

**First Things First
Logic Model
Early Learning - Quality First**

Processes

Outcomes

1. Strategies

2. Activities

3. Key Outputs

4. Short-term Outcomes

5. Provider/Professional Outcomes Intermediate-term

6. Child Long-term Outcomes

* Quality First, Arizona's voluntary Quality Improvement and Rating System, is designed to strengthen our state's regulated early care and education programs by establishing a standard for quality care, helping providers meet that standard, and sharing information with the community.

Using nationally-developed performance criteria, Quality First helps developing programs improve, and provides an important resource for families.

- 2.1 Coaching
- 2.2 Incentives
- 2.3 Assessment
- 2.4 *Child Care Health Consultation
- 2.5 *Mental Health Consultation
- 2.6 Inclusion of Children with Special Needs
- 2.7 *Scholarships for children – Child Care/PreK
- 2.8 Scholarships for Staff – T.E.A.C.H.

- 3.1 Individualized guidance and support through on-site visits with targeted training and technical assistance.
- 3.2 Financial assistance to QF providers to support purchasing of materials, equipment and professional development.
- 3.3 Valid and reliable assessment tools for program evaluation that focus on the environment & adult-child interactions.
- 3.4 On-site and telephone guidance and consultation, offering staff training on health and safety issues.
- 3.5 Consultation on-site and through telephone support for staff to address children's social-emotional developmental needs.
- 3.6 Specialized services to support inclusive practices for children with developmental needs.
- 3.7 Financial assistance through scholarships for children at QF sites based on program size and star rating.
- 3.8 Financial assistance through scholarships for staff at QF sites pursuing higher education.

- 4.1 Quality Improvement and Rating plans developed to support improved practice.
- 4.2 Incentives support overcoming barriers to quality improvement.
- 4.3 Coaching intensity levels determined to define level of support.
- 4.4 Supports offered in CCHC consultation models based on needs of the program.
- 4.5 Support for responsiveness to children's mental health needs.
- 4.6 Increased staff awareness of and preparedness for including children with identified developmental needs.
- 4.7 Scholarships are available to families based on program rating.
- 4.8 Continuing education scholarships offered to program staff.

- 5.1 Overall program quality increased, enhancing ability to meet children and family needs.
- 5.2 Improved supply of equipment and materials to support quality.
- 5.3 Star rating demonstrates a commitment to quality early care and education.
- 5.4 Improved health and safety practices.
- 5.5 Increased teacher sensitivity to and preparedness for the mental health needs of children and improved behavior management.
- 5.6 Improved inclusion of special needs children in quality, appropriate early education activities.
- 5.7 Scholarships offset the increased cost of high quality education so that quality care remains accessible for all families.
- 5.8 Increased education and knowledge of early care and education of staff members.

Children demonstrate school readiness at kindergarten entry in the developmental domains of social-emotional, language and literacy, cognitive, and motor and physical.

Assumptions: 1) All early learning strategies must be interwoven in order to produce child outcomes; 2) Quality and access/affordability are inseparable and must be addressed in a quality improvement and rating system such as Quality First; 3) Additional sources of funding beyond FTF will be required to ensure that every early care and education program applying for Quality First can participate; 4) During the next two years as quality ratings are implemented a validation study on the QF Points Scale and Rating Scale will be required; 5) Child outcomes will be shown to be directly linked to domains within the CLASS tool, specifically the instructional support domain.

Context: 1) Other than the small number of nationally accredited programs, Arizona programs have not been assessed or held to quality standards; 2) Quality is being just beginning to be defined through Quality First; 3) FTF has developed linkages among and between all funded quality, access and professional development strategies that form the early childhood system; 4) Arizona currently does not have a measure to determine readiness at kindergarten, though it is under discussion by a consortium of education agencies and leaders.