

System Outcomes	In order for the system outcomes (Column 1) to be achieved, the following conditions must be met	In order to create these conditions (Column 2) , FTF could play the following roles	Objectives for action and funding if FTF plays the role described in Column 3	Example Indicators of Success
<p>1. All children have access to high quality, culturally responsive early care and education that promotes their optimal development.</p>	<p>A. Arizona has enough high quality, culturally responsive, affordable early care and education programs and settings to meet the needs of children and families in all communities throughout the state.</p>	<p>1. Early Care and Education System Development - Convene partners and provide leadership in the development of a comprehensive early childhood care and education system.</p>	<ul style="list-style-type: none"> • Increase coordination of funding and service delivery among early care and education programs and settings • Increase consistency of early care and education funding priorities among state agencies • Increase more sustainable funding sources, including increases in subsidy reimbursement rates to support quality 	<ul style="list-style-type: none"> • % of parents reporting satisfaction with the coordination of early childhood services • Memorandum of Agreement on funding priorities among state agencies • % increase in available funding
	<p>B. Children and families have access to high quality, culturally responsive, affordable early care and education programs where they live and work.</p> <p>C. Families have a choice of schedules (part-day or full-day, part-year or full-year), type of provider, and type of setting.</p>	<p>2. Quality, Access and Affordability of Regulated Settings - Convene partners, provide leadership, and support increased availability of and access to high quality, regulated, culturally responsive, and affordable early care and education programs.</p> <p>3. Quality, Access and Affordability of Family, Friend and Neighbor Care Settings - Convene partners, provide leadership, and support increased availability of and access to high quality, culturally responsive early care and education provided by family, friends, and neighbors in legally unregulated settings.</p>	<ul style="list-style-type: none"> • Increase the quality of regulated early care and education programs • Increase the quality of care and education provided in family, friend and neighbor legally unregulated settings • Increase the enrollment of children in early care and education settings that are rated 3 stars or higher • Ensure families have the information they need to select quality early care and education for their children 	<ul style="list-style-type: none"> • # of early care and education settings that are rated 3 stars or higher • % of family, friend and neighbor settings at desired level of quality using standardized assessment instrument • % of children age 0-5 enrolled in early care and education settings that are rated 3 stars or higher • % of families reporting satisfaction with the information they need to select quality early care and education for their children
	<p>D. There are health, safety, and quality standards for early care and education; support for attaining the standards; and a process for monitoring them.</p>	<p>4. Quality Early Care and Education Standards - Convene partners, provide leadership, and support quality standards for early childhood care and education programs.</p>	<ul style="list-style-type: none"> • Establish uniform quality standards for all early care and education programs in Arizona • Increase coordination of program monitoring among early care and education agencies • Increase use of an integrated data system for early care and education 	<ul style="list-style-type: none"> • % of all early care and education programs using uniform quality standards • Memorandum of Agreement on coordination of program monitoring among early care and education agencies • Memorandum of Agreement on an integrated data system for early care and education

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<p>2. All children have access to high quality preventive and continuous health care, including physical, mental, oral, and nutritional health.</p>	<p>A. Arizona has enough high quality, affordable, comprehensive health care services to meet the needs of children and families in all communities throughout the state.</p>	<p>1. Supply of Health Care Services - Collaborate with partners to assess and support expanded supply of high quality, affordable, comprehensive health care services.</p>	<ul style="list-style-type: none"> • Increase the availability of health care professionals providing affordable, comprehensive services in remote and underserved areas of Arizona 	<ul style="list-style-type: none"> • # of health care providers in medically underserved areas
	<p>B. Children and families have access to high quality, affordable health care coverage and services, including services that contribute to healthy births.</p>	<p>2. Access to Health Care - Collaborate with partners to support increased access to high quality, affordable health care coverage and services for young children and their families.</p> <p>3. Quality Health Care Services - Collaborate with partners to support improved quality of health care services (including oral health and mental health) for young children and their families.</p> <p>4. Nutrition and Physical Activity - Collaborate with partners to support improved nutrition and increased age/developmentally appropriate physical activity levels among young children.</p>	<ul style="list-style-type: none"> • Increase the number of children who have access to high-quality, affordable preventative health and dental care coverage and services • Increase availability of social-emotional/behavioral consultation and treatment services • Increase number of child-serving providers trained in social-emotional development • Increase number of dentists conducting early childhood oral health exams 	<ul style="list-style-type: none"> • # of children age 0-5 who receive all recommended well child visits • # of early childhood mental health consultation and treatment programs • # of early care and education providers trained in social-emotional development • # of dentists conducting early childhood oral health exams
	<p>C. Health care for young children is coordinated via a medical and dental home.</p>	<p>5. Medical and Dental Homes - Collaborate with partners to increase access to medical and dental homes for young children and their families.</p>	<ul style="list-style-type: none"> • Increase use of a medical and dental home model among health care providers 	<ul style="list-style-type: none"> • % of children age 0-5 with a medical and dental home
	<p>D. All children are provided access to early periodic screening and diagnosis to identify physical, mental, and developmental health issues and, if necessary, follow-up treatment/services are provided.</p>	<p>6. Early Screening and Intervention - Promote, facilitate access to, and support early periodic screening and appropriate early intervention and special education services.</p>	<ul style="list-style-type: none"> • Collaborate among all systems to coordinate and improve child find and early intervention efforts • Increase resources available for screening, early Intervention and special education services 	<ul style="list-style-type: none"> • % of children age 0-2 and 3-5 who have been appropriately identified and receive early intervention or special education services • % increase in available funding for screening, early intervention and special education services

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<p>3. All families have the information, services, and support they need to help their children achieve their fullest potential.</p>	<p>A. Families receive high quality, diverse, and relevant information and education on the importance of the early years, child development, health, and early education in a variety of formats and from a variety of sources.</p> <p>B. Families have easy access to information on the quality and availability of programs and services.</p>	<p>1. Information and Education for Families - Convene partners, provide leadership, and support the development and dissemination of high quality, diverse, and relevant information and education on the importance of the early years, child development, health, and early education for families, providers, partners, and the public.</p>	<ul style="list-style-type: none"> • Increase the number of families with the knowledge and skills needed to ensure their children enter school healthy and ready to succeed • Increase the number of families that have the information they need to feel confident and competent about their ability to parent • Increase the number of families that have the knowledge and skills to participate in literacy related activities with their children • Increase inter-agency coordination and improved distribution mechanisms for parent information about programs and services 	<ul style="list-style-type: none"> • % of families reporting they have the knowledge and skills needed to ensure their children enter school healthy and ready to succeed • % of families reporting they have the information they need to feel confident and competent about their ability to parent • % of families that sing or tell stories to their child daily • Memorandum of Agreement on inter-agency coordination and improved distribution mechanisms for parent information about programs and services
	<p>C. Families have access to a variety of high quality, culturally responsive, and affordable services, supports, and community resources, which promote their child’s development (physical, cognitive, speech and language, and social-emotional) and health.</p>	<p>2. Supports and Services for Families - Convene partners, provide leadership, support, and advocate for development, enhancement, and sustainability of a variety of high quality, culturally responsive, and affordable services, supports, and community resources for young children and their families.</p>	<ul style="list-style-type: none"> • Increase access for families to a range of services and supports in their community and in family service settings • Increase coordination among home visiting and parent education programs • Increase use of strategies to promote and sustain parental involvement 	<ul style="list-style-type: none"> • % of families reporting satisfaction with access to a range of services and supports in their community and in family service settings • % of families reporting satisfaction with home visiting and parent education programs • % of families reporting satisfaction with ability to be involved in decision making

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4. All early childhood education and health professionals are well prepared, highly skilled, and compensated commensurate with their education and experience.	<p>A. Arizona has enough culturally diverse early childhood professionals working in a variety of capacities to meet the needs of Arizona’s children and families in all communities throughout the state.</p> <p>B. Early childhood professionals meet specified educational/professional development requirements and continue their professional development throughout their careers.</p> <p>C. There are sufficient educational opportunities to meet the needs of early childhood professionals throughout Arizona.</p> <p>D. Early childhood professionals throughout Arizona have access to the education and ongoing professional development required to work in the setting of their choice and facilitate their professional growth.</p>	1. Professional Development System - Convene partners, provide leadership, and support the development and enhancement of an early childhood professional development system that addresses availability, accessibility, affordability, quality, and articulation.	<ul style="list-style-type: none"> • Increase the number of early care and education professionals who have access to ongoing education and training to meet their professional development requirements and goals • Increase the number of early care and education professionals who have degrees and/or credentials in early care and education • Increase the number of qualified early care and education professionals that reflect the diversity of the community where they practice 	<ul style="list-style-type: none"> • # of community colleges with early childhood degree programs • # of early care and education professionals who have an Associate’s degree in early childhood • To be determined
	<p>E. High quality professionals are recruited and retained in the early childhood system.</p> <p>F. Early childhood professionals are paid commensurate with other fields requiring similar education and experience.</p>	2. Recruitment and Retention - Convene partners, provide leadership, and support the recruitment and retention of high quality, culturally diverse early childhood providers.	<ul style="list-style-type: none"> • Increase the number of early care and education professionals who are compensated at a rate commensurate with other fields requiring similar education and experience • Increase the number of high quality professionals entering and remaining in the early education, child development and health system 	<ul style="list-style-type: none"> • % of early care and education professionals with an annual wage (full time) that is a desired % of the median family income • % of turnover among early care and education professionals
	G. Arizona has sufficient numbers of health care providers of all types who have had specialized training in working with young children and their families.	3. Specialized Training for Health Care Providers - Collaborate with partners to support and implement strategies for increasing the number of health care providers who have had specialized training in working with young children and their families.	<ul style="list-style-type: none"> • Increase the number of health care providers of all types who have had specialized training in working with young children and their families 	<ul style="list-style-type: none"> • % of health care providers that have specialized training in working with young children and their families
	H. Family support providers have the knowledge and skills required to work with young children and their families.	4. Specialized Training for Family Support Providers - Collaborate with partners to support and implement strategies for increasing the number of family support providers who have knowledge and skills required to work with young children and their families.	<ul style="list-style-type: none"> • Increase the number of family support providers who have had specialized training in working with young children and their families 	<ul style="list-style-type: none"> • % of family support providers that have specialized training in working with young children and their families

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<p>5. The early childhood system is child and family centered, coordinated, integrated, and comprehensive.</p>	<p>A. Partners in the early childhood system have clearly defined and well understood roles and responsibilities; planning, program development, service delivery, data, and resources are coordinated among federal, state, tribal and local jurisdictions.</p> <p>B. Partners in the early childhood system work together to identify and attain the capacity required to build and sustain the system.</p> <p>C. Families of young children and other partners are involved in the design and evaluation of Arizona’s early childhood system.</p>	<p>1. Early Childhood System Leadership - Convene partners, provide leadership, and support the conceptualization and implementation of a child and family centered, coordinated, integrated, and comprehensive early childhood system that includes clearly define roles and responsibilities.</p>	<ul style="list-style-type: none"> • Increase coordinated cross-sector service delivery of state and local government and other partner organizations • Increase use of evidenced-based practice in all development, health, and education programs serving young children and their families • Increase alignment of standards across agencies to positively impact quality practices, program access, and service delivery across early childhood systems. • Increase capacity of child development, health, and education providers to connect families to the supports and services they need • Increase family involvement in the development of policies and cross system coordination activities. 	<ul style="list-style-type: none"> • Memorandum of Agreement among state and local government and other partner organizations to support coordinated cross-sector service delivery • % of funded programs that are evidenced-based • % of agencies and organizations using aligned program standards • % of families reporting satisfaction with services and supports in their community • % of family representation on Regional Partnership Councils, advisory committees and task forces
	<p>D. There is a coordinated process in use for collecting, analyzing, and utilizing accurate and relevant data related to early childhood development, health, and education and results are used to guide decision making.</p>	<p>2. Coordinated Data System - Collaborate with partners to identify, collect, analyze, report, and utilize data needed to design, develop, plan, and evaluate the early childhood system.</p>	<ul style="list-style-type: none"> • Increase availability and coordination of data needed to support program and policy decisions at the state and local level 	<ul style="list-style-type: none"> • Memorandum of Understanding among partners on availability, coordination and use of data
	<p>E. Early childhood programs, services, and resources are evaluated and results used to foster continuous improvement.</p> <p>F. The early childhood system as a whole is evaluated to determine if it is child and family centered, coordinated, integrated, and comprehensive and results are used to strengthen the system and guide future planning.</p> <p>G. Impact of the early childhood system</p>	<p>3. Early Childhood System Evaluation - Provide leadership in the evaluation of the early childhood system and collaborate with partners to utilize the results to foster continuous improvement of the system.</p>	<ul style="list-style-type: none"> • Establish a comprehensive evaluation of the early childhood system and utilize the results for continuous improvement of the system 	<ul style="list-style-type: none"> • Funded comprehensive evaluation plan

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	<p>on children and families is evaluated and results are used to guide policy development, public awareness messages, resource allocation, and future planning.</p>			
<p>6. All Arizonans understand the importance of the early years and the impact of early childhood development, health, and education on Arizona’s economy and quality of life and, as a result, substantially support early childhood development, health, and education both politically and financially.</p>	<p>A. Arizonans receive accurate and data-based information on the importance of the early years, the link between early childhood experiences and subsequent success in school and in life, and the impact of early childhood development, health, and education on the state’s economy and quality of life.</p> <p>B. Faith-based communities, community-based organizations, foundations, businesses, and other partners demonstrate their support for early childhood development, health, and education and convey their support to elected officials and other policy makers.</p> <p>C. Elected officials and other policy makers actively support early childhood development, health, and early education.</p> <p>D. Resources required to develop and sustain the early childhood system are generated from public and private sources.</p>	<p>1. Public Awareness - Convene partners, provide leadership, and support efforts to increase public awareness of and support for early childhood development, health, and early education among partners, public officials, policy makers, and the public.</p> <p>2. Funding - Advocate for resources required to develop and sustain the early childhood system.</p>	<ul style="list-style-type: none"> • Increase public awareness of early childhood development, health and early education among all Arizona citizens • Increase stakeholder commitment to a unified early childhood policy agenda • Increase public and private funding to build and sustain financial and political support for early childhood development and health • Build a strong, growing, and mobilized pool of early childhood champions in all sectors 	<ul style="list-style-type: none"> • % of Arizonans rank early childhood issues as important • % of candidates running for elected office are aware of and speak positively about investment in programs and services for young children • % increase in public and private funding • # of contacts with elected officials and policymakers