Arizona has a higher than desired turnover rate, at 12 percent, which is higher than 82 percent of other T.E.A.C.H. states which have turnover rates less than 10 percent. Decreasing turnover rates is a goal of ASCC, the local T.E.A.C.H. grantee, and also of interest nationally. Based on guidance from CCSA, it can take several years of program development and implementation for a state to reach a turnover rate of less than 10 percent. Retention is another critical component of T.E.A.C.H. and ASCC has identified retention as a key objective for FY13 by focusing on the T.E.A.C.H. Specialists' role in scholar support, and has accessed professional development for staff on reducing turnover through national and local experts.

TE.A.C.H. is particularly more successful in the First Things First Central Pima Region of the state, where they have invested substantially in T.E.A.C.H. scholarships (more than $1.7 million from 2010–2012), and in an innovative professional development Technical Assistance center through a communities of practice model. Additionally, there is a full time individual at Pima Community College who is fully versed in T.E.A.C.H. and supports students with dedicated advising and educational planning.

Arizona Statistics since 2009

The following is a summary of Arizona T.E.A.C.H. data, since project inception in 2009. For comparison, some national averages, if available from the eleven states studied, are noted in parentheses. Arizona is the only state that has instigated a statewide rollout as opposed to an

incremental rollout. Additionally, while Arizona is just in its fourth year of operation, of the T.E.A.C.H. states studied, the number of years in operation is at least seven and up to twenty.

- Approximately $1.5 million average annual expenditures, compared to $5 million annual budget ($2.1 million average annual expenditures in other states)
- 2200 targeted average annual number of scholars
- 500 average annual number of scholarships awarded (around 900 average number of annual scholarships awarded in other states)
- 86% participating community colleges statewide (90 to 100% participating community colleges in other states)
- 55 Child Development Associate Credentials earned
- 36 Associate degrees earned (147 average number of Associate Degrees in other states)
- Average of 12 credit hours taken per year per scholar (11-14 average credit hours in most other states)
- 12% turnover rate (less than 9% turnover rate in most other states)

In the table below, FY2010 includes funds from 2009 and is considered a continuation of the start-up period. While there are slight increases in both expenditures and scholars served each year, the data is below the expected performance and trajectory for this point in the T.E.A.C.H. project.

Table 4. ***T.E.A.C.H. ARIZONA Expenditures and Service Units***

Fiscal Year	Expenditures	Percent of Contract Spent	Scholars Served	Percent of Target Service Units
2010	**$752,859.33**	**10.8%**	**424**	**19%**
2011	**$1,529,883.95**	**20.9%**	**526**	**23%**
2012	**$1,596.695.15**	**35.5%**	**638**	**30%**

T.E.A.C.H. Arizona Recruitment and Participation

There are nine T.E.A.C.H. ARIZONA Program Specialists funded at ASCC. The average number of active scholars per Specialist is 80-85. The current role of the T.E.A.C.H. Specialist is to recruit and support potential scholars through contract enrollment and scholarship participation. T.E.A.C.H. scholarships are included in the package of benefits and incentives that are awarded to Quality First programs. As soon as a Quality First program is selected for enrollment, the T.E.A.C.H. Specialist is notified and begins outreach and recruitment activities, including:

- Contact Quality First center/home within two weeks of enrollment
- Visit the Quality First program to explain and promote the benefits of the T.E.A.C.H. program
- Conduct T.E.A.C.H. information sessions for all staff at the Quality First program
- Assist Quality First program Directors in completing the deferment form if programs elect not to use their T.E.A.C.H. scholarships
- Attend First Things First Regional Partnership Council meetings to provide information about T.E.A.C.H.
- Offer ongoing support and advocacy to individual scholars on their T.E.A.C.H. caseload

As part of ongoing efforts to understand the efficacy of the T.E.A.C.H. component within the Quality First model, the following two questions were added to the 2012 annual Quality First Provider Survey to assess the use of and possible barriers to T.E.A.C.H. by Quality First providers:

Table 5.

Do any staff in your program participate in T.E.A.C.H. Early Childhood Arizona® Scholarships?

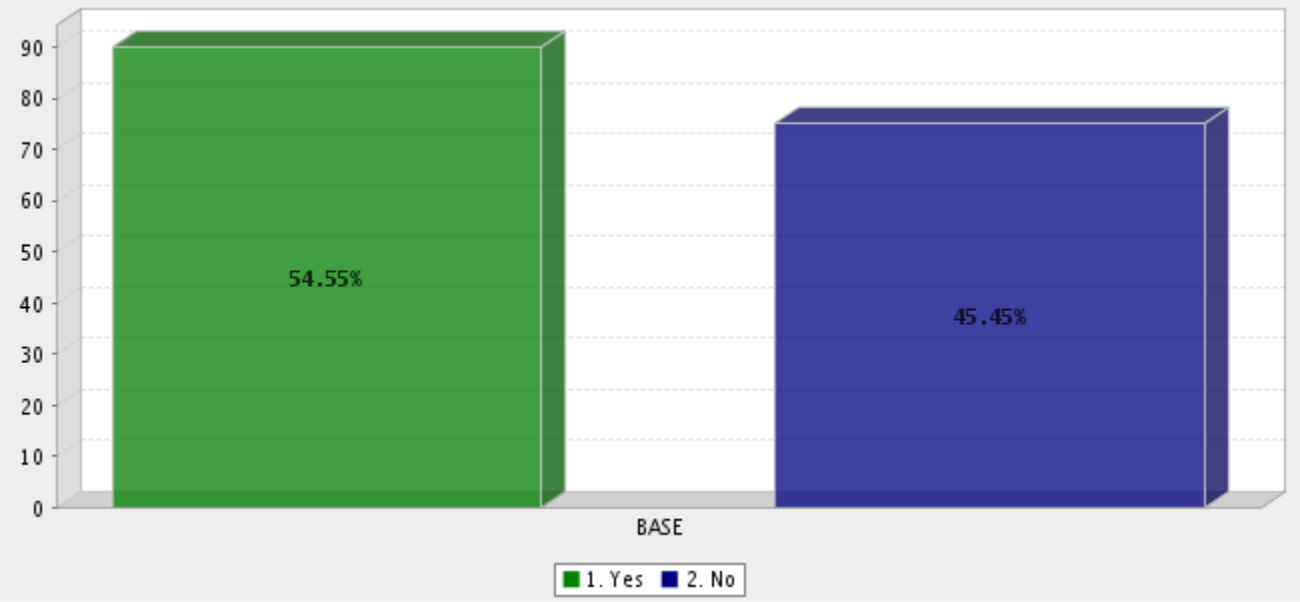
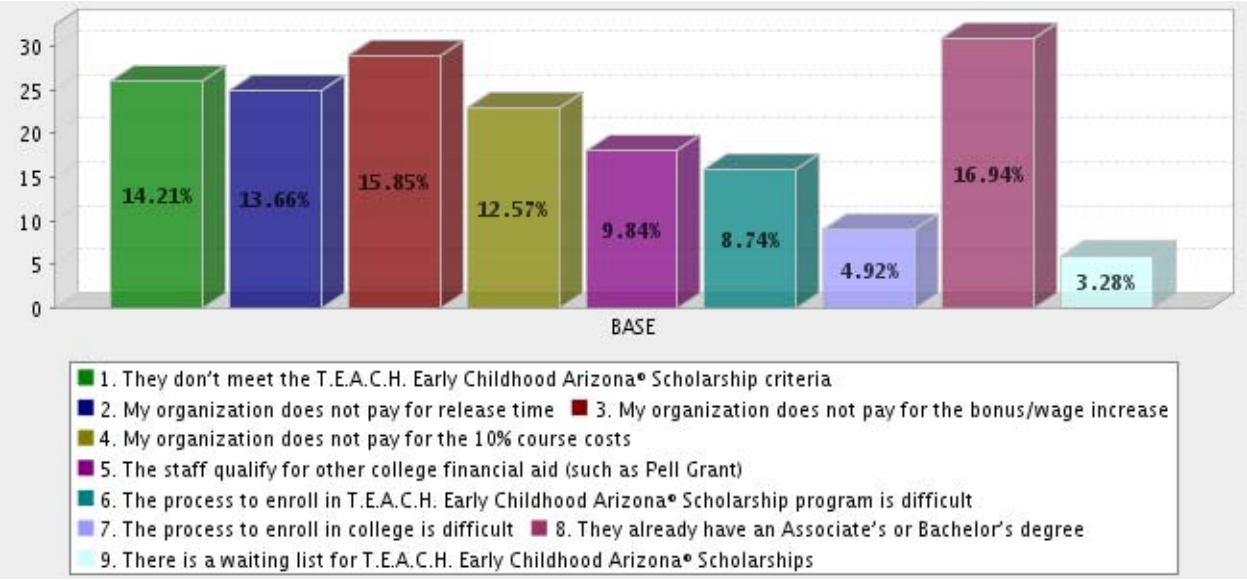


Table 6.The reasons that staff in my program do not participate in T.E.A.C.H. Early Childhood Arizona® Scholarships are (check all that apply)



With barely over half of Quality First programs using their T.E.A.C.H. scholarships, this is of concern because Quality First providers are the target population for the T.E.A.C.H. project. Additionally, a follow-up phone survey was conducted of the providers not using their scholarships, and over 80% of them indicated that they planned to defer the scholarships.

Of the reasons given for not participating in T.E.A.C.H. a few indicate an apparent misunderstanding of the flexibility of the model. In instances of release time, bonus/wage increase, and 10% course costs components, there is a waiver process available for program administrators. Additionally, when scholars receive other financial aid, such as a Pell grant, it does not disqualify them from T.E.A.C.H. More than one source of financial aid can be leveraged; in the case of Pell grants, for example, Pell does not pay for books but T.E.A.C.H. does.

<u>Identified Gaps</u>

- Based on analysis of internal data reports and the Quality First Provider survey, teachers working in Quality First programs haven't consistently been prioritized as the target audience of T.E.A.C.H. scholarships (recruitment was far more active among non-Quality First providers, possibly because of the assumption that Quality First providers had automatic access to scholarships).
- Early care and education providers need more in-depth orientation to and understanding of T.E.A.C.H. scholarships, including opportunities for model variations (a waiver for the pay increase component, for example).

- As turnover and degree completion rate trends show nationally and locally, teachers need differentiated, individualized, and ongoing in-person support and advisement to facilitate higher rates of degree completion.
- T.E.A.C.H. ARIZONA typically spends less than a quarter of the grant annually, and awards around 30% of the intended number of scholarships annually. Since the T.E.A.C.H. investment is intended for recruitment, support and retention of scholars in higher education and ultimately in the early childhood field, these statistics are of particular concern, and warrant increased focus on adequate staffing and strategies for recruitment, enrollment and support of scholars. The expenditure and enrollment data may also be indicative of initial unrealistic recruitment goals.

FY13 Model Refinements

Based on findings from the Quality First Provider Survey and concerns with expenditures and services numbers found in FTF quarterly financial and data reports, a series of meetings were held with ASCC to establish mutual priorities and make the following adjustments to the model beginning in FY13:

- Because of the lower than intended use of T.E.A.C.H. by Quality First teachers, there was reiteration made with the grantee that Quality First teachers are the target and priority for T.E.A.C.H. scholarships.
- A pool of T.E.A.C.H. scholarships was created to facilitate uptake of scholarships within Quality First and to allow for more efficient awarding of scholarships in the instances that they are not being utilized within Quality First. The pool is created by those scholarships that are deferred by Quality First programs.
    - The priority for awarding scholarships is staff working in Quality First programs or those on the Quality First waitlist within the region (including those who may have previously deferred*); second priority are those outside the region in Quality First or on the Quality First waitlist; third priority are those not in Quality First programs, either within or outside the region.
        - *When a Quality First program defers their scholarship it means that the scholarship becomes available in the pool for another eligible scholar to use, based on the *Priorities for Enrollment* (Table 7, page 13). The decision to defer must be made within 90 days of being selected to participate in Quality First and a request to reinstate the scholarships can be made at any time.
- Previously, Quality First Coaches were leading and managing the outreach process of recruiting scholars from Quality First programs. A decision was reached to move this responsibility to the purview of the T.E.A.C.H. Specialists, as the project experts who

have the dedicated role and time for scholar recruitment, while Quality First Coaches continue to promote and encourage T.E.A.C.H. participation.

- To address the need to increase scholar recruitment, support and advisement toward degree completion and adequate tracking of individual scholar level data; ASCC added three T.E.A.C.H. Outreach Specialist positions (one in Maricopa, one in Pima, and one in La Paz/Mohave) and a Data Specialist position to the contract.
- To address the need to increase number of scholars serve and further expend contract funds, ASCC used specific regional data to establish a more realistic FY13 annual target number of 525 scholars statewide (with individual regional target numbers)and set a benchmark of a 25% growth trajectory per year thereafter.

After FY13 quarter one, ASCC has reported that the model refinements resulted in 220 new T.E.A.C.H. applications from the 585 Quality First programs eligible to participate in T.E.A.C.H. A better picture of FY13 model performance will come after college enrollment in the spring and upon reconciliation and monitoring of data and finance reports as the year progresses.

Recommendations

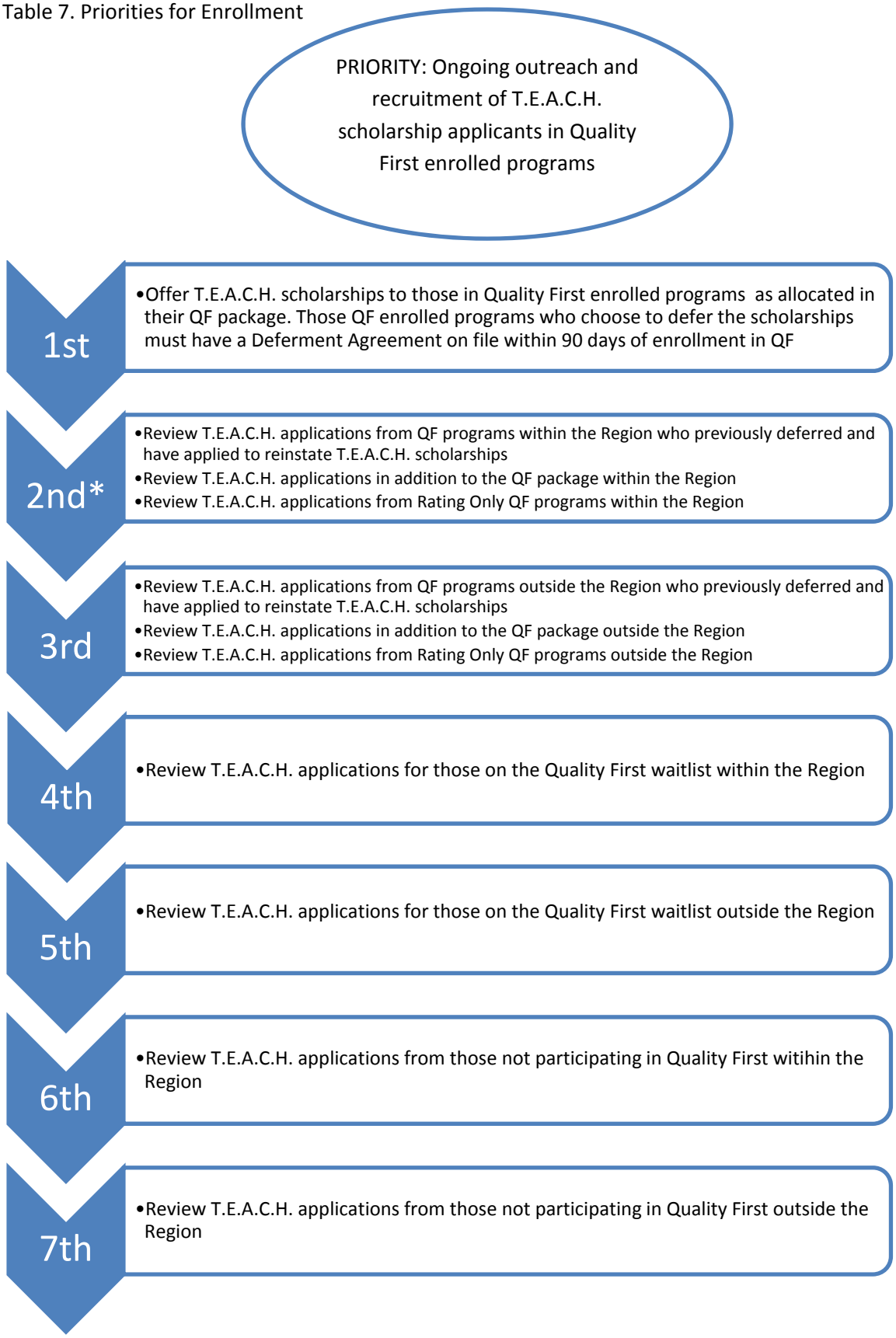
Based on the research and examination of the T.E.A.C.H. model and its continued efficacy, success and longevity in other states, it is recommended to continue the local T.E.A.C.H. ARIZONA program. With continued collaboration and further technical assistance to the grantee along with close monitoring of the T.E.A.C.H. project service numbers and expenditures, it is expected that T.E.A.C.H. will reach a point of stability and success in Arizona. T.E.A.C. H. is also supported by the latest report on the Arizona early childhood workforce (*Arizona's Unknown Education Issue: Early Learning Workforce Trends*, FTF 2013) which "recommends continuing to develop, expand and support professional development and employee retention programs, such as T.E.A.C.H. to ensure high-quality, well-prepared, fairly compensated professionals." The continuation of T.E.A.C.H is recommended with the following specifications:

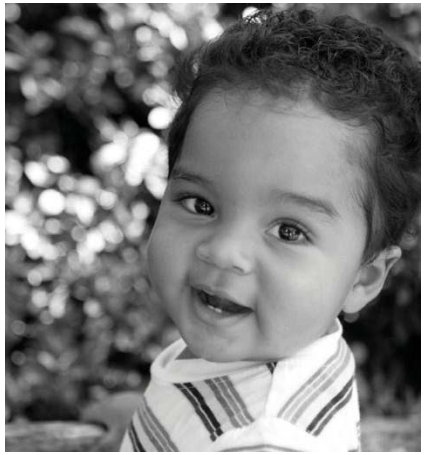
- Continue to fund T.E.A.C.H. ARIZONA but reset the expectations of the project to match the investment and scale with the projected annual enrollment of programs in Quality First and hold accountable as proposed by the grantee to reaching the target service numbers and 25% annual growth trajectory rate.
- Establish annual targets to reduce the annual turnover rate of T.E.A.C.H. scholars from 12 percent to less than 10 percent by FY2015.
- Continue the pooling process of scholarships using an amount determined to serve the needs of the early childhood system and workforce in Arizona.

- Refine the finance model to reflect actual trending costs from last three years (average cost per scholar is $2500 while we are budgeting an average of $3800), length of time it takes to complete a course of study (we now know it takes about 5 years, but less for some scholars), and regional costs of higher education.
- Continue to connect early childhood program quality to higher education and experience level of teachers by prioritizing Quality First teachers for T.E.A.C.H.
- Crosswalk T.E.A.C.H. with the work of the Professional Development Systems Building workgroup to establish and reinforce infrastructure, e.g., the plans to establish an early childhood workforce registry and a streamlined pathway for progression of degrees and credentials.
- Encourage community colleges to have their ECE programs accredited by the National Association for the Education of Young Children's (NAEYC) Early Childhood Associate's Degree Accreditation (ECADA) program.
- Strengthen systems of advisement and scholar support to decrease turnover rates and increase retention/degree completion rates (e.g., adapt, adopt or develop strategies and tools used by successful T.E.A.C.H. states related to direct meetings with scholars and counselors, coaching and mentoring scholars and supporting bilingual scholar cohorts; and, use individual professional development planning tools to track scholar goals and outcomes).
- Consider collaborations and opportunities to blend and share resources with community colleges (e.g., expand T.E.A.C.H. Outreach Specialists on campuses; and, support cross-training the roles of admissions staff and ECE Advisors to support the T.E.A.C.H. program).

The T.E.A.C.H. ARIZONA model offers educational scholarships that tie education to compensation and commitment for the early education workforce leading to degrees and credentials in early childhood education. With continued work to assure model fidelity, along with strengthening Arizona's infrastructure to grow and sustain the T.E.A.C.H. project, the outcome will be increased access to education for the early childhood workforce that will help establish a well-qualified, fairly compensated and stable workforce, thereby improving the quality of early care and education experiences for Arizona's children which will prepare them for Kindergarten and beyond.

Table 7. Priorities for Enrollment





T.E.A.C.H. ARIZONA Assessment and Recommendations

January 2013

FIRST THINGS FIRST

T.E.A.C.H. Early Childhood®

- **T**eacher **E**ducation **A**nd **C**ompensation **H**elps
- Licensed program of Child Care Services Association in North Carolina since 1990
- Comprehensive scholarship program that links training, compensation and commitment to quality

FIRST THINGS FIRST

T.E.A.C.H. Early Childhood®

Components:

- Scholarships
- Formal Education
- Compensation/incentives
- Commitment expectations

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T.E.A.C.H. 2012 National Statistics

- $25.2 million funded T.E.A.C.H. Projects in 22 states and the District of Columbia
- 17, 432 scholarships awarded
- 742 Associate Degree graduates
- 56% of scholars take between 11 and 14 credits annually
- 64% of states with <5% turnover

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T.E.A.C.H. ARIZONA Comparison

	T.E.A.C.H. ARIZONA	T.E.A.C.H States Comparison
Expenditures	$1.5 M	$2.1 M
Scholarships Awarded	500	900
AA Degrees Completed	36	147
Annual Average Credit Hours	12	11-14
Turnover Rate	12%	< 9%
Participating Community Colleges	86%	90-100%

FIRST THINGS FIRST

T.E.A.C.H. ARIZONA

Fiscal Year	Expenditures	Percent of Contract Spent	Scholars Served	Percent of Target Service Units
2010	$752,859.33	10.8%	424	19%
2011	$1,529,883.95	20.9%	526	23%
2012	$1,596.695.15	35.5%	638	30%

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Identified Gaps

- Quality First programs not consistently prioritized
- Providers need further orientation to the T.E.A.C.H. model
- Scholar support and advisement needs to be strengthened
- Very low services #s and expenditures

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FY13 T.E.A.C.H. Model Refinements

- Quality First is the priority
- New deferment process
- Pool of Scholarships created
- Grantee management of recruitment and outreach
- New T.E.A.C.H. Outreach Specialist positions
- Realistic growth trajectory

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Recommendations

Continue to fund T.E.A.C.H. ARIZONA :

- Reset realistic definition and expectations of scale
- Continue pool of scholarships
- Adjust finance model
- Continue to link higher education to quality
- Continue infrastructure building including systems of scholar support and advisement
- Blend, share and build resources with community colleges to support scholar success

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T.E.A.C.H. ARIZONA Targets

- FY13: 525 scholars
- FY14: 656 scholars (25% growth)
- FY15: 820 scholars (25% growth)

  Turnover rate reduced to 10% or less

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Questions?

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Ready for School. Set for Life.

AGENDA ITEM: Building Arizona's Early Childhood Professional Development System: System Framework and Two-Year Strategic Plan

BACKGROUND: The Arizona Professional Development System-Building Workgroup (PDSBWG) is a working group of The BUILD Initiative, Arizona; convened and staffed by First Things First. This report describes a model early childhood professional development system, the work of the PDSBWG, and the recommendations for five system-building initiatives to be developed and implemented over the next two years.

RECOMMENDATION: The CEO recommends of the Building Arizona's Early Childhood Professional Development System: System Framework and Two-Year Strategic Plan.

Building Arizona's Early Childhood Professional Development System

System Framework and Two-Year Strategic Plan

January 2013

Build INITIATIVE

Strong Foundations For Our Youngest Children

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Ready for School. Set for Life.

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BUILDING ARIZONA'S EARLY CHILDHOOD PROFESSIONAL DEVELOPMENT SYSTEM

System Framework and Two-Year Strategic Plan

Humans develop more rapidly during early childhood than during any other time in life. In their first eight years, children form deep bonds with family members and primary caregivers; acquire astonishingly complex cognitive abilities; develop a sophisticated system of regulatory functions that allow them to control emotions, movements, attention, social interactions and cognition; and navigate a variety of situations and relationships including transitions from home to school. In addition to parents and family members, early care and education professionals influence young children's development. The important role of early educators has come into sharp focus over the past several decades. Developmental research has discovered that early experiences – especially interactive experiences with adults – actually shape children's brains. We now know everyone who cares for young children is an early educator. There is no line between *caring* for young children and *educating* young children.

Recognizing that all people caring for young children are also educating them is especially important as increasing numbers of children spend a substantial portion of their day in non-parental care. Research shows that highly skilled educators know how to create learning experiences that support the development of the brain pathways needed for more complex learning such as reading and mathematical thinking. Research also documents that effective teaching involves a set of highly-sophisticated, complex skills that require expert knowledge and repeated practice to acquire.

With decades of K-12 school reform producing only inconsistent educational improvement, researchers, educators, and policymakers are beginning to understand that weak academic skills in older children, adolescents, and young adults are often the inevitable long-term result of a weak developmental foundation prior to starting school. The *achievement* gap starts as a *readiness* gap. Considering what is now known about adult influences on early brain development, the best hope of improving educational outcomes is to substantially strengthen the skills and capabilities of those who educate our youngest children.

History and Background

Arizona has a rich history, going back at least three decades, of working to improve the skills of early educators. Efforts in the last decade include:

- Work by the professional development (PD) workgroup of the Arizona's School Readiness Board;
- Work by the PD workgroup convened by First Things First
- Establishing a Birth through Age 8 Early Childhood teaching credential (administered by the Arizona Department of Education);

- A workforce registry (S*CCEEDS; active from 2004-2009) that included a career ladder and workforce competencies;
- The Professional Career Pathway Project and T.E.A.C.H. (Teacher Education and Compensation Helps) scholarship programs;
- Collaboration by community colleges and Arizona Board of Regents (ABOR) universities to develop degree programs that articulate across institutes of higher education;
- System-building efforts by the Arizona Association for the Education of Young Children (AzAEYC).

This foundational work paved the way for more recent PD efforts. In May 2011, the Arizona Early Childhood Taskforce (Taskforce), convened by the First Things First (FTF) Board, released a summary of their work in the report *Ready for School. Set for Life: Creating the Model Early Childhood System*. The report identified a highly skilled and well-compensated early childhood workforce as a top priority role for FTF. Consistent with Taskforce recommendations, in 2011 FTF established the Strategic Initiatives Unit with the primary purpose of advancing high-priority initiatives, and the development of Arizona's early childhood PD system as a top strategic priority.

At the same time, other PD work also advanced. The National Association for the Education of Young Children (NAEYC) launched the Early Childhood Workforce Systems Initiative[1] designed to help states develop integrated early childhood PD systems. To that end, NAEYC produced a number of resources, including a State Policy Blueprint. Also, for each of the past five years, NAEYC convened a National Summit on Professional Development comprised of state leaders from across the country. The full-day National Summit offered opportunities for state teams to access NAEYC resources and receive technical assistance to design or enhance their PD systems. AzAEYC, Arizona's state AEYC affiliate sent a delegation every year. Building on the first three years of work, the June 2011 National Summit in Rhode Island laid the foundation for the recommendations that became incorporated into Arizona's Race to the Top – Early Learning Challenge proposal (described below), and for the current work of the Arizona Professional Development System-Building Workgroup (PDSBWG; also described in more detail, below).

In Fall 2011, partners from across Arizona worked together to develop a high-quality comprehensive proposal for the federal Race to the Top – Early Learning Challenge (RTT-ELC) grant competition. FTF led efforts to develop the PD sections of the proposal, gathering input from stakeholders across Arizona. Guided by the NAEYC State Policy Blueprint and information from discussions with the AzAEYC National Summit delegation, the RTT-ELC proposal recommended revising Arizona's Workforce Knowledge and Competency (WFKC) Framework, creating an aligned progression of degrees and credentials from Child Development Associate (CDA) to associate's degree to bachelor's degree, and (in the more ambitious portion

[1] http://www.naeyc.org/policy/ecwsi

of the proposal) creating a system of PD technical assistance centers, a statewide PD website, and a comprehensive PD registry. Although Arizona did not receive a RTT-ELC award, working together on the proposal generated momentum among early childhood leaders for strengthening and expanding Arizona's PD system.

Current Early Childhood PD System-Building Work

In 2012, FTF had resources available to build on 2011's momentum and act on the Taskforce recommendation. FTF collaborated with AzAEYC leadership to expand the group convened for the NAEYC National Summit in Rhode Island and include a broad range of key stakeholders that represent Arizona's diversity and geographic regions. In January 2012, the group convened as the Professional Development System-Building Workgroup (PDSBWG). The PDSBWG met six times in 2012 and includes faculty from Arizona's institutes of higher education, FTF Regional Council members, state agency staff, professional development providers, the Arizona Association for the Education of Young Children, FTF staff, representatives from philanthropy, and representatives from health and family support services (see Appendix A, p. 29, for a PDSBWG roster). Members of the PDSBWG were asked to identify high-leverage priorities: those resource-realistic initiatives that could have the greatest and longest-lasting impact on Arizona's PD system. Then the members were asked to develop strategic plans for 2013-2014, which are described in the Two-Year Strategic Plan (pp. 23-26).

The PDSBWG began as an ad hoc FTF working committee. After deliberating several systems-building issues, it became clear that for PDSBWG efforts to have system-wide impact, the work needs to be situated within governance structures that can facilitate system-wide engagement and transformation. These discussions led to a partnership with the Arizona BUILD Initiative (an early childhood funders' collaborative). In September 2012, the PDSBWG became a BUILD working group. FTF continues to lead, convene, and staff the PDSBWG. PD system-building progress will be regularly reported to the BUILD Steering Committee and all PDSBWG members are expected to seek appropriate action by their governing entities. Progress will also be reported to the FTF Board as appropriate or requested.

PDSBWG Scope of Work. PDSBWG members expressed a desire to develop a more robust, intentionally coordinated PD system. Like other aspects of most early childhood systems, coordinating and streamlining PD is hampered by system fragmentation and isolation of system parts. The fragmentation between the birth-to-five (Birth-5) sector and the part of the system serving children in primary grades (K-3, or kindergarten through age 8) is perhaps the greatest divide. Although developmental scientists define the "early childhood" period as ages birth through eight (Birth-8), formal educational systems have historically served young children only beginning at kindergarten entry. Thus, credentials, degrees, and professional salaries have been available almost exclusively to those early educators teaching in the primary grades (K to grade 3). More recently, as more preschool children are educated in public schools, early educators teaching three and four-year-olds have had greater opportunities (and incentives) for obtaining a professional level of education. Even so, a large gap in PD opportunities and in compensation remains between professionals educating young children before and after kindergarten entry.

Bridging the Birth-5/K-3 divide has been a repeated refrain throughout the PDSBWG efforts and is reflected in the remainder of this report.

As PDSBWG members considered the scope of the work to be advanced in the next two years, they recognized that professionals educating children Birth-5 have the greatest PD needs. However, to build a PD system that seamlessly serves professionals educating children throughout their early years requires infrastructure and connections across the entire Birth-8 sector. At the September 2012 meeting, the PDSBWG decided the current PD system work would address the birth-through-age-eight (Birth-8) continuum. In this document, the term "early childhood" refers to this age range, unless otherwise specified.

Another issue to address when defining the PDSBWG work was whether the group would also focus their efforts on people who work with young children and families in health care and family support roles (i.e., pediatricians, speech therapists, home visitors). Although some PDSBWG members affirmed this as a priority, the group decided, at this time, that the PD needs of health and family support professionals would best be addressed by other entities. This decision was made realizing that, to be effective, the PDSBWG needed to select a limited number of high-leverage goals that could strategically move the PD system forward substantially in the next two years.

To address the needs of health care providers working with young children, FTF children's health staff will convene a group of stakeholders in early 2013 and will collaborate with the FTF staff convening the PDSBWG to ensure efforts are integrated and coordinate. Also, the Home Visitation Task Force, supported with federal Maternal and Child Health funding and housed in Arizona's Department of Health Services (DHS), has a PD subcommittee. The home visitation PD plan will incorporate many of the same resources as the broader early childhood PD system, creating the potential for significant overlap and alignment. Similarly, resources developed for home visitors can be used by others in the early childhood field. FTF staff supporting the PDSBWG will begin meeting with DHS staff and FTF Family Support and Literacy staff in early 2013 to ensure home visiting PD efforts are linked and coordinated as the PDSBWG work progresses.

Report Overview

This report begins by describing the context of the work of the PDSBWG, and providing a model to help readers conceptualize the essential elements of a robust PD system, and how they fit together. Drawing upon a comprehensive environmental scan completed this year, the report continues with a description of the current state of Arizona's early childhood PD system, identifying gaps and opportunities. Finally, the report outlines a Two-Year Strategic Plan that represents the recommendations of the Arizona Professional Development System-Building Working Group. The Two-Year Strategic Plan (Plan) contained in this report is the culmination of over eighteen months of thoughtful planning by key cross-sector stakeholders, representing all geographical regions of Arizona. The Plan describes a set of strategic priorities selected for their

potential to leverage existing components of Arizona's PD system and substantially expand and improve early childhood PD opportunities.

Model Early Childhood Professional Development System Framework

In addition to NAEYC's Early Childhood Workforce Systems Initiative that resulted in the NAEYC Blueprint, in 2006 the National Child Care Information Center (NCCIC) published the Early Childhood Professional Development Systems Toolkit[2] that included a PD system model. Combined, the NAEYC Blueprint and NCCIC models include most essential elements needed for a comprehensive state EC PD system. In addition, state systems (such as Arizona) often also include funding for scholarships to individual educators, and for infrastructure development such as creating robust professional competency standards. Like other states, Arizona's system model must also include a variety of PD opportunities for people at all phases of their career – from entry level through advanced leadership. The goal is to create a system in which these opportunities follow an identified scope and sequence of skills and knowledge. The following list contains these additional elements along with those identified by NAEYC and NCCIC:

A. Advisory and/or Governance Structure*
B. Professional Standards*
C. Credentials & Qualifications**
   - Career Pathways*
   - Articulation (between degree programs)*
   - Professional Development Opportunities (in an identified sequence that include college credit-bearing and non-credit-bearing opportunities)
D. Data*
E. Funding*
   - Compensation Parity*
   - Scholarships
   - Infrastructure
F. Access & Outreach**

** NAEYC Early Childhood Workforce Systems Initiative State Policy Blueprint*
*** National Child Care Information Center, Early Childhood Professional Development Systems Toolkit*

Creating an Integrated PD System

In order to create a functional system, elements must relate to each other with well-defined, unobstructed connections. The current state of Arizona's early childhood PD system is similar to other states. Although 76% of states reported having a PD system for early care and education providers in 2006[2], few states have sufficient system infrastructure and functional linkages

[2] National Child Care Information and Technical Assistance Center (2007). *Early Childhood Professional Development Systems Toolkit*. The Child Care Bureau: Fairfax, VA.

between system components. An environmental scan of Arizona's professional development system was completed as part of the PDSBWG's 2012 work. The scan reveals many opportunities for Arizona's early care and education providers to learn new information and skill; but those opportunities are stitched together in a fragmented, often disconnected patchwork, without a clearly defined infrastructure or system connections. There was broad consensus among PDSBWG members that current efforts need to focus on building a system, rather than creating additional disconnected programs.

The graphic on the following page (Figure 1, p. 8) depicts the system elements listed above and illustrates much of the discussion and deliberations of the PDSBWG. As the figure shows, in a well-functioning PD system, Professional Standards (including professional competencies, here referred to as a Workforce Knowledge and Competency [WFKC] Framework), and Credentials and Qualifications are closely connected and fit together. To build a comprehensive system, key stakeholders must agree on what educators and providers must know and be able to do at all stages of their professional development. The WFKC must closely interface with career pathways and the educational and PD opportunities available within the system.

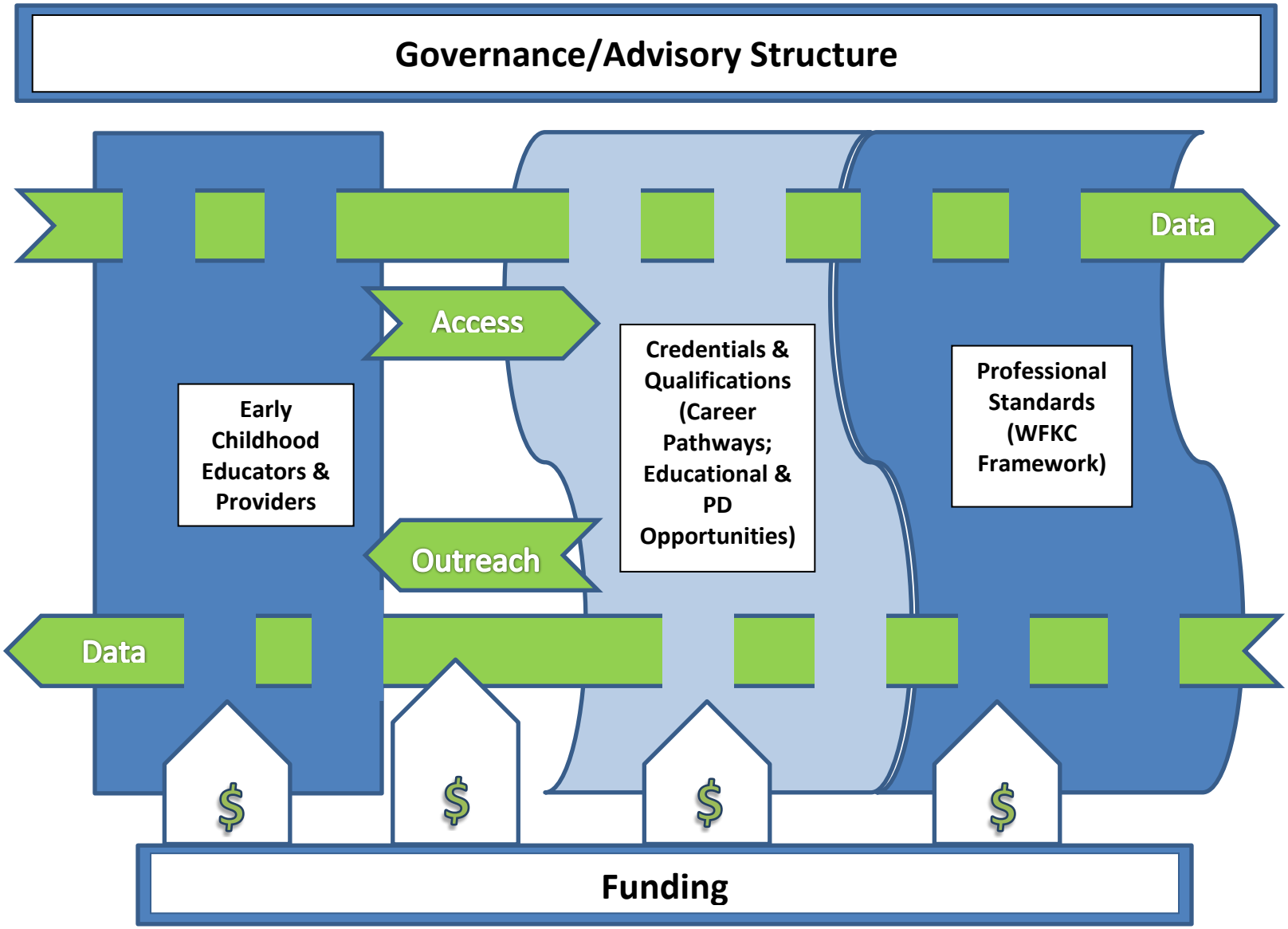
Career pathways and educational opportunities are only as good as they are accessible. Early childhood educators need to know about opportunities and pathways, and be able to access them. Access means would-be PD participants must have the financial resources to participate, and opportunities must be available at times and in locations that facilitate attendance. Knowing about opportunities requires intentional outreach designed for specific demographic groups (such as high school students, members of tribal communities, non-traditional students, or Head Start teachers).

Data weaves through the system, providing cross-sector and cross-program links to information about programs, creating feedback loops that allow the professionals in the system to evaluate progress and use data to make system adjustments. When data are integrated across the system they also allow evaluators, researchers, and policy-makers to ensure public funds are well-invested, and to identify effective strategies or programs for possible scale-up.

The diagram depicts funding as the foundation showing it must be available to support all aspects of the system including direct support to early care educators and providers; funding for data collection and infrastructure; financial support to create and maintain clear pathways; and to develop and implement professional standards. A funding gap at any point in the system substantially undermines the integrity of the whole.

Finally, comprehensive EC systems require an advisory and/or governance structure that provides oversight to the entire system. Such an advisory/governance body monitors system functioning, advocates for appropriate fiscal and regulatory support, coordinates various aspects of the system, and evaluates system effectiveness.

Figure 1. Model Early Childhood Professional Development State System



Arizona's Early Childhood PD System: Current Status and Recommended Initiatives

In the following section, Arizona's current early childhood PD system is described in terms of each element of the model PD framework. Examples from other states are provided, followed by an analysis of the current state of Arizona's PD system and recommendations for building an effective system.

Advisory and/or Governance Structure

Effective PD system advisory/governance structures

The NAEYC Blueprint recommends that state PD advisory/governance structures: 1) include representatives from all relevant sectors, agencies, and initiatives; 2) have identified mechanisms and processes to ensure accountability; 3) and make policy decisions only with sufficient public and stakeholder input. Finally, the Blueprint recommends ensuring that the composition of an advisory/governing body includes representatives from diverse racial and ethnic groups, who work in a variety of roles within the system.

PD system advisory/governance structures in other states

Because early childhood systems have been divided between the loosely connected Birth-5 sector and well-defined K-3 school systems, most states do not have governance or advisory structures that oversee PD systems across the Birth-8 continuum. As Birth-5 systems become better defined, states have approached integrated governance structures differently. Some states, such as Pennsylvania and Massachusetts, reorganized and moved all early childhood programs under their department of education, creating naturally-occurring PD connections between "sectors" (such as child care licensing, subsidy, Head Start, and state-funded preschool).

Other states, such as Oklahoma, are more like Arizona, with different state agencies maintaining oversight of various aspects of the early childhood system. Building successful PD systems in states like these requires intentionally deciding how to oversee PD administered by several agencies and programs. In 1998, for example, Oklahoma established the Center for Early Childhood Professional Development (CECPD). CECPD is administered by the University of Oklahoma.

Arizona's PD advisory/governance structure

Currently, there is no formal system-wide governing or advisory PD structure in Arizona. Four state agencies (ADE, DES, DHS, FTF) and Arizona's institutes of higher education, oversee various parts of early childhood PD. In 2010 the Arizona Early Childhood Taskforce recommended that FTF take a leading and convening role in efforts to advance Arizona's PD system. That recommendation led to the convening of the PDSBWG, as described earlier. Also as described earlier, as the PDSBWG began working through critical systems-building issues, the group decided its work must address the Birth-8 continuum. To provide a Birth-8 oversight

structure, FTF staff approached The Arizona BUILD Initiative, and asked if the PDSBWG could be convened under the BUILD umbrella, as one of the BUILD working groups. The BUILD steering committee approved the move and the PDSBWG began functioning as a BUILD working group in September 2012, with FTF still providing a leadership role.

Recommendations for Arizona's PD advisory/governance structure

Currently the PDSBWG provides direction and leadership for system-building functions, but does not operate as a formal advisory or governance structure. It has no policy-making authority. To build collaboration between Birth-5 and K-3 systems, the PDSBWG is operating under a Collective Impact (CI) model. CI is a system-building model in which public-private partnerships are formed to advance high-priority, cross-sector initiatives. For example, the PDSBWG has identified the need to develop a professional registry for the early childhood system (see p. 26). Success will require a collaborative partnership among relevant state agencies. Further, both public and private funding will likely be needed to develop, implement, and sustain the project.

CI is built on the premise that change occurs through the following five key elements: Common Agenda, Shared Measurement, Mutually Reinforcing Activities, Continuous Communication, and a Backbone Support Organization (an organization that convenes and staffs the initiative, and keeps it moving forward). Currently, FTF serves as the Backbone Support Organization for the PDSBWG. The Two-Year Strategic Plan reflects the common agenda of the key stakeholders represented in the PDSBWG, and identifies several mutually reinforcing activities. As the work progresses the PDSBWG members will need to identify and agree upon shared measures of success, and establish mechanisms for continuous communication, especially with decision-makers within each participating organization. Efforts to establish communications throughout the early childhood system are underway with meetings planned with faculty groups and state agency decision-makers for the first quarter of 2013.

Professional Standards

Effective systems of professional standards

Program, child-level, and educator standards are critical to a robust early childhood PD system. Early educators, PD providers, faculty, and policy-makers must know what young children, and their teachers are expected to know and be able to do; and what constitutes a high-quality program. The NAEYC Blueprint recommends that standards include educator competencies for all early childhood professionals regardless of role or work setting, and that policies regarding standards include language to ensure they are aligned and integrated with licensing and certification requirements across state agencies.

Further, both the Blueprint and NCCIC recommend a tiered system of educator competencies in which higher levels represent increasing knowledge and skill. According to NCCIC, professional standards can help stabilize the workforce when they are used as the basis for credentials and professional milestones. By describing learning progressions across career levels, educator

competencies can also help to eliminate redundancies and gaps, and form the foundation for articulation efforts.

Professional standards in other states

The RTT-ELC required states who proposed improvements to their PD system to either have or develop a system of early childhood standards including a robust Workforce Knowledge and Competency Framework (WFKC). At least 37 states have adopted tiered WFKC frameworks. Some states include a variety of components (such as a career ladder or lattice) within their educator competencies. Others have produced stand-alone materials. California, for example, is developing videos that show educators enacting the competencies in real-life early childhood settings. Colorado has a separate instructors' guide that helps PD providers develop curriculum aligned with the competencies.

Arizona's professional standards

Arizona has a well-developed system of program- and child-level standards and guidelines that include the *Early Learning Standards* (AZ-ELS), *Infant and Toddler Developmental Guidelines,* and *Program Guidelines for High Quality Early Education: Birth through Kindergarten.* To ensure system integration and alignment, standards and guidelines are incorporated into the *Quality First Ratings Scale*. Educators credentialed through the Arizona Department of Education must meet the teaching competencies required for the credential (i.e., the Early Childhood Certificate [Birth-8] or the Early Childhood Special Education Certificate [Birth-5]). Currently, however, Arizona does not have educator competencies that apply to all sectors serving children Birth-8.

Recommendations for Arizona's system of professional standards

To complete the system of early childhood standards and guidelines, Arizona needs to develop educator competencies. Arizona had previously developed "core knowledge elements" (CKE) for early care and education professionals and a career ladder. The CKE can provide a starting place for developing a robust, tiered WFKC framework that identifies the skills and competencies expected at various levels of a professional's career development. The PDSBWG has recommended developing a new WFKC framework that builds on previous work in Arizona and other states, and aligns with the NAEYC early childhood teacher competencies (see p. 25).

Credentials & Qualifications

Effective systems of credentials and qualifications

States with effective early childhood PD systems have public policies that support continuous professional growth. As with other professions, those who educate young children should be able to plan a sequence of increasing career achievements and have an understanding of the professional possibilities associated with professional growth. According to the NAEYC Blueprint, effective PD systems establish career pathways across sectors for people who provide

services directly to children and to those who work on behalf of children in a variety of roles including administrative and policy roles.

Clear, accessible pathways are essential, but they are not enough. Many early childhood providers chose early care and education because they see it as an occupation that requires little, if any, education or professional development. Many do not see themselves as qualified for, or are uninterested in, college coursework. Even if they are interested in seeking higher education, many are unfamiliar with degree pathways and options. To ensure these characteristics do not create barriers to higher education, early childhood degree programs need to be augmented by intentional outreach and strong student services including accessible, early, high-quality advising and assistance navigating the educational system.

Systems of credentials and qualifications in other states

In addition to traditional K-12 teaching credentials, several states offer professional credentials to early childhood professionals. For example, Florida offers a Child Care and Education Program Director Credential. Florida statute requires the credential for all licensed child care programs. In Wyoming, all directors of centers caring for infants are required to hold an infant/toddler director's credential.

Also in addition to traditional teaching certificates, many states have multi-level credential systems for professionals working with children Birth-5. For example, California has six levels of their Child Development Permit ranging from an assistant permit that requires six college credits in early childhood education through a director's permit that requires a minimum of a bachelor's degree including 24 early childhood education units, and minimum supervision and experience requirements. Pennsylvania has eight levels that include a continuum of PD from entry-level through college coursework. The Pennsylvania Keys to Quality Early Learning Career Lattice is closely integrated with Pennsylvania's quality rating system, Keystone STARS.

Arizona's system of credentials and qualifications

Perhaps the most complex part of Arizona's early childhood PD system is its system of higher education degree pathways. This report highlights only the major issues of a very complex system. Unlike the K-12 public school and higher education systems, Arizona has no system-wide credentials for educators working with children Birth-5. ADE administers a bachelor-level credential for educators teaching children Birth-8 and a special education credential for teaching children Birth-5 with delays or disabilities. Most teachers who obtain these credentials, however, work in public schools, where compensation is substantially better than in non-public Birth-5 settings. For the vast majority of Birth-5 educators, there are no required credentials, beyond a high school diploma, and only minimal training required to meet state child care licensing standards. With few full-time, benefit-bearing Birth-5 positions that pay a salary above poverty-level wages, investing in a college degree simply does not make wise financial sense.

To gain skill and knowledge in early childhood education, and to earn some level of professional status, many early educators opt for the Child Development Associate credential (CDA). The

CDA, which is often confused with a two-year degree, is a national credential administered by the Council on Professional Recognition in Washington, D.C. It is recognized by NAEYC, Head Start, and Quality First. The CDA can be obtained without college coursework for less than $350. To create an educational pathway that encourages early educators to enroll in college classes, many community colleges have developed coursework that meets CDA requirements, allowing students to earn a CDA as they also work towards an associate's degree. Still, many early educators earn the CDA unattached to college credit.

Even when students do take the CDA for college credit, many end up narrowing their transfer prospects because they are either not advised to take general education courses along with CDA classes, or they elect not to do so (often because they are academically underprepared to take college math and English). With few exceptions, transferring to one of Arizona's public university without required general education coursework results in students taking far more courses to earn a four-year degree than would have been required if they had followed a degree program of study. The increased time and financial burden can create an insurmountable obstacle for early childhood students, especially those with limited financial resources and time.

Although many early care and education providers do not have a college degree, a substantial number of providers have years (sometimes decades) of experience, and have often participated in a number of PD experiences over the years (which may or may not include obtaining a CDA). This situation can contribute to a sense that taking college courses is unnecessary because work experience and PD workshops have provided sufficient knowledge and expertise. Experienced early childhood providers can also feel frustrated when they must pay (in time, effort, and tuition) to "re-learn" information that they have gained via work and life experience.

Effectively addressing these concerns has been nearly futile as they reflect systemic alignment and articulation problems across Arizona's higher education system. Streamlining the pipeline through Arizona's complex higher education system and ensuring more students can successfully matriculate has been a high priority for many stakeholders for a number of years. In 2010 the Arizona legislature required[3] Arizona's community colleges and universities to streamline articulation between two-year and four-year degree programs. To that end, Arizona's public institutes of higher education have developed a shared course numbering system, and the Arizona's General Education Curriculum (AGEC), a package of general education credits that ABOR universities have agreed to accept to meet four-year degree general education requirements. These recent infrastructure reforms provide an unprecedented opportunity to create streamlined educational pathways for early educators.

Recommendations for Arizona's system of degrees and credentials

The PDSBWG has identified two high-leverage goals to build on recent higher education reforms and streamline educational pathways for early childhood students. First, they recommended adopting or developing a Prior Learning Assessment that would allow those who

[3] Senate Bill 1186, ARS 15-1824

successfully pass the assessment to receive college credit for existing knowledge (see p. 23). Such an assessment would provide an opportunity for early educators to demonstrate their knowledge and avoid investing in college courses that would not extend their expertise. It also serves as objective feedback to educators about their knowledge and skills: reports from other states that have implemented such a program indicate many who take the assessment are surprised at how much they have yet to learn. The assessment could also help ease students into higher education, promote more intentional and continuous use of PD opportunities, and encourage people to further their education.

Second, the workgroup has recommended developing a new associate's degree (see p. 24). The new degree, an Associate's of Arts in Early Childhood Education (AAECE) would fulfill both the requirements for the CDA and the AGEC. The AAECE would provide an opportunity for students to learn much needed child development and early childhood content early in their degree programs, and have that coursework embedded within a degree that would transfer as a "package" to ABOR universities, providing a way to transfer without losing college credit.

There is also recognition that future work should include developing a more comprehensive system of degrees and credentials, to potentially include, for example, credentials for directors, coaches, and other specialty consultants. Currently, however, the urgent need is to focus on developing these infrastructure pieces that can provide greater opportunities for more early childhood students to obtain college degrees.

Data

Effective PD data systems

A comprehensive early childhood PD system weaves data – their collection, storage, interpretation, and dissemination – through system components; and uses data to create cross-sector linkages. Recent federal and national initiatives have provided states unprecedented opportunities to develop these systems. Over the past decade the US Department of Education has made substantial investments in educational State Longitudinal Data Systems (SLDS). SLDS collect and maintain statewide detailed, high quality, student- and staff-level data. These data are linked across agencies and over time. SLDS are primarily targeted at K-12 systems although some include Birth-5 early childhood data.

Supporting these efforts are two new national non-profit organizations that provide guidance and technical assistance: the Data Quality Campaign[4] (DQC), focused on K-12 systems, and the Early Childhood Data Collaborative[5] (ECDC), focused on data related to children Birth-5. ECDC has identified 10 ECE Fundamentals, designed to allow states to answer six critical policy questions including "How prepared is the early care and education workforce to provide effective education and care for all children." At present no state can answer all six critical early childhood policy questions.

[4] http://www.dataqualitycampaign.org/
[5] http://www.ecedata.org/

PD data systems in other states

A lack of data (or access to it) is the primary reason states cannot answer early childhood workforce questions. Unlike public K-12 system (and many other professions), the qualifications or credentials of Birth-5 educators often have no state administrative "home." Thirty-three states have addressed this problem by establishing early childhood professional registries. In its most basic form, an early childhood professional registry is a repository where professionals can register their credentials and have them verified.

As registries "mature" they grow and include a larger proportion of the total number of early care teachers and providers. New Jersey, for example, has had an operational registry for six years and has 60% of their workforce registered. California is in its pilot phase and has only 1,000 registrations. To increase the number of participants, registries use a combination of strategies. Many states make membership in the registry a condition of state licensing and eligibility for child tuition subsidy; and for eligibility for quality improvement systems or to receive a state-funded college scholarship. Most states with registries also require publicly-funded programs such as Head Starts and public preschools to participate. To encourage more programs and educators to participate, some states add value to their registries by including functions such as a job search engine and a resume-builder. Currently, DQC and ECDC consultants are working with states to integrate workforce data from their registries with their SLDS.

Arizona's PD data system

At present, ADE houses data on the number of people who hold teaching credentials. The Arizona Department of Health Services (DHS) and Department of Economic Security (DES) each maintain workforce records of the child care homes or centers that meet their professional development requirements for licensing and certification. First Things First maintains information on providers that meet criteria at various levels of the Quality First Rating Scale. Institutes of Higher Education have current and historical program and degree completion information. Currently there is no administrative home for non-state-sponsored credentials. For example, early childhood educators who earn a CDA have no state "home" to house their credential and there is no way for policymakers to know how many CDA-holders reside or work in the state.

Fortunately, exciting data system opportunities are emerging in Arizona. ADE has received two SLDS grants, one awarded in 2007 ($6 million) and a second awarded in 2012 ($5 million). ADE used the 2007 grant to construct a data warehouse; the 2012 award will be used for data security, for data "dashboards" that allow transparent access to data, for improved data collection, and for professional development on data use. Current ADE SLDS efforts target the K-12 system, although all certified teachers will be included, including teachers certified to teach children Birth-8, and to teach special education Birth-5.

For data to be woven throughout a Birth-8 PD system, data systems must be developed for those educators who do not hold ADE-administered credentials. At the recommendation of a panel of national experts, over the next several years First Things First will build a comprehensive

administrative database to house a variety of Birth-5 system-essential data. Developing this database at the same time ADE is developing SLDS provides Arizona an unprecedented opportunity to create compatible cross-sector, longitudinal data systems. The long-term goal is to integrate SLDS, early childhood student-, program-, and workforce- level data.

Recommendations for Arizona's PD data system

Recognizing the need for robust workforce data, the PDSBWG has recommended the development of a registry (see p. 26). A high-quality professional registry will ensure FTF and ADE data-system investments will support the needs of early childhood professionals and allow policymakers to answer critical workforce questions. Arizona had an operating registry for five years. The S*CEEDS registry was established in 2004 with Child Care Development Fund quality set-aside funding, administered by DES, but was discontinued in 2009 due to state budget cuts.

The long-term goal is for the new registry to provide up-to-date information about the state of Arizona's early childhood workforce and integrate workforce data with ADE's SLDS and FTF's administrative database. The registry will also streamline state agency regulatory and quality improvement functions, because multiple personnel from various state agencies would no longer need to manually verify credentials. Streamlining these processes has the potential to improve accuracy and timeliness, while simultaneously reducing redundancy and costs.

Funding

Funding effective PD systems

States use a variety of funding streams, usually targeting specific elements of the system such as scholarships for individual educators to further their education or for SLDS, as discussed above. Because states often do not have comprehensive Birth-8 systems, some elements of the PD system may have sufficient funds, while other elements (especially infrastructure) are under-funded or not funded at all. Because elements in the system affect each other, under-funded system elements can impair the performance of other elements that enjoy sufficient financing. Policy-makers can mistakenly attribute poor-performance to the well-funded program's design or implementation, when inadequate funding of other system elements is a primary cause.

The NAEYC Blueprint recommends that states adopt policies that coordinate use of various funding streams across sectors, direct monies to where they are needed most, and remove barriers to funding, such as educators' lack of awareness of scholarships and compensation incentives. NAEYC recommends funding four areas: individual early childhood professionals; programs and workplaces; compensation incentives; and PD system infrastructure.

Funding PD systems in other states

The most common PD system funding streams are the quality set-aside dollars from the Child Care Development Fund (CCDF), state funds approved by state legislatures, early childhood-

specific public funds (such as California First Five, North Carolina Smart Start, and FTF), and a patchwork of privately-funded endeavors. Some states support specific funding streams by statute. For example, Wyoming statute mandates "educational development scholarships" to child care providers and their staff to support their efforts to earn degrees or credentials, or to attend continuing professional development workshops. Other states rely on non-statutory systems. The Ohio Early Childhood Professional Development Network includes cross-sector representation of the states' early childhood leadership and oversees the state's PD system. They coordinate funding streams to efficiently finance the overall system, ensuring all elements are adequately supported.

Funding Arizona's PD system

Like other states, Arizona's early childhood PD system is supported through a variety of public and private funding streams. Currently, no identified advisory/governance structure oversees the coordinated use of these funds. The funding streams are described below. Federal funds are outlined in Table 1.

Table 1. Sources of Federal PD Funding

Grant Name & Source	Grant Timeframe and Amount	Administrative Home	Funding Use
Quality Set-aside, Child Care Development Block Grant (CCDF)	$4,724,338.00	AZ Department of Economic Security	Currently used to support community-based PD offered through Child Care Resource and Referral. Previously, Quality Set-aside funds were used to fund Arizona's Early Childhood Professional Registry.
State Advisory Council (SAC) grant Short-term grant funded by the American Reinvestment & Recovery Act (ARRA)	$2,489,746.00	First Things First	Development of *Infant-Toddler Guidelines*, *Early Childhood Program Guidelines*; revision of *Early Learning Standards*. Statewide PD on standards, administered through ADE.

Grant Name & Source	Grant Timeframe and Amount	Administrative Home	Funding Use
Early Childhood Comprehensive Systems (ECCS) Three year grant. Current information indicates funding will end 5/30/2013.	$450,000.00 Three annual awards of approximately $150,000 each.	First Things First	The PD system-building work recommended by the PDSBWG (see budgets pp. 23-26).
State Longitudinal Data Systems	$5,954,518.00 2007 $4,966,706 2012	Arizona Department of Education	Building Arizona's K-12 state longitudinal data system that will include K-12 workforce data (see discussion on data pp. 14-16).
Home visiting	$36 million 2011-2015	Arizona Department of Health Services	Home Visiting System including PD for home visitors.

First Things First is the primary state funder of early childhood PD in Arizona. There are currently no requirements for early childhood PD financing in Arizona state statute. FTF funds are primarily invested in individuals in the form of scholarships and compensation enhancement programs such as T.E.A.C.H. and FTF Professional REWARD$. Details on these programs can be found in the recently released (*Arizona's Unknown Education Issue: Early Learning Workforce Trends*, FTF 2013). In addition, FTF funds several regional PD strategies including a learning lab that provides a venue for supervised experience for community college students in the Navajo/Apache region, and an innovative communities of practice PD strategy in southern Arizona. As discussed previously, FTF is also investing in a longitudinal data system that will house workforce data and interface with ADE's SLDS (see discussion of data pp. 14-16).

In addition to public investments, private philanthropies, non-profits and industry have invested substantially in Arizona's early childhood PD system. For example, Helios Education Foundation supports the Alliance for Children's Early Success in Northern Arizona and the redevelopment of the University of Arizona's early childhood program curriculum in Pima County. In Southern Arizona, the multifaceted Great Expectations system building initiative is woven together by the community coalition known as the Professional Development Alliance, in

partnership with First Focus on Kids. The Boeing Corporation has supported a pilot project designed to extend T.E.A.C.H. scholarships to bachelor-level students. The Virginia G. Piper Charitable Trust is currently collaborating with FTF and ADE to develop and financially support a Kindergarten Developmental Inventory (KDI). Implementation of the KDI will include substantial PD to early childhood teachers as they learn to administer the instrument. Helios and Piper also support The BUILD Initiative that has offered to provide financial support to the PDSBWG during the implementation of the strategic plan.

Recommendations for Funding Arizona's PD system

Arizona has three urgent PD system funding needs: coordination, infrastructure, and sustainability. Currently all monies supporting PD efforts are managed within the administrative home of each separate funding stream. Absent a cross-sector coordinating body, investments, policies, and decisions are made in administrative silos, which inhibit efficiencies of scale. Many individual programs are adequately funded, such as the DES investment of CCDF quality set-aside dollars in Child Care Resource and Referral's community-based training, and FTF's investment in the T.E.A.C.H. scholarship program; however, no on-going funds have been identified to support coordination, infrastructure, and sustainability.

Currently, FTF has identified federal ECCS and SAC grant dollars for PD infrastructure projects, including development of professional competencies and a workforce registry; however, those funds sunset mid-2013. In order to capitalize on current system-opportunities (such as data systems development), it is critical that Arizona's leaders work together to blend funding streams to build and sustain required PD system infrastructure. Providing for sustainability will require an examination of, and formal agreements regarding, current resources from the CCDF quality set-aside and FTF funding; as well as private resources from philanthropic and business partners. As work advances to develop and prepare for implementation of the identified PD infrastructure pieces, the PDSBWG and FTF will work simultaneously to identify funds to sustain the initiatives.

Access and Outreach

Effective access and outreach for PD systems

To be comprehensive and well-functioning, an early childhood PD system must be easily accessible to the people it is meant to serve. States with effective PD systems have established procedures, resources, and infrastructure that facilitate information dissemination and access (such as a statewide early childhood PD web site).

Because many early childhood providers see early care and education as an occupation that does not require a college education, and may not see themselves as qualified in college, efforts to substantially increase the college-level education of people caring for young children must include strategic, intentional outreach. Many early childhood providers are unfamiliar with degree pathways and options. To minimize barriers to higher education, early childhood degree programs must be augmented by strong student services including accessible, early, high-quality advising to help students navigate the system and identify clear educational and career pathways.

Access and outreach for PD systems in other states

States provide a variety of access and outreach functions as part of the early childhood PD system. Many states have system-level early childhood PD websites. For example, The Center for Early Childhood Professional Development[6] in Oklahoma provides a statewide PD calendar, hosts the Oklahoma Professional Development Registry, contains information about early childhood careers and pathways, links to Oklahoma's Leadership Academy, and houses statewide PD system documents such as early learning standards. The Pennsylvania Keys to Quality website[7] houses a comprehensive career development section including information on degrees and credentials, online learning, and financial aid; and system documents such as professional competencies, early learning standards, and the *Professional Development Record*.

States also provide a variety of supports to help students navigate higher education. For example, staff members of Illinois Gateways to Opportunity match students with local advisors that can best meet their needs. New York offers an online *Career Development Resource Guide* that provides a roadmap for early childhood careers. Vermont developed a *Career Advising Guide*. In nearly all cases materials and information are made available via a widely accessible website.

Access and outreach in Arizona's PD system

Currently, early childhood programs in Arizona implement access and outreach to PD as separate entities. For example, the Arizona Early Intervention Program (AzEIP; a division of DES), oversees and monitors the credentials and PD of its early intervention providers, and disseminates information about its trainings to those involved in their programs via their own dissemination vehicles. AzEIP PD resources are not readily available to the entire early childhood PD system. Similarly, the Arizona Association for the Education of Young Children (AzAEYC) and the Arizona Head Start Association (AHSA) both maintain websites with a calendar of PD opportunities. Although both websites are publicly available, many early childhood professionals are not aware of these organizations or their PD resources.

At present there is no "umbrella" online presence for Arizona's PD system – a "one-stop-shop" where interested educators can see menus of available opportunities. Without such an online presence, it is difficult to widely disseminate systems documents (such as professional competencies) or information (such as which institutes of higher education have early childhood degree programs).

As in other states, many institutes of higher education (IHE) in Arizona recognize the need to provide excellent student services, especially to first-generation college students and others who may feel intimidated by higher education systems. Most community colleges and universities provide math, English and writing tutoring and remedial coursework to help students succeed in their general education courses, and all provide advising to help students navigate their education. But many IHEs have taken a step further to create special supports for early

[6] www.cecpd.org
[7] http://www.pakeys.org/pages/get.aspx?page=Career

childhood students. For example, schools including Northern Arizona University, Central Arizona College, Chandler-Gilbert Community College, Northland Pioneer College and Pima Community College employ dedicated early childhood advisors to provide intensive support to early childhood students. Pima Community College combines this specialized advisement and tutoring services by embedding tutors in math classes taken by early childhood students. Another example of specialized support for early childhood students is the quarterly newsletter known as the *Navigator* published by the Early Childhood and Human Development program at Rio Salado College which highlights student services and supports as well as sharing information about news and best practices in the early childhood field.

Recommendations for access and outreach in Arizona's PD system

To help build effective system connections, multiple audiences need consistent, widespread access to PD system information. To address this need the PDSBWG has recommended implementing a statewide professional development website (see p. 26) and developing a new professional registry. An Arizona state registry will provide a statewide, centralized mechanism for disseminating information about workshops and community-based PD, and, as described above, provide data on Arizona's early childhood workforce. A registry could also provide a host of PD system functions such as allowing early childhood professionals to register for events and classes, and then confirm their attendance.

The website will contain links to the new registry, institutes of higher education, professional organization websites, Quality First, Child Care Resource & Referral, and opportunities for community-based professional development; and house system documents such as child- and program-level standards the Workforce Knowledge and Competency Framework and information about various career and educational pathways. Although the Internet provides easy access to information for many providers, not everyone has online access, so alternative means of communicating will also be developed.

Summary

The compelling evidence that young children's interactions with adults shape their brains has led to an unprecedented sense of urgency to substantially improve the knowledge and skills of early educators. Critical investments have been made via federal initiatives such as the federal RTTT-ELC grant and educational SLDS grants. At the state level, the Arizona legislature's mandatory streamlining of public institutions of higher education has provided the infrastructure to advance reforms that have languished in a historically fragmented articulation environment. Sustained efforts produced a nearly-complete system of early childhood standards and guidelines. These advancements have created tipping-point momentum among early care and education professionals who are eager to help build a well-functioning Birth-8 early childhood PD system.

To building on this momentum, in July 2012, the PDSWBG organized into three subgroups, each tasked with identifying high-priority system initiatives and developing a two-year strategic plan for advancing the work. The subgroups and their respective initiatives are:

Subgroup 1: Degrees and Credentials

Initiatives (1 & 2):

- Adopt or develop an early childhood Prior Learning Assessment (PLA) that is eligible for college credit;
- Develop an Associates of Arts in Early Childhood Education Degree (AAECE) that can be implemented at any Arizona community college.

Subgroup 2: Workforce Knowledge and Competency (WFKC) Framework

Initiative (3):

- Develop a comprehensive WFKC framework and disseminate/integrate across PD system.

Subgroup 3: Registry and Website Subgroup

Initiatives (4 & 5):

- Design, develop, and launch an early childhood PD website and a workforce registry.

The Two-Year Strategic Plan, which follows, describes each initiative, the major deliverables and timelines, and the funding sources for each.

Arizona Early Childhood Professional Development System
Two-Year Strategic Plan

Subgroup and Initiatives	Timeline of Major Deliverables	Budget and Funding
Subgroup 1		
Initiative 1: Prior Learning Assessment (PLA)	Planning Phase Jan – Dec 2013 Jan – Jun 2013 ▪ Identify current successful PLA's in other states. ▪ Develop an implementation plan including a cost analysis, budget, & proposal that identifies benefits for participating institutes of higher education. ▪ Develop sustainable funding plan. Jul – Dec 2013 ▪ Develop funding proposals and submit to identified potential funders. ▪ Identify community colleges for three- (or four) phase implementation. Implementation Phase Jan – Dec 2014 Jan – Jun 2014 ▪ Develop specific work plans for Phase 1 implementation. Jul – Dec 2014 ▪ Implement with Phase 1 colleges.	Planning Phase Jan – June 2013: Project manager/facilitation $30,000 Expert technical assistance 5,000 Meeting costs 5,000 Total $40,000 Funding source(s): Early Childhood Comprehensive Systems and State Advisory Council Grants, administered by FTF.

Subgroup and Initiatives	Timeline of Major Deliverables	Budget and Funding
Initiative 2: Associate's of Arts in Early Childhood Education (AAECE)	Planning Phase Jan – Sep 2013 ▪ Convene top community college and ABOR university decision-makers. Present plan and solicit support for initiative; ▪ Convene a workgroup of community college and ABOR university faculty; ▪ AAECE workgroup, with support by PDSBWG Subgroup 1, FTF staff, and consultant, draft an AAECE plan to present to respective curriculum committees; ▪ PDSBWG Subgroup 1, FTF staff, and consultant draft articulation agreement and vet through AAECE workgroup and top community college and ABOR university decision-makers. Institutionalization Phase Sep 2013 – May 2014 ▪ AAECE faculty guide AAECE through curriculum adoption process at their respective institutions; ▪ Appropriate articulation agreement and/or MOU signed by community colleges and university representatives.	Planning Phase Jan – Sep 2013: Project manager/facilitation $30,000 Meeting costs 15,000 Total $45,000 Funding source(s): Early Childhood Comprehensive Systems and State Advisory Council Grants, administered by FTF.

Subgroup and Initiatives	Timeline of Major Deliverables	Budget and Funding
Subgroup 2		
Initiative 3: Workforce Knowledge & Competency (WFKC) Framework	Phase 1: Develop WFKC Framework Jan-Sep 2013 ▪ Develop WFKC outline/structure with PDSBWG – Jan-Feb 2013 ▪ Develop initial draft – Feb-Mar 2013 ▪ Hold statewide focus groups to vet initial draft – Apr-May 2013 ▪ Develop plan for appropriate approvals/adoptions/review – Jan-Apr 2013 ▪ Develop dissemination & integration plan – Mar-Jun 2013 ▪ Prepare 50% final draft & vet with PDSBWG – Jul 2013 ▪ Prepare remaining final draft & vet with PDSBWG – Aug 2013 ▪ Distribute revised final draft to stakeholders via online survey with intentional efforts to collect feedback from those w/o Internet access – Aug-Sep 2013 ▪ Finalize WFKC Framework – Oct 1, 2013	Phase 1 Jan – Sep 2013: Project manager $25,000 WFKC Writers 40,000 Meeting costs 20,000 Total $85,000 Funding source(s): Early Childhood Comprehensive Systems and State Advisory Council Grants, administered by FTF.
	Phase 2: Oct – Dec 2013 ▪ Begin initial phase of dissemination plan including posting on PD website & distributing copies to early childhood faculty.	FTF staff will support dissemination activities.

Subgroup and Initiatives	Timeline of Major Deliverables	Budget and Funding
Subgroup 3		
Initiatives 4 & 5: Early Childhood PD Website & Registry	Phase 1: Planning Jan-Mar 2013 ▪ Conduct survey of potential website & registry users; ▪ Release RFI for registry & vet results with PDSBWG; ▪ Identify the administrative home for the website & registry; ▪ Design ongoing website & registry staffing plan & identify funding for sustainability; ▪ Secure relevant approvals for staffing plan & funding, & relevant MOU's; ▪ Procure website designer. Phase 2: Development Mar-Jul 2013 ▪ Draft website design & content; ▪ Vet website design & content with PDSBWG; ▪ Procure Registry System Developer; ▪ Finalize website design & content; Phase 3: Implementation Aug 2013 – July 2014 ▪ Preview website Summit 2013 (Aug). ▪ Website beta launch Sep 2013; ▪ Website full launch Nov 2013; ▪ Registry IT build – Aug 2013-Mar 2014; ▪ Hire staff or RFGA staffing of registry according to plan – Jan 2014; ▪ Registry beta launch – Jun 2014 ▪ Registry full launch – Summit 2014 (Aug).	Phases 1, 2 & start of 3*; Jan – Sep 2013: Project manager $25,000 End-user survey 20,000 Website design/content/MISC 75,000 Registry IT build $150,000 Total $270,000 Funding source(s): Early Childhood Comprehensive Systems and State Advisory Council Grants, administered by FTF. Estimated annual costs: Personnel $500,000 Per-person registry costs 20,000 Continuing IT development 50,000 Maintenance/hosting fees 15,000 Total $585,000 Funds to implement, operate, and sustain the registry will need to be identified.

Appendix A

2012 Arizona Professional Development System-Building Workgroup Member Roster

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Building Arizona's Early Childhood Professional Development System

System Framework and Two-Year Strategic Plan

Build INITIATIVE
Strong Foundations For Our Youngest Children

FIRST THINGS FIRST

Early Childhood Professional Development Matters

- Interactions with adults shape young children's brains.
- There is no difference between caring for and educating young children.
- Highly skilled teachers create high-quality learning experiences that support brain development.
- Effective teaching = a complex set of highly-sophisticated skills.
- It is better to prevent the readiness gap than to try to close the achievement gap.

FIRST THINGS FIRST

Build INITIATIVE
Strong Foundations For Our Youngest Children

Model Early Childhood Professional Development State System

System Elements

A. Advisory and/or Governance Structure*
B. Professional Standards*
C. Credentials & Qualifications**
D. Data*
E. Funding*
F. Access & Outreach**

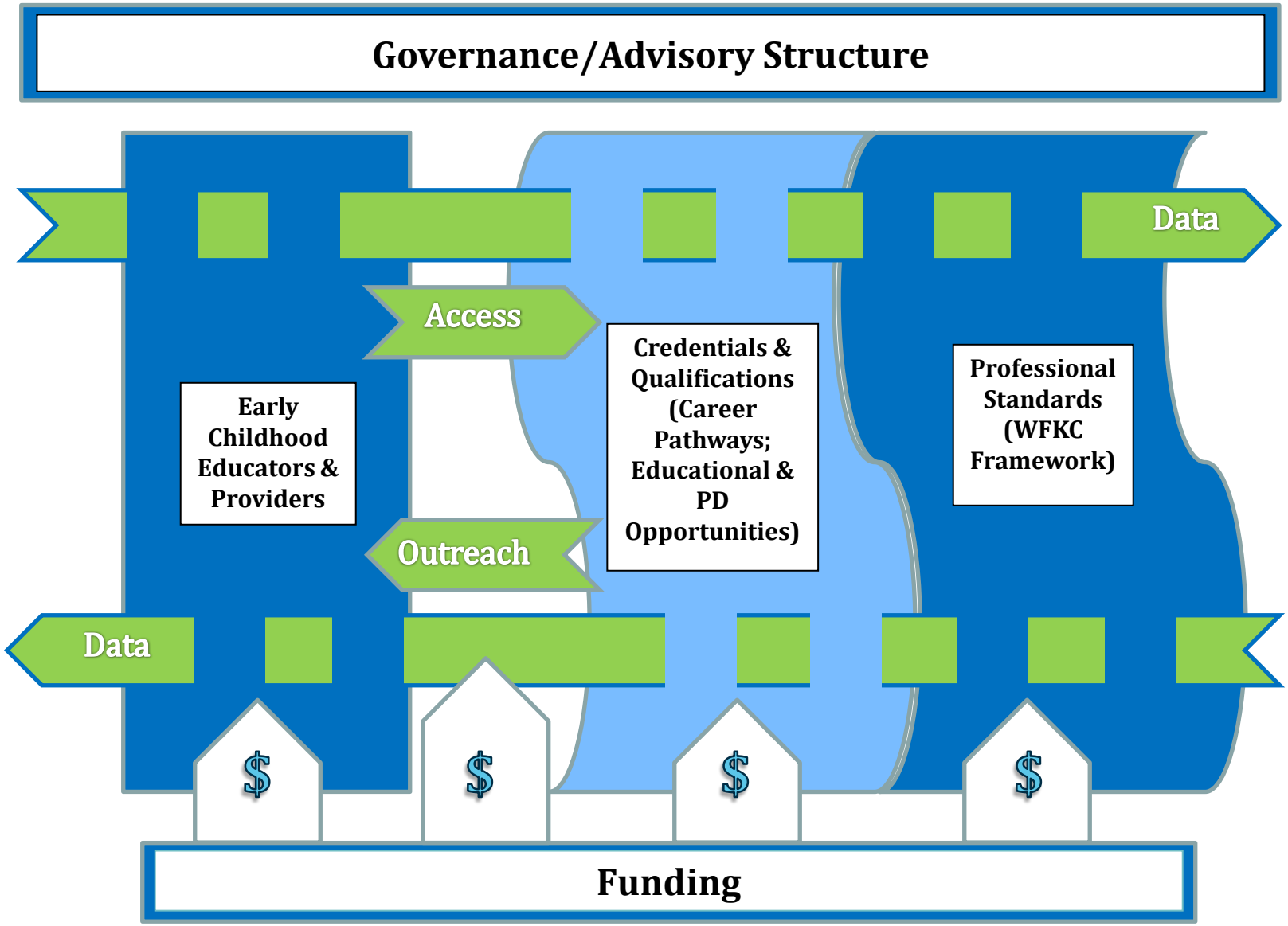
** NAEYC Early Childhood Workforce Systems Initiative State Policy Blueprint*

*** National Child Care Information Center, Early Childhood Professional Development Systems Toolkit*

FIRST THINGS FIRST

Build INITIATIVE Strong Foundations For Our Youngest Children

A Model Early Childhood Professional Development State System



Model Early Childhood Professional Development State System

A. Advisory and/or Governance Structure

Current status

- No formal system-wide governing/advisory PD structure. Four state agencies & institutes of higher education.

Recommendation

- Continue using Collective Impact model and formalize elements of CI.

FIRST THINGS FIRST

Build INITIATIVE Strong Foundations For Our Youngest Children

Model Early Childhood Professional Development State System

B. Professional Standards

Current status

- Well-developed system of professional standards except for workforce competencies.

Recommendation

- Develop a comprehensive Workforce Knowledge and Competency (WFKC) Framework.
- Integrate WFKC Framework throughout system.

FIRST THINGS FIRST

Build INITIATIVE Strong Foundations For Our Youngest Children

Model Early Childhood Professional Development State System

C. Credentials & Qualifications

Current status

- Historically fragmented system with limited opportunities for CDA recognition and difficulties with transitioning from 2- to 4-year degrees.
- Emerging articulation infrastructure (AGEC).

Recommendation(s)

- Institute an AAECE.
- Explore PLA
- Implement a Professional Workforce Registry

FIRST THINGS FIRST

Build INITIATIVE Strong Foundations For Our Youngest Children

Model Early Childhood Professional Development State System

D. PD Data Systems

Current status

- No system-wide workforce data collection/use.
- Emerging opportunities with State Longitudinal Data Systems and FTF administrative database.

Recommendation

- Implement a Professional Workforce Registry aligned and connected with SLDS and FTF admin database.

FIRST THINGS FIRST

Build INITIATIVE Strong Foundations For Our Youngest Children

Model Early Childhood Professional Development State System

E. Funding

Current status

- A variety of federal funding streams.
- No formal coordination of funds.
- FTF provides primary source of state funds.

Recommendation

- Use Collective Impact model to examine current funding sources and develop sustainability plan.

FIRST THINGS FIRST

Build INITIATIVE Strong Foundations For Our Youngest Children

Model Early Childhood Professional Development State System

E. Access and Outreach

Current status

- No system-wide access and outreach mechanisms
- No “umbrella” online presence.

Recommendation

- Develop and implement comprehensive website with resources to support advising and outreach.

FIRST THINGS FIRST

Build INITIATIVE Strong Foundations For Our Youngest Children

Two-Year Strategic Plan

Subgroup 1: Degrees and Credentials

Initiatives (1 & 2):

- Adopt or develop an early childhood Prior Learning Assessment (PLA) that is eligible for college credit;
- Develop an Associates of Arts in Early Childhood Education Degree (AAECE) that can be implemented at any Arizona community college.

Budget

- Development Costs: $85,000 (ECCS/SAC Federal Funds)

Timeframe

- PLA: Plan/Development Jan-Dec 2013; Implement Jan-Dec 2014
- AAECE: Plan Jan-Sep 2013; Institutionalize Sep 2013-May2014

FIRST THINGS FIRST

Build INITIATIVE Strong Foundations For Our Youngest Children

Two-Year Strategic Plan

Subgroup 2: Workforce Knowledge and Competency (WFKC) Framework

Initiative (3):

- Develop a comprehensive WFKC framework and disseminate/integrate across PD system.

Budget

- Development Costs: $85,000 (ECCS/SAC Federal Funds)
- Integration Costs: Integration plan and funding to be developed early 2013

Timeframe

- WFKC Framework Completed Oct 2013

Two-Year Strategic Plan

Subgroup 3: Registry and Website Subgroup

Initiatives (4 & 5):

- Design, develop, and launch an early childhood PD website and a workforce registry.

Budget

- Initial Costs: $270,000 (ECCS/SAC Federal Funds)
- Estimated Annual Costs: $585,000 (Funding: To be identified)

Timeframe

- Website full launch Nov 2013
- Registry full launch Aug 2014

FIRST THINGS FIRST

Build INITIATIVE Strong Foundations For Our Youngest Children

Questions and Discussion

FIRST THINGS FIRST

Build INITIATIVE
Strong Foundations For Our Youngest Children