FIRST THINGS FIRST

PUBLIC NOTICE OF MEETING OF THE

ARIZONA EARLY CHILDHOOD DEVELOPMENT & HEALTH BOARD

Policy and Program Committee

Pursuant to A.R.S. § 38-431.02, notice is hereby given to the members of the First Things First Arizona Early Childhood Development & Health Board, Policy and Program Committee and to the general public that the Committee will hold a *meeting open to the public on* ***Thursday, May 7, 2015 beginning at 10:00 a.m. The meeting will be held in the 8th floor Boardroom of First Things First's Office located at 4000 North Central Avenue, Suite 800, Phoenix, Arizona 85012.*** Members of the Committee may attend either in person or by telephone, video or internet conferencing.

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

The agenda for the meeting is as follows:

1.	**Welcome and Call to Order**	**Janice Decker, Chair**
2.	**Roll Call**	**Janice Decker, Chair**
3.	**Meeting Minutes, February 5, 2015** **(Review and Possible Approval)**	**Janice Decker, Chair**
4.	**Advisory Subcommittees Update** • **Quality First** • **Early Identification of Developmental Delay** **(Presentation and Discussion)**	**Kameron Bachert, Chair, Quality First Advisory Subcommittee** **Linda Lopez, Chair, Early Identification School Readiness Indicator Advisory Subcommittee**
5.	**FY16 FTF Systems Approach Framework for Programmatic Priorities** **Arizona Early Childhood Career and Professional Development System** **(Presentation and Discussion)**	**Ginger Sandweg, Sr. Director, Early Learning** **Karen Woodhouse, Chief Program Officer**
6.	**FY16 Meeting Dates** **(Discussion)**	**Committee Members**
7.	**Adjourn**	**Janice Decker, Chair**

Dated this 4th day in May 2015

Arizona Early Childhood Development and Health Board

Policy and Program Committee

Janice L. Decker, Chair

A person with a disability may request a reasonable accommodation such as a sign language interpreter by contacting Cynthia Chavarria, at 4000 North Central Avenue, Suite 800, Phoenix, Arizona 85012, telephone (602)771-5023. Requests should be made as early as possible to allow time to arrange the accommodation.

FIRST THINGS FIRST

Arizona Early Childhood Development and Health Board
Policy and Program Committee
DRAFT Meeting Minutes
February 5, 2015

Call to Order, Welcome and Introductions

The Regular Meeting of the First Things First Arizona Early Childhood Development and Health Board Program Committee was held on February 5, 2015 at First Things First Board Room, 4000 North Central Avenue, Phoenix, Arizona 85012.

Chair Decker called the meeting to order at 10:04 a.m.

Roll Call

Cynthia Chavarria performed a roll call.

Members Present: Bill Berk (P), Mary Ellen Cunningham, Colleen Day Mach(P), Janice Decker, Kevin Earle, Vivian Juan Saunders, William Rosenberg, Laurie Smith, Senator Ruth Solomon(P), Kim Van Pelt, Terry Doolan for Amy Corriveau

Members Absent: Dr. Randal Christensen, Naomi Karp, , Alan Taylor, Brad Willis

Members Berk, Day Mach and Solomon participated in the meeting by telephone.

Chair Decker introduced new Members, Kevin Earle and William Rosenberg. Members Earle and Rosenberg gave a brief introduction of their work history. Chair Decker announced that Verna Johnson will also join the Committee in May.

Karen introduced Debi Mathias, Director of Quality Rating and Improvement Systems (QRIS) and Sherri Killins, Director of Systems Alignment and Integration, both from the National Build Initiative, who'll be working with the Quality First Advisory Sub-Committee and the Early Identification Advisory Sub-Committee.

Chair Decker announced she will step down from the Chair position with her last meeting being in May and introduced Vivian Juan Saunders as the new Chair after the May meeting.

Telephonic Participation of Committee Members

Chair Decker called for a motion on remote member participation using all means available now and in the future when not able to attend in person. Member Earle moved that the Policy and Program Committee approve that members may also participate in meetings remotely, using telephone, video or internet conferencing and any remote means available now and in the future for the Program Committee. Seconded by Member Van Pelt. All in favor, none opposed. Chair Decker voted aye and motion passed.

Review and Possible Approval of Meeting Minutes

Chair Decker called for a motion to approve the meeting minutes of October 23, 2014 as presented. Member Cunningham motioned to approve the minutes as presented. Seconded by Member Van Pelt. Member Earle abstained. All in favor, none opposed. Chair Decker voted aye and motion passed.

Advisory Sub-Committees Update: Quality First and Early Identification of Developmental Delay

Chair Decker introduced the next agenda item and clarified that the previous Advisory Committees of the Policy and Program Committee were dissolved as of the end of calendar year 2014. New sub-committees would be created as needed with a finite term and task. This led to the formation of two new Advisory Sub-Committees.

Leslie Totten provided an update on the Quality First Advisory Sub-Committee meeting held on February 3, 2015. Member Cunningham asked if anyone on the Sub-Committee is representing family engagement. First Things First (FTF) will be looking at working with the Regional Partnership Council (RPC) Parent Representatives to gather input for the Sub-Committee work. Member Cunningham shared that the Arizona Department of Health Services (ADHS) provides incentives for their parent participants' time and suggested it may be helpful for FTF to do something similar. Member Solomon commented that Arizona Families First provides support for substance abuse treatments for parents and supports for their families and children, and wonders what connection and/or collaboration FTF has with them. Ms. Woodhouse was not familiar with this group but will work with Member Solomon to discuss a possible collaboration.

Dr. Karen Peifer provided an update on the Early Identification School Readiness Indicator Advisory Sub-Committee meeting held

on January 29, 2015. When the ten School Readiness Indicators were first developed in 2011, there was not sufficient population data for the indicator for early identification of developmental delays. The Sub-Committee will recommend revised language and a data source for this indicator. Member Cunningham asked what specific data is needed. Dr. Peifer responded that the Sub-Committee will review and consider available data sources on early identification at the child, family or system level, including AHCCCS, Head Start and other sources.

Member Van Pelt, who also sits on the Sub-Committee, stated that the Arizona Health Care Cost Containment System (AHCCCS) data includes over half of the children in the state, because that is how many young children are enrolled in AHCCCS plans. There is also an opportunity through St. Luke's Health Initiative to learn about how other states are being innovative in using Medicaid funding for screening for developmental delay.

Member Smith commented that once screening for developmental delay is expanded, there will be rural areas of the state that don't have speech, health and other types of services to address delays, and questions how this gap will be addressed. Dr. Peifer replied that these gaps are known, and addressing this lack of service in rural communities fits into the work being done through the Early Childhood Comprehensive Systems (ECCS) grant.

Accountability for Sub-Committee Results
(Discussion)
The Policy and Program Committee requested that a written report from each Advisory Sub-Committee on the status of the Sub-Committee objectives be submitted for each Policy and Program Committee meeting, and presented by the Advisory Sub-Committee Chairs when available. These reports will be available as part of meeting packets prior to Program Committee meetings so members can review and prepare questions.

FY16 FTF Systems Approach Framework for Programmatic Priorities – Comprehensive Assessment System
Ms. Woodhouse reviewed the seven initiative areas in the systems framework. The initiative areas align with the nine FTF priority roles and 10 School Readiness Indicators. The intent is to have presentation and discussion on one or two initiative areas at each Program meeting over the course of a year or so. The Committee discussed the initiative area for developing and connecting components of a comprehensive assessment system that includes universal screening and referral resources, developmental progress assessment, early learning progress assessment and the Kindergarten Developmental Inventory at kindergarten entry. This is also the area the new Advisory Sub-Committee will address. A document outlining aspects of the work related to a comprehensive assessment system was provided.

Dr. Peifer discussed the ECCS Grant, which is a federal grant is awarded to FTF for Fiscal Year-16. The ECCS grant uses a collective impact approach to get all partners working towards a shared goal of increasing screening and referral for children with developmental delays or concerns.

Member Cunningham offered that ADHS has access to telemedicine if needed. Member Rosenberg shared an experience with a child enrolled in Head Start that highlighted issues with time frame between diagnosis, referral and services. Member Saunders believes it's important that the parents do receive advocacy and information on what the parental consents mean.

Karen Woodhouse further discussed the comprehensive assessment system that is defined as measuring at minimum four areas: screening, formative assessment, environmental quality, and quality of adult and child interaction. Member Representative Doolan shared that through the Arizona Department of Education (ADE), many early learning programs use an assessment, Teaching Strategies Gold (TSG), and there are approximately 30,000 children statewide in the TSG system. Member Rosenberg reported that the Pascua Yaqui Tribe Head Start uses the Curriculum-Based Decision Making assessment tool.

Member Solomon asked how many of those teachers who do assessment have degrees and what is the longevity of staff. Ms. Totten replied that for example, 25% of staff at a four star Quality First provider would have at least 12 college credit hours in early childhood or an Associate's (AA) or Bachelor's (BA) degree. Member Representative Doolan reported that through ADE, if they are a school district pre-school, they must have a BA and teacher certification. Head Start programs must have 50% of their instructional staff at a BA level. FTF is currently looking at retention data for Quality First programs. Member Rosenberg additionally stated that as part of a national organization for Native American Head Start Directors, they have concern that as Head Start staff are credentialed, they will move to school district programs off tribal lands because of better pay.

Arizona is one of 10 states participating in a national consortium to develop a kindergarten through grade three formative assessment system, which will include a kindergarten entry assessment. Arizona uses the name, Kindergarten Developmental Inventory (KDI), for the kindergarten entry assessment component. Kindergarten teachers in Arizona are volunteering to

participate in cognitive labs in April and May 2015, with more pilot testing scheduled in late summer and fall 2015. The initial launch for the voluntary assessment system is scheduled for fall 2017.

FY 2016 Regional Funding Plans

Michelle Katona, Chief Regional Officer presented data and information on regional funding plans for Fiscal Year 2016.

Future Agenda Item Requests

Members offered the following as further agenda items:

- Review emerging themes of FTF Regional Councils' unfunded approaches and strategies
- Review data on improvement results and retention for teachers with an Associates or Bachelor's degree.
- Discuss information on the use of Medicaid funds by the Pascua Yaqui Tribe for home visitation.

Adjournment:

The next meeting of the Policy and Program Committee is scheduled for May 7, 2015. Chair Decker called for further discussion items or member updates and there being none, adjourned the meeting at 12:07 p.m.

Advocacy & Communication SOLUTIONS, LLC
ARIZONA OHIO WASHINGTON, DC

To: First Things First
From: Advocacy & Communication Solutions, LLC
Re: March 31st Quality First Advisory Subcommittee Meeting Summary
Date: April 17, 2015

First Things First (FTF) has convened the Quality First Advisory Subcommittee (QFASC) to reach consensus on recommendations that will be made to the Policy and Program Committee of FTF's board regarding continuous quality improvement of the Quality First program. The objectives of the QFASC are to:

1. Engage in a visioning process and agree on the strategic direction for and expected outcomes of the Quality First Initiative;
2. Utilize data to develop recommendations on how to continuously improve Quality First components, standards and implementation;
3. Examine overall costs of the Quality First model and program participation;
4. Provide input on how to increase integration and coordination of the Quality First initiative in the comprehensive early childhood system.
5. Make recommendations for strategy, model and/or policy changes to enhance participation in Quality First and contribute to the system goal of reaching statewide scale.

The second of the seven meetings was held on March 31, 2015, at First Things First offices. This memorandum summarizes the content, conclusions, and next steps of that meeting.

Content

This meeting was the second convening of the QFASC. Key elements of this meeting were:

- introduction of a process for QFASC members to provide feedback outside meetings;
- introduction of a process and timeline for collecting feedback from external stakeholders;
- a review of the structure of future meetings;
- a presentation and Q&A session on the current data and financing structure for Quality First;
- discussion on a long-term strategic direction for Quality First (the "North Star");
- discussion and finalization of a set of guiding principles to consider in this work;
- presentation of workgroup expectations and membership; and
- discussion on how scale should be defined relative to early learning and Quality First.

Conclusions

North Star:

Based on the results of the pre-survey conducted in March, during the meeting, the QFASC agreed to finalize the following strategic direction ("North Star") for this work: "Quality First is the designation of

quality, promoting school readiness by supporting early childhood educators in building the capacity to offer high-quality early learning experiences, educating parents and other stakeholders about what high-quality early learning is and how to access it, and providing an evidence-based and integrated foundation to Arizona's early childhood education system. "

Although QFASC members agreed this is a good strategic direction, there is a need to allow this direction to evolve during the next year as this work moves forward. This language has been shorted to a form that can be shared and understood publicly as: *Quality First is the designation of quality.*

Guiding Principles:
Based on the results of the pre-survey conducted in March, during the meeting, the QFASC agreed to finalize the following seven guiding principles to consider in this work:

1. Quality First will have a replicable and sustainable model for participants.
2. Quality First will demonstrate the ability to reach 'scale' through long-term trajectory of holistic quality improvement.
3. Quality First will prioritize closing the learning gap for underserved and high-risk children.
4. Quality First will ensure financial sustainability and continuity to support the whole QIRS system.
5. Quality First will have standards that support all children across diverse economic, cultural, and educational backgrounds.
6. Quality First will facilitate development of the system and participants to drive continuous quality improvement, guided by the impact on all children.
7. Quality First will increase and emphasize the accessibility and affordability of quality care.

Data and Financing Presentation:

During the meeting, FTF answered questions and discussed the aggregate data for the Quality First initiative that had been sent to the advisory committee previously.

After the data was discussed, QFASC members asked for additional data to reflect:

- The amount of time it takes for a provider to progress to a new star level without a scholarship;
- A geographical outline of where Quality First star-rated centers, by star level and type of participant (school, center, private, public, etc.), are located throughout the state;
- Detailed outline of Quality First star-rated centers located in tribal communities;
- An outline of the other organizations/agencies that are contributing to the expansion of access and quality in Arizona and how Quality First fits into that system (DES, etc.);
- An overview of the investment levels and progress among different types of participants (schools, providers, public, private, nonprofit, etc.);
- Further clarification on what specialized technical assistance and other professional development investments include (inclusion, mental health, provider type, in phone or in person, etc.);

- Overview of the hours spent on assessment for coaches (assessment, preparation, coaching, etc.) that outlines the cost calculation for conducting assessments.
- Total Quality First financing budget that outlines the total dollars within QF and detailed budget amount for each of the program's areas;
- Data outlining scholarship utilization by center type and star level;
- A copy of the sustainability presentation that was given to the FTF board;
- Average length a coach has been assigned to a center and that center's success in progression (to answer the question: Does the amount of time a coach works with a center directly relate to that center's ability to progress?).

FTF will work between now and the next meeting (May, 20, 2015) to provide as much of this information as possible to QFASC members.

Workgroups:

Workgroup expectations, timeline, and membership were presented at the meeting. The following figure outlines the membership of each of the three workgroups established to support the work of QFASC:

To best support the work groups in making recommendations to the QFASC, FTF will brief each of the three workgroups during the May meeting to discuss expectations, collect additional data needs, and request information for gathering community feedback/input.

Scale:

At the first meeting, and in the feedback collected from QFASC members leading up to the March 31 meeting, QFASC members expressed the importance of defining scale for Quality First as an initial step in this process.

During the March 31 meeting, ACS facilitated a discussion in which QFASC members identified the inclusion of benchmarks related to the number of providers who are Quality First participants, and the number of children served by those participants as potential definitions of scale. The discussion at the March 31 meeting focused primarily on 'scale' within the broader context of access to high-quality early learning. This discussion will continue at the May 20 meeting to narrow the definition of scale as it relates specifically to Quality First's scope.

Top 5 Accomplishments from March 31, 2015 Meeting

1. QFASC members successfully defined a strategic direction for Quality First, on which they will base their recommendations moving forward.
2. QFASC members successfully defined a set of seven guiding principles, which will ensure they meet all recommendations.
3. QFASC members began to define the considerations of determining a 'scale' for Quality First, and although a group conclusion was not reached during the meeting, the conversation will continue at the next meeting.
4. Three work groups were established to address: 1) Quality Standards, 2) Planning, Monitoring, & Accountability, and 3) Financial Support. Chairs for these three work groups were identified, and expectations of each work group were defined.
5. FTF provided QFASC members with initial data requests to inform the work of this group; QFASC members were able to formulate additional data requests for FTF.

Next Steps

- FTF will:
    - gather additional data, including a line item budget, requested by QFASC members;
    - define common definitions for words used by FTF and QFASC members;
    - provide QFASC members with information related to FTF's fiscal and program policies;
    - provide QFASC members with additional context around scale of Quality First;
    - provide QFASC members with a description of where Quality First fits within the early childhood landscape in Arizona.
- QFASC members will:
    - review data and information provided by FTF;
    - convene again on May 20th to continue discussions around scale and financial support for Quality First and begin working within their work groups to define recommendations relative to the three work group areas and prepare to present those recommendations to QFASC members.

Other items noted:

- All future surveys will be formatted in a way which allows QFASC members to revisit their survey responses. Summaries of all future survey results will be provided to QFASC members in advance of the discussion.

Next QFASC Meeting: May 20, 2015 at 1:00 p.m. – 4:00 p.m. at First Things First

FIRST THINGS FIRST

Early Identification School Readiness Indicator Advisory Subcommittee
Meeting Summary Notes from February 26, 2015

The purpose of the Early Detection School Readiness Indicator Advisory Sub-Committee is to provide input and recommendations to the First Things First Board's Policy and Program Committee regarding the wording and the expected measurement of the indicator:

- #/% of children identified with a developmental delay in kindergarten.

The objectives of the Early Detection School Readiness Indicator Advisory Sub-Committee are to:

- Make recommendations for wording and intent changes for the school readiness indicator that was previously approved by the FTF board
- Engage in a discussion about the importance of early detection of developmental delays and in the context of the revised indicator.
- Identify potential population based data sources or a methodology to collect a representative sample of the population that could be used to measure the new indicator.
- Provide input on how to develop and support early detection through a comprehensive assessment system.

At the February 26, 2015 meeting, the sub-committee reviewed and discussed potential data resources and language for the indicator:

Data Resources: Child Level, System Level, and Parent Level Data Options

Options on child level data based on available data resources were presented. At the child level, an inquiry to the Arizona Health Care Cost Containment System (AHCCCS) was made regarding the national Children's Health Insurance Program Reauthorization Act (CHIPRA) measure of:

> Percentage of children who were screened for risk of developmental, behavioral and social delays using standardized screening tools in the 12 months preceding their first, second or third birthday.

This is the measure being reported in the state of Oregon. AHCCCS is not currently collecting data the same way but there might be a possible change coming in the near future. There was support from the group to continue to pursue AHCCCS data since a majority of children in Arizona are enrolled in AHCCCS at some point in time. Other sources of child level data to consider are data collected from First Things First's grantees and data that might be available from the Arizona Department of Health Services through the Maternal, Infant and Early Childhood Home Visiting (MIECHV) grant or Title V programs. Another option to consider is the data collected by Head Start and Early Head Start programs. The Head Start and Early Head Start 2013 data reports were reviewed to identify what is being measured at a child level.

There was also discussion on the system/provider level data that could be collected from provider surveys. Members were asked to forward any information they might have related to surveys in use.

The discussion on parent level data included the FTF Parent and Community survey that is currently being revised based on the National Advisory Panel's recommendations. This survey is the basis of another school readiness indicator measuring parents' confidence and competence in supporting their child's development and health. There is an option to add questions to this survey. The National Health Survey and the National Survey on Children with Special Health Care Needs were discussed as a resource for standardized questions. A list of possible questions were reviewed and discussed. Additional resources will be explored. There is an option to have both a child level and parent level component to the school readiness indicator.

Discussion of Next Steps in Defining Language and Data Source for School Readiness Indicator

The subcommittee agreed that information available on the number kids that were screened may help establish a baseline that could be compared in a couple of years to measure progress. Delayed development or delays categorized as mild, moderate, or severe could be useful language. Draft language for consideration will be presented for discussion at the next subcommittee meeting.

Next Meeting Date

The next meeting was scheduled for April 1, 2015 at 1:00 p.m. – 3:00 p.m. but the group discussed and thought it best to postpone the April 1st meeting until after First Things First staff is able to meet with AHCCCS regarding a request for data.

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FY16 FTF Systems Approach Framework Initiatives

1. **Saturate families and communities with information, resources and supports, at the right time along the developmental continuum (including pre-natal), to benefit children. Families are their child's first and most important teacher across all domains of development and school readiness and they are most powerful when they are knowledgeable about how best to support their child's development and health.**

2. **Build families' capacity to support their child's physical, oral and mental health through a preventative approach.**

3. **Infuse early literacy throughout all system work, strategies and programs by integrating and leveraging the efforts and resources of Read On Arizona (First Things First is a founding partner) for families, educators, caregivers and decision makers.**

4. **Expand access to high quality early learning programs and study, refine and expand the Quality First Initiative to efficiently and effectively benefit families, children, and early childhood professionals.**

5. **Develop and connect components of a comprehensive assessment system that includes universal screening and referral resources, developmental progress assessment, early learning progress assessment and the Kindergarten Developmental Inventory at kindergarten entry.**

6. **Complete implementation and operation of the early childhood professional development system infrastructure, inclusive of compensation to match degree progression.**

7. **Collect, utilize and communicate outcome data results to inform transparent and accountable data-driven decisions.**

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FTF Systems Approach Framework Initiative:
Comprehensive Early Childhood Professional Development System

Complete implementation and operation of the early childhood professional development system infrastructure, inclusive of compensation to match degree progression.

A **Comprehensive Early Childhood Professional Development System** is focused on the development and retention of a competent and stable early childhood workforce – a skilled cadre of effective, diverse and adequately compensated professionals. System components include: professional standards, career pathways, articulation, advisory structure, data, financing and access and outreach to the workforce.

FTF efforts toward a Comprehensive Early Childhood Professional Development System include:

FTF Funded Strategies

- *Language, Communication and Literacy in ECE Settings*
- *Professional Development for Early Childhood Professionals*
- *Arizona Early Childhood Career and Professional Development Network*
- *College Scholarships for Early Childhood Professionals (included in PD Network)*
- *FTF Professional REWARD$ (financial awards)*

Regional and Statewide Alignment, Strengthen and Leverage

- *Expand and promote statewide access and participation in PD opportunities available through the PD Network*

Data/Regional Studies/Evaluation Studies

- ***Professional Development Registry** provides comprehensive data on early childhood workforce*

System Building Partnerships

- ***Political and policy:** PD Network participation required in FTF Standards of Practice; Data from PD Network to inform policy direction*
- ***Quality programs and services:** Arizona Early Childhood Career and Professional Development Network*
  - *Workforce Registry*
  - *Career Lattice*
  - *Workforce Knowledge and Competencies*
  - *Professional Development Instructor and TA Standards*
  - *Professional Development Website*
- ***Connections:** Continue to build partnerships with institutes of higher education (IHE); seek out partnerships with Head Start and other agencies that incorporate coaching for classroom teachers to share resources and prevent duplication of services*
- ***Scale:** Partner with state agencies and organizations to support the requirement of Registry participation for all licensed and certified early*

ARIZONA EARLY CHILDHOOD CAREER AND PROFESSIONAL DEVELOPMENT NETWORK:

Two-Year Strategic Plan

APRIL 2015

ARIZONA
EARLY CHILDHOOD
Career and Professional Development Network

FIRST THINGS FIRST

Build INITIATIVE
Strong Foundations For Our Youngest Children

TABLE OF CONTENTS

Background **1**

Framework for Arizona Early Childhood Professional Development System Strategic Plan **4**

2013 Plan Updates and 2015 – 2017 Strategic Plan Recommendations **5**

Arizona Early Childhood Professional Development System Work Plan 2015 - 2017 ..... **9**

Appendix A: Arizona Professional Development System-Building Workgroup Member Roster **15**

Arizona Early Childhood Career and Professional Development Network:
Strategic Plan 2015 - 2017

Background

Specialized knowledge of how young children develop and learn is critical for members of the early childhood workforce. Because a significant number of Arizona's young children, including infants and toddlers, spend time in early care and education settings outside their own homes, it is especially important to ensure that the professionals responsible for their early care and education have the tools and skills to promote learning and healthy social and emotional development, and know how to help when development is not progressing as expected. All members of this workforce need access to preparation programs and opportunities for ongoing education and professional development.

Well-educated and highly skilled early childhood teachers are strongly linked with high quality and optimal child outcomes at entry into kindergarten. 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 (Association of Child Care Resource and Referral Agencies, 2008).

In collaboration with BUILD Arizona, First Things First continues to lead, convene, and staff the Professional Development Workgroup (PDWG), comprised of key cross-sector stakeholders including faculty from Arizona's institutes of higher education, FTF Regional Council members, state agency representatives, professional development providers, the Arizona Association for the Education of Young Children, early care and education providers, health and family support service agencies, and representatives from philanthropy.

The PDWG developed Arizona's Early Childhood Professional Development System Framework and Two-Year Strategic Plan[1] for implementation during the 2013-2014 calendar years. The plan provided a comprehensive overview of Arizona's rich professional development history, going back at least three decades, conceptualized the essential elements of a robust Early Childhood professional development system, described the state of Arizona's professional development system at the time, identified gaps and opportunities within that system, and outlined a plan to build the system infrastructure by identifying a set of priorities with the potential to leverage the existing components of Arizona's professional development system.

The 2013 Strategic Plan identified five (5) critical infrastructure initiatives. A sixth initiative was later added, after the plan was written, to address specific competencies for professional development instructors and technical assistance providers.

Degrees and Credentials Initiatives (1 & 2):

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

[1] http://www.azftf.gov/publications/Documents/Building%20Arizona%27s%20Early%20Childhood%20Professional%20Development%20System.pdf

Workforce Knowledge and Competency (WFKC) Framework Initiatives (3 & 6):

3. Develop a comprehensive WFKC framework and disseminate/integrate across the professional development system.
6. Develop professional development instructor and technical assistance provider competencies to disseminate/integrate across the professional development system.

Registry and Website Subgroup Initiatives (4 & 5):

4. Design, develop, and launch an early childhood professional development website.
5. Design, develop, and launch an early childhood workforce registry

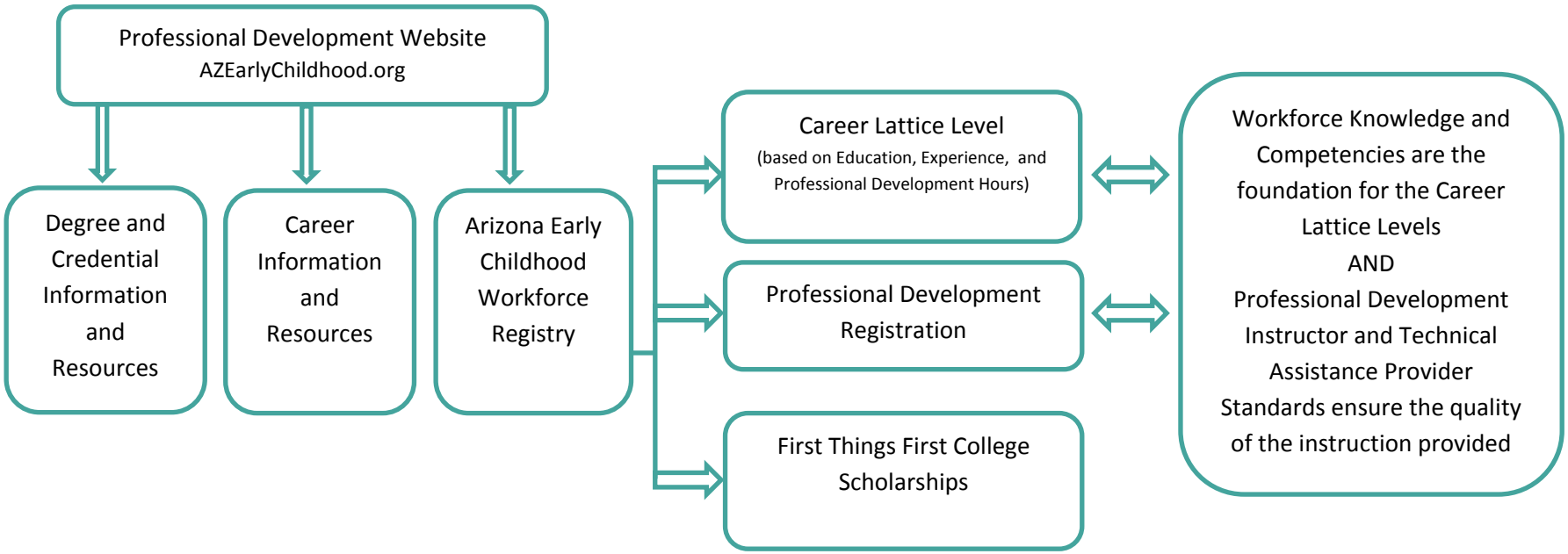
Initiatives from the 2013 Strategic Plan laid the foundation to build a statewide system of professional development for all program staff and personnel who work or with or on behalf of young children. The plan identified critical infrastructure that would benefit the current system and as a result, the Arizona Early Childhood Career and Professional Development Network (Network, Exhibit 1) for the Arizona early childhood workforce was established. This Network is an online platform that includes:

- a professional development website that serves as the entry point for the Network and provides information and resources about workforce professional development, including higher education and careers in the early childhood field;
- a workforce registry to collects and track data for and about the workforce;
- professional standards that identify the knowledge and skills necessary for the direct workforce and those who provide instruction and technical assistance for the direct workforce, and;
- a career lattice that identifies a pathway of education and work experience for the workforce.

First Things First will identify an organization to administer the Arizona Early Childhood Career and Professional Development Network beginning in summer 2015. This administrative home will 1) promote access to and participation in the Arizona Early Childhood Career and Professional Development Network; 2) implement the Arizona Early Childhood Workforce Registry, and; 3) administer the First Things First College Scholarships for Early Childhood Professionals strategy.

Now that important infrastructure for the Network is in place, the focus over the next two years is implementation and operation. Arizona Early Childhood Career and Professional Development Network Strategic Plan 2015 - 2017 provides a status update on the critical infrastructure initiatives identified in the 2013-2014 plan and outlines the strategic initiatives for 2015 – 2017 intended to move the Network and professional development system forward.

Exhibit 1. Arizona Early Childhood Career and Professional Development Network



Framework for Arizona Early Childhood Career and Professional Development Network Strategic Plan

The National Association for the Education of Young Children Policy Blueprint for State Early Childhood Professional Development Systems (NAEYC Blueprint)[2] and the National Child Care Information Center (NCCIC) Early Childhood Professional Development Systems Toolkit (NCCIC Toolkit)[3] provide the conceptual framework for the Professional Development Strategic Plan. The framework includes essential policy areas used to build, support, and sustain an effective, integrated early childhood education professional development system. The focus is on the policies that connect professional development activities and support and make possible effective implementation of a state system of professional development. The framework was used to identify gaps and opportunities within Arizona's current system, and determine which initiatives have the highest probability of moving the system and workforce forward. The NAEYC Blueprint highlights six policy areas that build or sustain an integrated system—a system that ensures quality in all settings in which early childhood professionals work. The NCCIC Toolkit aligns with the NAEYC Blueprint, but adds one additional policy area that was used in the PDWG's strategic planning. All seven policy areas are listed below and described within this plan.

1. Professional Standards*
2. Career Pathways*
3. Articulation*
4. Advisory Structure*
5. Data*
6. Financing*
7. Access and Outreach**

**NAEYC Policy Blueprint for State Early Childhood Professional Development Systems*
***NCCIC Early Childhood Professional Development Systems Toolkit*

These policy areas are aimed at the development and retention of a competent and stable early childhood workforce—a skilled cadre of effective, diverse, and adequately compensated professionals.

[2] http://www.naeyc.org/policy/ecwsi-blueprint
[3] National Child Care Information and Technical Assistance Center (2007). *Early Childhood Professional Development Systems Toolkit*. The Child Care Bureau: Fairfax, VA.

2013 Plan Updates and 2015 – 2017 Strategic Plan Recommendations:

Status updates for initiatives in the 2013 plan, and recommendations from the PDWG for the 2015 -2017 strategic plan are provided within the Strategic Plan Framework.

1. Professional Standards: the content of professional preparation and ongoing development.

State policies should specify qualifications and ongoing development required for all early care and education professionals—from teacher assistants to trainers and higher education faculty, family child care providers, licensors, resource and referral staff, and program, school, district, and agency administrators. These specifications should address levels and content of education as well as ongoing development.

Update: 2013 Strategic Plan

Workforce Knowledge and Competencies Framework: Development of the Workforce Knowledge and Competencies Framework was completed to identify the skills and competencies expected at various levels of a professional's career development in order to:

- establish a set of standards that support professionals working in the field by identifying the basic skills and competencies needed across all sectors of early care and education, early intervention, mental health, physical health and social services/child welfare working with expectant parents, infants, toddlers, young children to age eight, and their families; and,
- inform intentional professional development approaches for the early childhood workforce that ensure they have the knowledge, skills, and attitudes necessary to provide services to young children and their families that is targeted to their unique developmental needs.

Professional Development Instructor & Technical Assistance Provider Standards: Professional Development Instructor & Technical Assistance Provider Standards were also completed for those who instruct, consult, or provide technical assistance outside of colleges and universities. The Professional Development Instructor & Technical Assistance Provider Standards are intended to:

- identify the basic knowledge, skills, and abilities needed for early childhood Professional Development Instructors and Technical Assistance Providers; and,
- assist in planning, delivering, assessing, and evaluating professional development instructors and technical assistance providers to help Arizona's early childhood workforce gain, continue, or further their knowledge of early care and education.

Recommendations: 2015 Strategic Plan

The PDWG recommends strengthening this policy area by developing a Quality Assurance Process for Professional Development Instructors and Technical Assistance Providers to ensure that the instruction and technical assistance provided to the early childhood workforce is provided with the utmost integrity, consistency, quality and effectiveness.

2. Career Pathways: routes of continuous progress for early childhood professionals, so they can plan the achievement of increased qualifications, understand the professional possibilities, and be appropriately compensated.

Policies should institutionalize pathways in all sectors and for all roles—both direct service (those individuals working with young children and their families) and non-direct service (those working on behalf of children and families in training, resource, and other administrative roles).

Update: 2013 Strategic Plan

Arizona Early Childhood Career Lattice: The Arizona Early Childhood Career Lattice was completed as part of the Workforce, Knowledge and Competencies Framework and is a tool that provides the pathway of

education, professional development, and work experience for early childhood professionals to use for individualized assessment, setting professional development goals, and documenting progress in achieving professional milestones.

Recommendations: 2015 Strategic Plan
Three initiatives are recommended to build on existing work in this policy area so that early childhood professionals can easily understand professional possibilities and increase their qualifications and progress on the career lattice:.

1. Develop an online function within the Registry that can produce individualized career lattices for professionals to understand the next steps of their education, professional development, and work experience that will support their movement along the career lattice.
2. Develop an online and interactive career lattice tool so that professionals can view resources at each level that will support their movement along the career lattice.
3. Develop an approval process to assign career lattice levels for new and existing professional credentials so that levels are commensurate with the skills and knowledge represented by the attainment of the professional credential.

3. Articulation: the transfer of professional development credentials, courses, credits, degrees, and student performance-based competencies from one program or institution to another, ideally without a loss of credits.

States should require colleges and universities to make articulation agreements that assist early childhood professionals in moving seamlessly through and across undergraduate and graduate degree programs. Grants or specific directions for resource allocations should be attached to such policy requirements; colleges and universities will need fiscal support to change or augment long-standing, institutionalized processes.

Update: 2013 Strategic Plan
Associate of Arts in Early Childhood Education: Development of a new associate degree, Associate of Arts in Early Childhood Education (AAECE) was completed. Currently, three community colleges (Eastern Arizona College, Central Arizona College, and Northland Pioneer College) have incorporated an AA ECE into their degree offerings and are currently working with universities on articulation of this degree into a Bachelor's degree.

Prior Learning Assessment: In addition to the AAECE, the 2013 strategic plan included an initiative for the adoption or development of a Prior Learning Assessment (PLA). The PDWG explored the use of PLAs in other states and found that these assessments and their use were limited. Additionally, several issues were raised by representatives of Arizona institutes of higher education including transferability, cost, eligibility for financial aid, lack of credit towards a degree, and a college culture that sees coursework as superior to PLAs. The findings in this report caused the PDWG to reconsider how to move this initiative forward.

Recommendations: 2015 Strategic Plan
Three initiatives are recommended to continue the momentum with the AAECE and determine next steps for the PLA:

1. Expand adoption of the AAECE to six additional community colleges in Arizona.
2. Increase articulation agreements between community colleges that adopt the AAECE and four-year universities.
3. Create a Community of Practice for institutes of higher education to explore the feasibility of a PLA and involve representatives of Arizona institutes of higher education directly in the design and

development process.

4. Advisory Structure: the coordination mechanism for an integrated early childhood professional development system, which should be free standing and have some authority or direct link to authority in the state's governance structure.

State policy should require the creation of an advisory structure to examine needs and provide policy recommendations to the entity or combined entities funding the professional development system. Its composition should include representatives from the diverse settings, auspices, and roles of the early childhood field and professional development system supports.

Update: 2013 Strategic Plan

The 2013 plan did not identify any specific initiatives in this policy area; however, currently the PDWG provides direction and leadership for the initiatives identified in the strategic plan.

Recommendations: 2015 Strategic Plan

The PDWG continues as the advisory structure for the implementation of the strategic plan to provide feedback and recommendations for ongoing development and implementation.

5. Data: to gauge impacts and systems change, as well as to inform planning, evaluation, quality assurance, and accountability.

State policies should require the collection of specific data and also mandate cross-sector data collection, sharing, and alignment, and non-duplication of efforts. Policies also should require comprehensive workforce studies conducted at regular intervals and ongoing collection and reporting of professional development utilization and improvement indicators. Additionally, policies should include specific requirements for disaggregating data by type of setting, demographics, and primary financing source(s).

Update: 2013 Strategic Plan

Data System Infrastructure – Workforce Registry: RegistryOne® software was purchased and customized for the Arizona Early Childhood Workforce Registry (Registry). The Registry is a web-based information system designed to maintain statewide data on Arizona's early childhood professionals working with or on behalf of children birth-8 years of age. The Registry is designed to be voluntary and allow individuals to build a verifiable profile of education, certification, professional development and employment in alignment with the Arizona Workforce Knowledge and Competencies and Career Lattice, and to access professional development and education that builds upon their current knowledge, skills and lattice levels. The long-term goal for the Registry is to integrate workforce data into a comprehensive, longitudinal, integrated, early childhood database that provides accurate information about the state of Arizona's early childhood workforce. This data will be used to inform policy and program development and guide investments in professional development.

Recommendations: 2015 Strategic Plan

Two initiatives are recommended for collection, use and application of professional development data:

1. Populate the Registry with 10,000 participants by 2017 (approximately 35% of early care and education workforce).
2. Secure data sharing agreements with the Arizona Department of Health Services, the Arizona Department of Education, and the Arizona Department of Economic Security.

6. Financing: the funding that all professional development systems need in order to operate.

State policies should support the financing of integrated professional development systems in the specific areas of needs-based support for early childhood professionals to obtain education and ongoing development; support for programs/workplaces that facilitate professional development; explicit rewards

and compensation parity for attainment of additional education and development; and financing of the professional development system infrastructure.

Update: 2013 Strategic Plan

Infrastructure Funding: Funding to complete infrastructure pieces of the Network were secured through the 2013 Early Childhood Comprehensive Systems Grant (ECCS), the 2010 State Advisory Council Grant (SAC) and First Things First statewide funds. Together, these funding streams supported the development of the WFKC Framework, the Professional Development Instructor and Technical Assistance Provider Standards, the purchase and customization of the RegistryOne® software, and the development of the professional development website. Ongoing funds to operate the Network infrastructure have been identified in the First Things First statewide budget.

Recommendations: 2015 Strategic Plan

Funding for sustainability of Network administration and operations should be confirmed for future years, and funding to provide professional development for those in the workforce should be leveraged through a variety of funding sources and commensurate with demand.

7. Access and Outreach: as system that is easily accessible to the people it is meant to serve with established procedures, resources, and infrastructure that facilitate information dissemination and access.

Access includes mechanisms used to link providers to opportunitied, including career advising, multiple training delivery options, multiple gateways to a career lattice, and other personal and professioal supports. Outreach includes activities and efforst to inform providers, the public, policymakers, and funders about professional delveopment opportunities, including career lattices and professional supports.

Update: 2013 Strategic Plan

Professional Development Website: The professional development website (AZEarlyChildhood.org) was completed to provide an online presence for the Network, house professional development documents and information, and serves as a "one-stop-shop" for current and future early childhood professionals working with or on behalf of children birth through age 8. This website houses the Arizona Early Childhood Workforce Registry (Registry) and offers information about:

- Growing Your skills (professional development opportunities and conferences/events);
- Advancing Your Career (position requirements, career paths, certification, credentials, degrees, scholarships and incentives and a job bank; and,
- Resources and Information (WFKC framework, Arizona Early Childhood Standards and Guidelines, articles and publications, and early childhood organizations and agencies).

Recommendations: 2015 Strategic Plan

Implement a successful awareness campaign to ensure that the early childhood workforce and those interested in joining the workforce have knowledge of the Network, including how to use the system to further their skills and knowledge, develop a career pathway, and monitor their progress so that they can provide optimal care and education to Arizona's youngest children.

Arizona Early Childhood Career and Professional Development Network Work Plan 2015 - 2017

Funding for Plan Initiatives:

$500,000 for Network Administrative Home FTF Contract 15-0501-00 (Source: FTF Statewide Funding Plan)

$100,000 for 1.0 FTE Staff Position Salary and ERE (Source: FTF Administrative Funds)

$4,000 for software customization (Source: FTF SAC Grant Funds)

Professional Standards			
INITIATIVE	RESPONSIBLE	TIMELINE	METRIC
Quality Assurance Process for Professional Development Instructors and Technical Assistance Providers	PDWG FTF Staff Support to PDWG Network Administrative Home (Phase I and full implementation)	April – August 2016 Develop, vet, and finalize QA process September – December 2016 Phase I implementation of QA Process January 2017 Full implementation of QA Process	Quality Assurance Process Developed 20 PD or TA Providers participate in Phase I

Career Pathways			
INITIATIVE	RESPONSIBLE	TIMELINE	METRIC
Interactive Career Lattice	PDWG FTF Staff Support to PDWG	July - December 2015 Identify and collect information needed at each level of the career lattice February – August 2016 Mock career lattice with interactive information created September – December 2016 User testing of interactive career lattice January 2017 Interactive career lattice posted on Network website	Full implementation of interactive component of career lattice

Career Pathways			
INITIATIVE	RESPONSIBLE	TIMELINE	METRIC
Individualized Career Lattice Report Calculated by Registry	PDWG FTF Staff Support to PDWG RegistryOne®(customization and technical support)	June 2015 Identify "next steps" in education, work experience, and professional development for each level of the career lattice (A – I) August 2015 Finalize logic with RegistryOne® January 2016 Implement individualized career lattice calculation in Registry	Completion of Registry customization for individualized user report about what is needed in experience, formal education and professional development to achieve the next career lattice level
Credentials with Career Lattice Alignment	PDWG FTF Staff Support to PDWG	August 2016 - March 2017 Develop, vet and finalize rubric developed April 2017 Full implementation of credential rubric	Full implementation of rubric for determining at which career lattice level credentials are aligned

Articulation			
INITIATIVE	RESPONSIBLE	TIMELINE	METRIC
Adoption of AAECE	PDWG FTF Staff Support to PDWG Community Colleges	August - October 2015 Develop, brand and provide outreach information materials for community colleges	6 additional community colleges adopt the AAECE model (9 total)
Articulation Agreements between Community Colleges and Universities	Institutes of Higher Education	July 2015 – December 2016 Articulation process April 2017 Articulation agreements in place	Articulation agreements in place for the 3 community colleges that have adopted the AAECE
Create a Community of Practice for IHEs to explore feasibility of a PLA	PDWG FTF Staff Support Institutes of Higher Education	August – October 2015 Outreach to IHEs to participate in a PLA Community of Practice October 2015 – October 2016 Community of Practice convenings to identify PLA January 2017 Adopt PLA	5 IHEs support the use of and implement PLA

Advisory Structure			
INITIATIVE	RESPONSIBLE	TIMELINE	METRIC
PDWG serves as an advisory body for Network Implementation	PDWG FTF Staff Support to PDWG Network Administrative Home	May 2015 Finalize PDWG membership participation from the Administrative Home Ongoing Network implementation items on PDWG agenda	Annual update report on progress of strategic plan and implementation of Network

Data			
INITIATIVE	RESPONSIBLE	TIMELINE	METRIC
Registry	Network Administrative Home	April 2016 5,000 participants enrolled in the Registry April 2017 10,000 participants enrolled in the Registry	10,000 participants registered
Data Sharing Agreements	FTF Staff Support to PDWG	August 2015 Registry overview provided by Admin Home to state agencies April 2017 Agreement signed between FTF and DES, ADE, and DHS	Agreements with DHS, DES and ADE are signed

Financing			
INITIATIVE	RESPONSIBLE	TIMELINE	METRIC
Sustainability of Network Implementation	PDWG FTF Staff Support to PDWG	January – March 2016 Report drafted and provided to PDWG with Information from other states with recommendations for AZ May, 2016 Final report with recommendations completed	Report completed that includes information about other states' financing with recommendations for Arizona

Access and Outreach			
INITIATIVE	RESPONSIBLE	TIMELINE	METRIC
Awareness Campaign	PDWG FTF Staff Support to PDWG Network Administrative Home	April 2015 Outreach materials reviewed by PDWG and finalized May 2015 Outreach Materials provided to Network Administrative Home October 2015 Outreach training for infrastructure groups (i.e. QF Coaches, etc.)	Outreach materials developed and deployed 150 Participants of Infrastructure groups trained

Appendix A Arizona Professional Development System-Building Workgroup Member Roster

Jan Brite
Arizona Department of Education

Melissa Busby
Central Arizona College

Maureen Casey
Arizona Early Intervention Program

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Arizona Department of Education and
Arizona Head Start Collaboration Office

Dawn Craft
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Dawn Henry
Association for Supportive Child Care

Susan Jacobs
Association for Supportive Child Care

Mary Jamsa
Southwest Human Development

Naomi Karp
United Way of Tucson and Southern Arizona

Holly King
Building Bright Futures and Bright Choices
Child & Family Resources, Inc.

Shanna Kukla
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Arizona State Training and Technical Assistance
Center

Sibieanne Martinez
Community Extention Programs

Barb Milner
Arizona Infant Toddler Institute

JoAnn Morales
Eastern Arizona College

Dr. Martha Munoz
Northern Arizona University

Lourdes Ochoa
Arizona Department of Health Services

Dr. Karen Ortiz
Helios Education Foundation

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Arizona Child Care Association

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Arizona Department of Economic Security

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Child & Family Resources, Inc.

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Valley of the Sun United Way

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Southwest Human Development

Helen Unangst
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Tim Valencia
Office of the City Manager, Youth and Education Programs

Dana Vela
Sunrise Preschools

Dr. Mary G. Warren
Prevent Child Abuse Arizona

Brad Willis
Arizona Department of Economic Security

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Career and Professional Development Network

Framework and Strategic Plan 2015-2017

April 14, 2015

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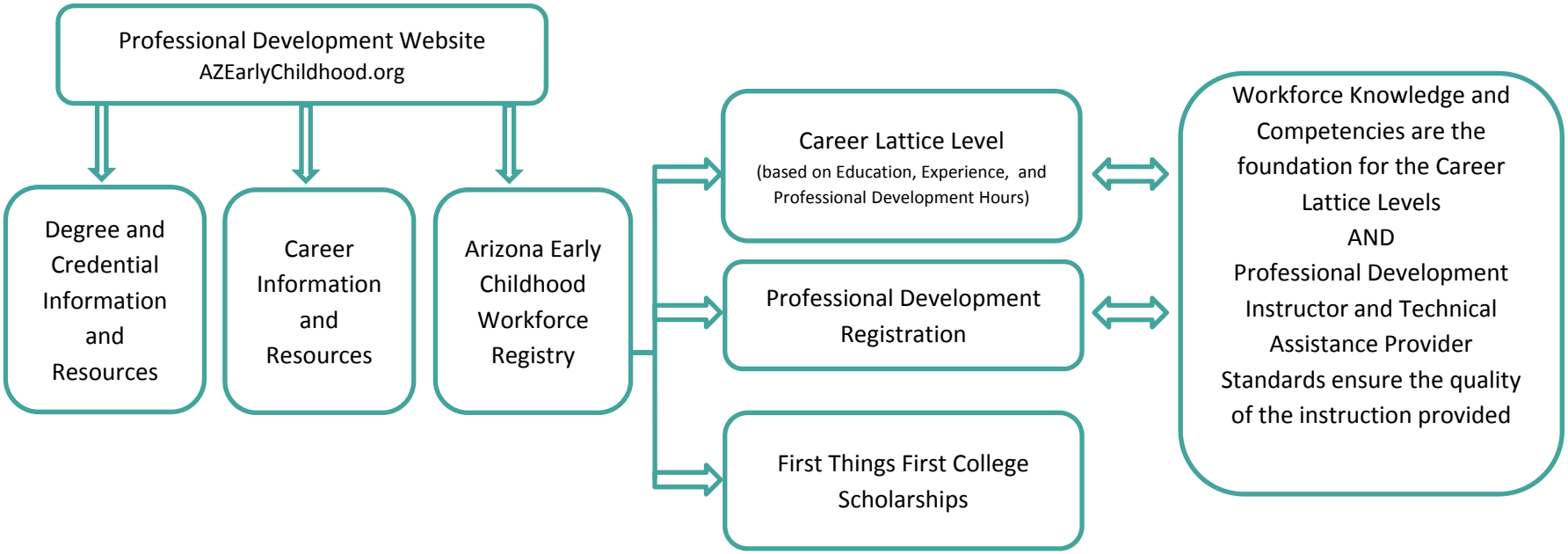

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Strategic Plan Framework

Informed by NAEYC Blueprint and NCCIC Toolkit:

- Professional Standards
- Career Pathways
- Articulation
- Advisory Structure
- Data
- Financing
- Access and Outreach

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Career and Professional Development Network

Professional Standards
2013 Update

Workforce Knowledge & Competencies Framework

- 8 Competency Areas

Professional Development Instructor & Technical Assistance Standards

- 6 Core Areas

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Professional Standards 2015 Initiative

Quality Assurance Process for Professional Development and Technical Assistance Providers

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Career Pathways
2013 Update

Career Lattice

Arizona Early Childhood Workforce Career Lattice					
Education	Credit Hours and Professional Development Hours	Work Experience in Early Childhood[1]			Arizona Early Childhood Workforce Knowledge and Competency Level
		Less than 3 Years of Experience	3-5 Years of Experience	More than 5 Years of Experience	
High school diploma or equivalent[2]		Level A	Level B	Level C	1
High school diploma or equivalent[2]	PLUS 6 credit hours in Early Childhood Education (ECE)[3] or a related field[4]	Level B	Level C	Level D	
High school diploma or equivalent[2]	PLUS 90 clock hours[5] of approved professional development[6]				
High school diploma or equivalent[2]	PLUS 3 credit hours in Early Childhood Education (ECE)[3] or a related field[4] plus 45 clock hours[5] of approved professional development[6]				
High school diploma or equivalent[2]	PLUS 12 credit hours in Early Childhood Education (ECE)[3] or a related field[4]	Level C	Level D	Level E	2
High school diploma or equivalent[2]	PLUS 180 clock hours[5] of approved professional development[6]				
High school diploma or equivalent[2]	PLUS credit hours in Early Childhood Education (ECE)[3] or a related field[4] and approved professional development[6] hours in one of the following combinations: o 3 credit hours plus 135 clock hours[5] or o 6 credit hours plus 90 clock hours or o 9 credit hours plus 45 clock hours.				
Certificate of Completion in Early Childhood Education[3] or a related field[4] from a community college					

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Career Pathways
2015 Initiatives

Interactive Career Lattice

Individualized Career Lattice

Approval Process to Acknowledge Credentials

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Articulation
2013 Update

Associate of Arts in Early Childhood Education (AAECE)

- Eastern Arizona College
- Central Arizona College
- Northland Pioneer

Prior Learning Assessment

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Articulation
2015 Initiatives

Expand Adoption of AAECE

Increase Articulation Agreements

Prior Learning Assessment

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Advisory Structure
2013 Update

PDWG provided direction and leadership in the development of the Network

2015 Initiative

PDWG identified as advisory structure for the Network

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Data
2013 Update

Arizona Early Childhood Workforce Registry

2015 Initiative

Populate the Registry

Data Sharing Agreements

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Finance
2013 Update

Early Childhood Comprehensive Systems Grant (ECCS)

State Advisory Council Grant (SAC)

First Things First Statewide Budget

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Finance
2015 Initiatives

Sustained Funding

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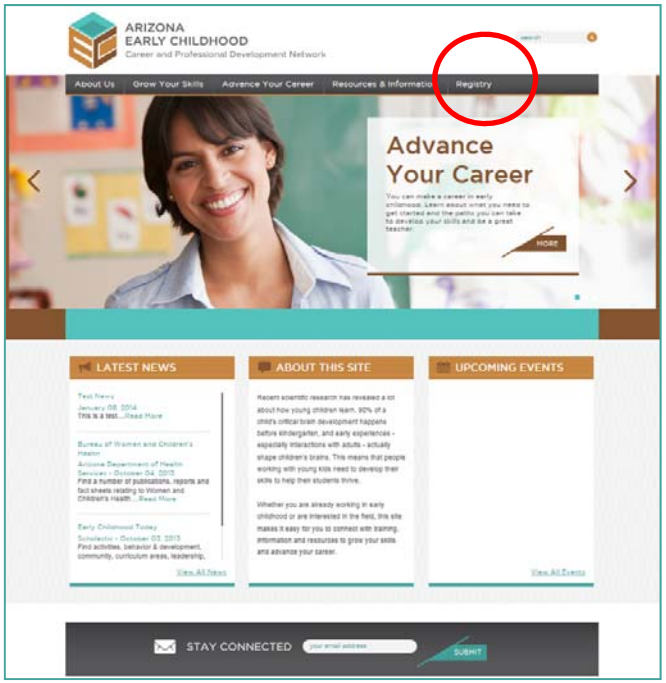
Access and Outreach
2013 Update

Arizona's Professional Development Website

- AZEarlyChildhood.org



2015 Initiative

Awareness Campaign

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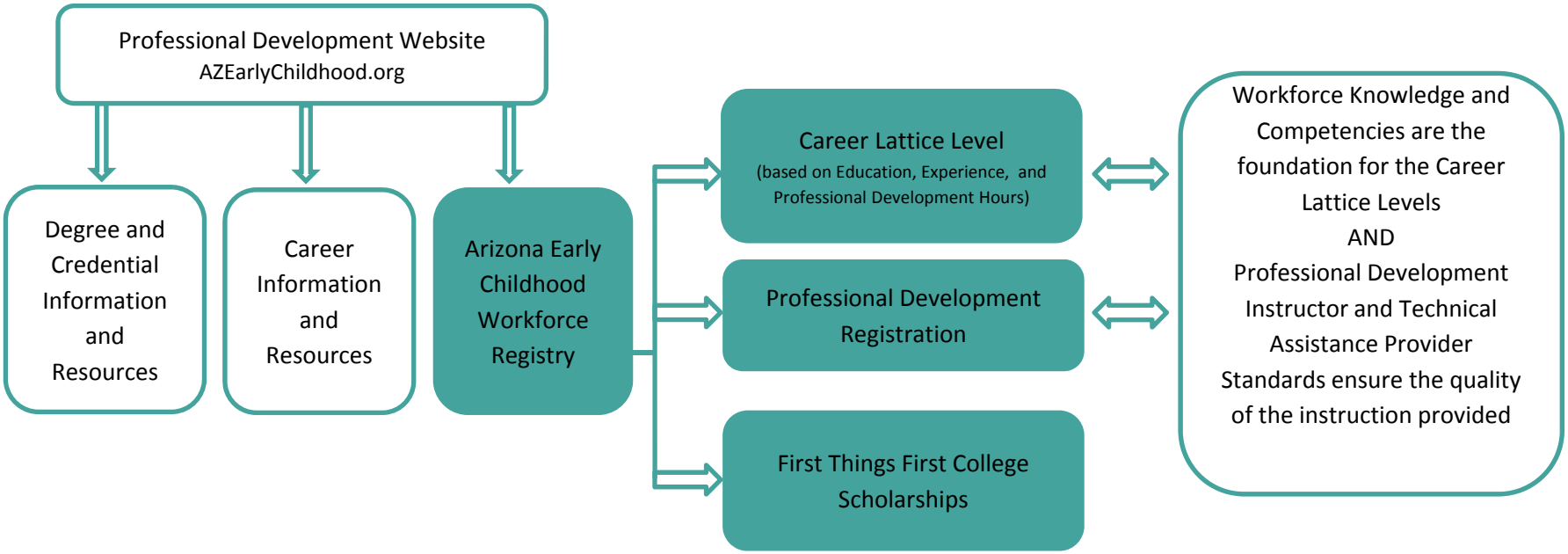

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