



STATE OF ARIZONA

JANICE K. BREWER
GOVERNOR

EXECUTIVE OFFICE

July 27, 2010

David Kadan
ACF Grants Management Officer
Administration for Children and Families
Division of Discretionary Grants
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Aerospace/6th Floor East
Washington, DC 20447

Dear Mr. Kadan:

The Early Childhood Development and Health Board (Board) is Arizona's State Advisory Council for the State of Arizona. Rhian Evans Allvin is the Board's Executive Director who coordinates the activities of the Council.

The Board's application for the funding to support the council's work, appropriated by the American Recovery and Reinvestment Act of 2009, describes its statewide planning efforts to strengthen Arizona's early care and education system. One critical component will be the Board's work with the Department of Education in aligning its Early Education Standards with the State's newly adopted college and career-ready standards.

The approach outlined in this application supports the strong commitment of Arizonans that all children arrive at kindergarten healthy and ready to succeed.

Sincerely,

Janice K. Brewer
Governor

JKB:cew

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Abstract

Established in November of 2006, the Early Childhood Development and Health Board-First Things First (ECDHB) has as its sole purpose planning for and building an early childhood system that increases the quality of and access to an early childhood development and health programs and services that ensures that all Arizona children entering school come healthy and ready to succeed. A focal point for this system development is implementing Arizona's quality improvement and rating system, Quality First.

The ECDHB is designated as Arizona's State Advisory Council (SAC) and in accordance with statewide and regional plans, ECDHB/SAC proposes to use the funding available from the Head Start for School Readiness Act of 2007 to fully implement Quality First. The Quality First Rating Pilot Study will determine if the quality rubric is a valid measure of quality care and education in Arizona programs. Funding requested will support the costs of implementing the pilot including administering the rating, data collection, compilation and analysis. Without a rigorous pilot study, the Arizona quality improvement system is unable to move forward toward full implementation and the realization of high quality early care and education.

Requested funds will also support establishing Infant/Toddler Developmental Guidelines for children birth to 2 year olds and the dissemination and training for early care and education providers on these guidelines. Dissemination and training will also include Arizona's Early Learning Standards for children ages 3 to 5 and Arizona's Program Guidelines for High Quality Early Education: Birth through Kindergarten. These three documents are critical for establishing the quality expectations in Arizona's early care and education system and the foundation for professional development of early care and education providers.

Project Objectives and Need for Assistance

In 2010, more than 321,630 children in Arizona ages five and under (about 55%) lived in families where all parents in the home were in the labor force.¹ According to data from the National Association of Child Care Resource & Referral Agencies, about 1900 licensed child care centers and 2203 certified family child care homes in Arizona are available to meet the early care and education needs of Arizona families.² Ideally these centers and homes offer early care and education to all children in their care that meets recognized standards for high quality.

High quality early care and education optimizes children's physical, cognitive, social and emotional development. Research supports many important facets of quality in early care and education settings, including maintaining recommended adult/child ratios and group sizes, a skilled and educated workforce, providing appropriate learning opportunities in an interesting and stimulating environment, being culturally and linguistically responsive, providing a healthy and safe environment, and emphasizing family involvement.³

Improving the quality of early care and education has long been identified as a focal point for improving school readiness and is an integral component of early childhood system building in Arizona. The Arizona Early Childhood Development and Health Board (ECDHB) as the designated State Advisory Council (SAC), approaches the issue of quality from the perspective that every child should have the opportunity to receive early care and education in a high quality setting that promotes optimal growth and development. However, quality care is difficult to find for many families because most of the settings throughout the state do not meet standards set by

¹ National Association of Child Care Resource and Referral Agencies. (2010). *2010 Child Care in the State of Arizona*. Retrieved May, 2010, from <http://www.naccrra.org/randd/data/docs/AZ.pdf>.

² National Association of Child Care Resource and Referral Agencies. (2010). *2010 Child Care in the State of Arizona*. Retrieved June, 2010, from <http://www.naccrra.org/randd/data/docs/AZ.pdf>.

³The Report of the National Early Childhood Accountability Task Force. *Taking Stock: Assessing and improving early childhood learning and program quality*. Author

national experts which promote positive outcomes and those that do are not accessible because of high cost. A high proportion of Arizona's early care and education providers only meet the regulations required for obtaining state licensure. These requirements are minimal for the health and safety of children in care and do not include measures of quality such as optimal adult to child ratios, maximum group size, highly skilled teachers and nurturing and engaging environments. According to the National Association of Child Care Resource and Referral agencies, only 159 (8.4%) of Arizona child care centers are accredited, and 63 (2.86%) of licensed child care homes are accredited.⁴ These facts easily substantiate the need for a quality improvement and rating system to increase both quality and access to early care and education and to assist parents to find quality care.

January 2009, the ECDHB began implementing Quality First, Arizona's statewide quality improvement and rating system. Quality First was designed as a systemic approach to assess and improve quality in early care and education settings, while also communicating the level of quality through a rating. The introduction of quality rating in Arizona has taken a slightly different direction from most states which are implementing similar systems. Quality First was initiated with a focus on improving quality by giving participating providers the financial, educational, and training supports to increase the level of program quality prior to being rated. In this first phase of Arizona's system development, nearly 600 early care and education centers and homes have received individualized coaching, T.E.A.C.H. Arizona (Teacher Education and Compensation Helps) scholarships to advance educational levels of staff, access to a child care health consultant, and financial grants for making significant improvements to environments and/or instruction.

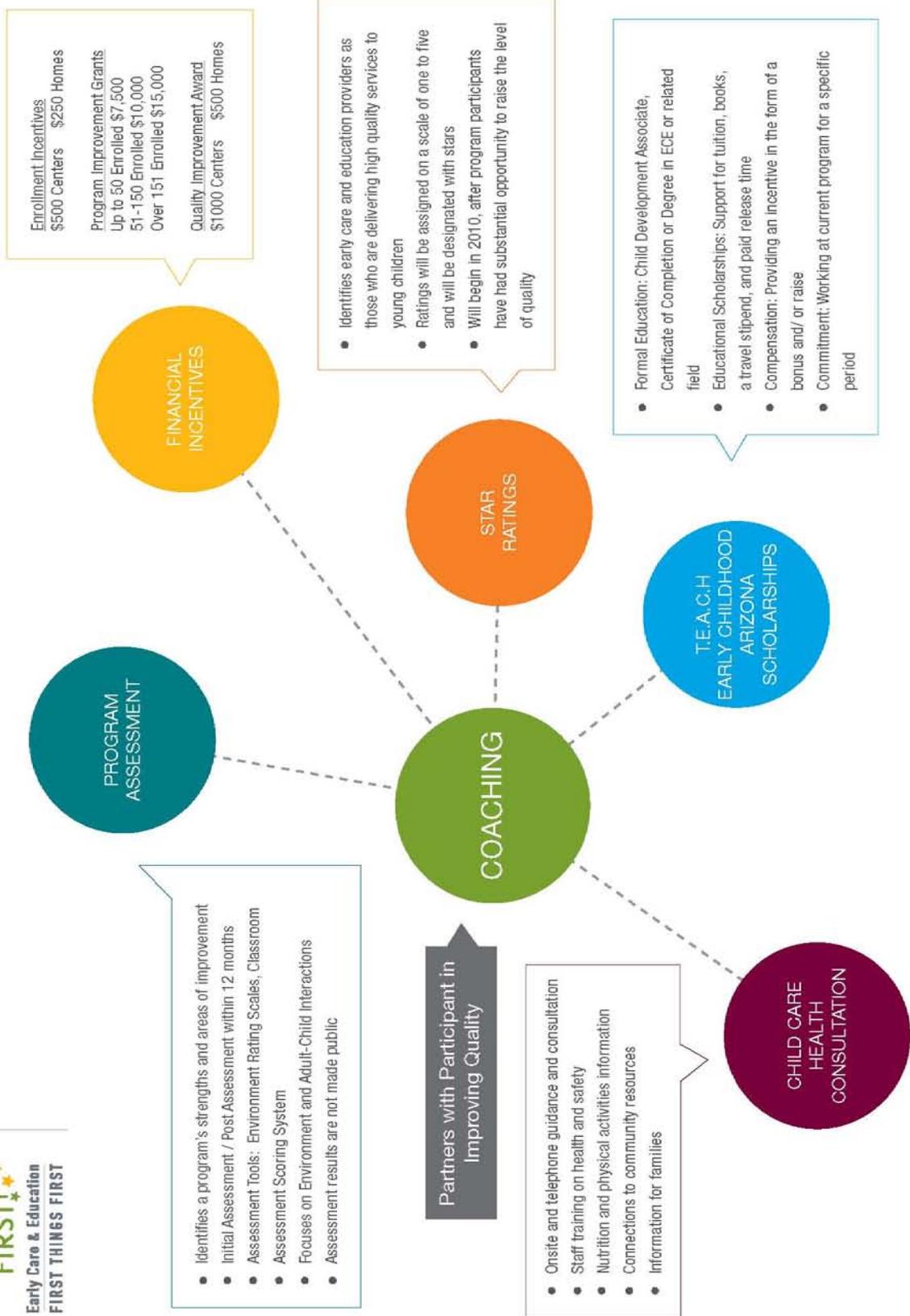
⁴ National Association of Child Care Resource and Referral Agencies. (2010). *2010 Child Care in the State of Arizona*. Retrieved June, 2010, from <http://www.naccrra.org/randd/data/docs/AZ.pdf>.

The principles guiding the Quality First approach are:

- Quality First was created to improve early care and education in Arizona so young children can begin school safe, healthy, and ready to succeed. Quality First will also provide families with information on selecting a quality early care and education setting for their young children.
- Any regulated center child care and family/home-based provider is eligible to apply for participation in Quality First.
- Participation in Quality First is voluntary. Multiple financial and support incentives are built in to encourage provider participation.
- Providers may choose to enroll in Quality First either as a full participant or as a rating only participant.
- ECDHB statewide funds provide full participation support for 300 child care settings (200 centers, and 100 homes) with funding from various regional councils to support additional participants. Total participants numbered 650 in 2010 and 865 are anticipated in 2011.
- Programs serving infants and toddlers as well as programs serving high numbers of children receiving federal Child Care and Development Fund subsidies were given priority for the first round of enrollments into the statewide funded Quality First system.
- Quality First seeks to establish a culture of continuous improvement toward higher levels of quality defined as 3 to 5 stars in the rating system.
- Quality First addresses the essential indicators of quality early care and education which include safe, enriching environments, positive adult-child interactions and instructional practices, high staff qualifications, family engagement, administrative practices and curriculum.
- Quality First does not duplicate, but builds upon, the Arizona State Department of Health Services licensing function that ensures the safety, health and well-being of children in out-of-home care.

The following figure depicts the components of the Quality First System :

COMPONENT OVERVIEW
 Arizona's Quality Improvement System



Project Approach

Arizona's SAC proposes to use the designated funding from the Head Start for School Readiness Act of 2007 to implement two important components that are essential to achieve the goal of quality early care and education available to all of Arizona's young children. Each of these components have been designed with the input of community stakeholders and state agency partners. The first of these components is the Quality First Rating Pilot Study.

Quality First Rating Pilot Study

Concurrent with the implementation of quality improvement efforts with Quality First, Arizona also developed an initial framework for determining quality rating on a 5 "star" scale (1 being minimal licensing standards and 5 being excellent quality). In this system "quality" is defined as 3 to 5 stars. The proposed rating scale is depicted on page 8. In the next phase of Quality First, the rating process will be utilized to identify both quality levels and overall improvements made to early care and education settings.

The objective of the Quality First Rating Pilot Study is to finalize the design of the Quality First rating framework and determine if the framework is a valid measure of quality care and education in Arizona programs. Assistance is needed to support the costs of completing the baseline assessments on the pilot programs and conducting the data collection, compilation and analysis. Without a rigorous pilot project, the system is unable to move forward toward full implementation of rating. Many decision points remain regarding what is both attainable and valid as a quality measure. This pilot study will allow for a fully informed and effective rating component to be realized. The anticipated rollout of the rating system statewide is July 2011.

In preparation for the rollout of the rating phase of Quality First, some preliminary activities have already been completed. These activities include the initial design of the rating framework, the determination of the program assessment tools to be used, and identification of the specific indicators of quality Arizona's system will use to determine the overall level of quality of participating programs. As first steps in designing the rating component, ECDHB staff met with stakeholders across the state to gather data and information. Community forums were held to obtain maximum feedback from providers, policy makers, school district personnel, higher education representatives, and other early childhood experts. Additional feedback was obtained through online public comments as well as smaller, targeted meetings with organizations such as the local child care resource and referral agency, the Head Start Association, the public school Pre-K coalition and the local child care association.

Quality First rating is determined by scores on an environmental rating scale (either the Early Childhood Environmental Rating Scale [ECERS], the Infant Toddler Environmental Rating Scale [ITERS], or the Family Child Care Environmental Rating Scale [FCCERS]) and on an adult and child interaction scale (the Classroom Assessment Scoring System [CLASS]), combined with points earned in four categories of quality (Staff Qualifications, Curriculum & Child Assessment, Family Engagement, and Administrative Practices). Through the rating pilot study, ECDHB will use a set of baseline assessment results to determine what scores are required in each of the assessment categories that will lead to an appropriate star rating.

QUALITY FIRST Rating Scale

Key to Abbreviations:

ERS – Environmental Rating Scales (ECERS, ITERS, FCCERS)

CLASS – Classroom Assessment Scoring System

ES – Emotional Support Domain

CO – Classroom Organization Domain

IS – Instructional Support Domain

					
	ERS SCORE: No overall score below a 3.0	ERS SCORE: No overall score below a 4.0	ERS SCORE: No overall score below a 5.0	ERS SCORE: No overall score below a 5.0	ERS SCORE: No overall score below a 5.0
Holds license/certificate with substantial compliance and has committed to participate in Quality First Rating	POINTS EARNED ON SCALE: 6-12	POINTS EARNED ON SCALE: 13-19	POINTS EARNED ON SCALE: 20-25	POINTS EARNED ON SCALE: 26-32	POINTS EARNED ON SCALE: 26-32
		AVERAGE CLASS SCORES: (ES 4.5) (CO 4.5) (IS 2.0)	AVERAGE CLASS SCORES: (ES 5.0) (CO 5.0) (IS 2.25)	AVERAGE CLASS SCORES: (ES 6.0) (CO 6.0) (IS 2.5)	AVERAGE CLASS SCORES: (ES 6.0) (CO 6.0) (IS 2.5)

The pilot study implementation timeline is as follows:

Action Step	Anticipated Completion Date
Collect volunteer applications from providers for participation in the pilot rating study	August 2010
Develop materials for completing rating portfolios	August 2010
Select rating pilot participants	September 2010
Conduct program assessments using ECERS, ITERS, FCCERS and CLASS	September 2010 – January 2011
Complete database development for computing rating points and assigning rating stars	September – December 2010
Review pilot assessment data, assign pilot study rating, analyze results	January 2011- March 2011
Revise rating framework and vet new version across state to various stakeholders	June 2011
Finalize rating documents	June 2011
Begin rating procedures statewide	July 2011
Monitor statewide rating, provide technical assistance as needed on implementation protocols.	July 2011 through December 2011

Programs will volunteer to participate in the pilot rating study through an online application process. Sixty participants will be chosen for the pilot, and ECDHB plans to ensure that pilot participants reflect the varied types and locales of early care and education providers across the state. Of the 60 providers, the following types will be represented: accredited, non-accredited, center-based, family care homes, tribal, urban, rural, school-based, private, faith-based and Head Start. Each of the 60 pilot participants will receive ECERS/ITERS/FCCERS and CLASS assessments on 1/3 of all classrooms in the programs. Each assessment takes approximately 12-15 hours to complete including travel, on-site observation, program staff interviews, and report write up and approval.

It is estimated that 20 assessors will be needed to complete the pilot rating assessments. The assessors will be trained to reliability at a minimum level of .85. ECDHB maintains a high rate of inter-rater reliability across all assessors in the Quality First system with most of the assessors demonstrating a .90 rate of reliability. In addition to the assessors, a Quality First Assistant Coordinator will be hired to provide oversight of the rating assignments. This position will collect assessment scores, review portfolio evidence provided by participants and determine rating assignments.

Once pilot rating data is analyzed, the information will be used to finalize the appropriate scores and points to demonstrate high quality early care and education. This data is necessary to ensure that Arizona has developed a system that is both attainable while maintaining the integrity of indicators of high quality. Once revisions based on the study are incorporated into the rating scale framework, feedback will again be solicited from community stakeholders. Following completion of these final activities of the pilot rating study, the Quality First rating will be implemented statewide. During the first six months of the rating implementation, project staff will continue to monitor the rating process to identify additional training needs or adjustments to the protocols for conducting the rating.

Standards and Guidelines: Development, Dissemination and Provider Training

Another area of importance to the overall early learning system is the area of professional development. There are three documents that are critical for establishing the quality expected in Arizona's early care and education system and the foundation for professional development. They are the Arizona Early Learning Standards for children three to five years old; the Program Guidelines for High Quality Early Education Birth through Kindergarten 3rd Edition; and the soon to be established Infant/Toddler Developmental Guidelines. These three documents provide

a framework for the planning of quality learning experiences for all Arizona's young children. They serve as the consistent guide for early education providers and other professionals from diverse backgrounds and abilities that work with them. The standards are intended for use in all early care and education settings in urban, rural, and tribal communities. We will implement this component of the project through an interagency service agreement with the Arizona Department of Education (ADE). Attachment 1 is a letter of support and commitment to this project from Amy Corriveau, Deputy Associate Superintendent, Early Childhood Education, Arizona Department of Education.

Arizona Early Learning Standards

Arizona Early Learning Standards for children three to five years old have been in use since 2003 with revisions made in 2005. The Arizona Early Learning Standards reflect a set of common, agreed upon goals and outcomes for teaching and learning when used with children ages three to five. The development process for the Arizona Early Learning Standards originally began in 2001 when a team of dedicated early childhood practitioners developed and wrote standards for Language and Literacy as well as Social Emotional Development. The team of experts working on the standards represented varied programs, agencies, and cultures and was reflective of the entire geographic diversity in the state of Arizona.

In 2004, the revision process began to incorporate new mandates, additional academic content areas, and updated research. When the revision process was complete, a full review was conducted to ensure the alignment of the Arizona Early Learning Standards with both the Head Start Child Outcomes Framework and the Arizona Academic Standards for Kindergarten. Recently, Arizona's State Board of Education voted to adopt the national Common Core Standards for K-12 in English language arts and math. Upon review of these national standards

for kindergarten, it is clear that the Arizona Early Learning Standards for language and literacy and mathematics strongly align with these as well.

In the initial distribution of these learning standards, every licensed child care program received a hard copy. However, due to limited financial support, professional development was mostly targeted to state funded preschools and Head Start programs. Support from this grant will expand the focus of the training into those programs participating in the Quality First initiative, including non-profit, faith-based, and for-profit private child care programs.

The ADE professional development coordinator is responsible for overseeing a system of training and technical assistance that is already in use. A general training about the interconnectedness and use of standards is offered as the introduction of the standards training. Although training participation is open to anyone, Arizona most often utilizes a train-the-trainer model for dissemination of the standards and the developmentally appropriate instructional strategies that support learning the standards. Each of Arizona's specific Early Learning Standards requires between a four to eight hour active training. The training modules break down each guideline and indicator and address both from a theoretical perspective and a practical application. In addition, the training modules offer guidance and specific activities to continue the learning and support in implementation once a participant is trained. Each of the standards trainings can be taken in isolation, but there is a recommended sequence beginning with the introductory offering and the Social and Emotional Standard, which is meant to be the basis for all early learning.

As participants complete the training, they are awarded a certificate and their information is placed into a database of trainers that is maintained by ADE. It is the intent that the Arizona

Early Learning Standards will be utilized as a fundamental component of curricular planning for any program serving children three to five years old.

Proposed use of this funding includes the printing, dissemination, and training of the Arizona Early Learning Standards for Quality First participants, non-profit, faith-based, private child care centers and all others working with children three -five years old.

Program Guidelines for High Quality Early Education: Birth through Kindergarten

The Program Guidelines for High Quality Early Education: Birth through Kindergarten, represent a set of recommended practices for programs to use as they strive for excellence in the care and education of young children throughout Arizona. This document provides a set of indicators that concretely describe what a program will look like when providing high quality early care and education for young children.

The original program guidelines were developed in 1993 and were revised in 2009, into a more inclusive birth through kindergarten document. The document had previously focused on serving children three to five years old in programs funded through the Arizona Department of Education. The 3rd edition will expand the breadth of programs, targeting kindergarten, preschool and infant/toddler programs statewide. The revision and expansion of this document was completed by a small task force, but widely distributed for review and comment throughout the state and to individuals representing various levels of expertise and programmatic experience. Both on-line and focus group methodologies were used in obtaining feedback about the Arizona Program Guidelines for High Quality Education: Birth through Kindergarten. Focus groups were conducted in numerous areas of the state, including Tribal Nations, and inclusive of private child care programs, non-profit agencies, school districts, Head Start and institutions of higher education.

The Program Guidelines for High Quality Education: Birth through Kindergarten is in the final stages of production. It is anticipated that a final copy will be presented for approval to both the State Board of Education and ECDHB in the fall of 2010. The guidance document will become available on-line immediately upon completion. The training portion will then go into production as each introductory module along with modules for each individual standard will need to be created. Once the training modules are created they will be presented to small groups for review and feedback to make changes and adjustments to improve the quality of the training and to ensure the training objectives are met. The ADE professional development coordinator will be responsible for overseeing two staff that will develop a train-the-trainer model for each of the guidelines. Each guideline will require between a four to eight hour training. As with the Arizona Early Learning Standards, participants completing the training will be given a certificate and their information placed into a database of trainers that is maintained by ADE. The training modules will break down each guideline and indicator and address both from a theoretical perspective and a practical application.

In order to complete the range of standards that address all children from birth to kindergarten, Arizona requires a set of developmental guidelines that address the needs of the state's infants and toddlers.

Arizona Infant-Toddler Developmental Guidelines

Establishing an accepted set of Arizona Infant-Toddler Developmental Guidelines will make a strong contribution to early care and education services across the state. These guidelines differ from general developmental milestones in that they are intended to be used by early childhood professionals working with infants and toddlers, much like the Arizona Early Learning Standards are used by professionals working with children ages three-five. Those who

care for infants and toddlers will use these Guidelines as part of a curricular framework and to design environments and plan activities that best support children's learning.

To be useful, Developmental Guidelines must be thoughtfully and carefully constructed through an intentionally inclusive process. The development of Arizona's Infant-Toddler Developmental Guidelines is taking such an inclusive approach. A committee of stakeholders has been assembled and is reviewing current research and standards from other states. A consultant from the nationally recognized *Zero to Three* organization has been secured to provide guidance and leadership throughout this process. Once the assembled task force has agreed upon a set of guidelines, they will be distributed for public comment utilizing on-line mechanisms and through state wide focus groups and open meetings. Upon completion of the development phase, the Arizona Infant-Toddler Developmental Guidelines will be available on-line and through the ADE training program. The ADE professional development coordinator will be responsible for overseeing two staff that will develop the train-the-trainer model for these guidelines. Each guideline will require between a four to eight hour training. As participants complete the training they are awarded a certificate and their information is placed into a database of trainers that is maintained by ADE. The training modules break down each guideline and indicator and address both from a theoretical perspective and a practical application. In addition, the training modules offer guidance and specific activities to continue the learning and support implementation once a participant is trained.

ADE staff will ensure alignment between the Infant/Toddler Development Guidelines, the Arizona Early Learning Standards, Quality Program Guidelines and Head Start Outcomes. Members of the Early Childhood staff at ADE will also engage in the updating work for the K-12 academic standards. The grade-level academic standards in Arizona are reviewed on a

cyclical calendar to address new research and information for each content area. ADE Early Childhood staff participates in the workgroups as members of the kindergarten teams that are put together by the ADE Standards Unit. Once the content area academic standards have been revised and approved by the State Board of Education, the Early Childhood staff will establish a group of stakeholders to review the K-12 standards and make recommendations to reflect changes in the alignment of the standards and guidelines affecting early childhood education.

The three documents outlined above, the Arizona Early Learning Standards, the Program Guidelines for High Quality Early Education: Birth through Kindergarten, and the Infant-Toddler Developmental Guidelines, are critical for establishing the quality expected in Arizona’s early care and education system and provide the foundation for professional development.

ECDHB project staff will collaborate with ADE staff to coordinate the schedule of train-the-trainer sessions on the standards and guidelines for Quality First coaches. ECDHB staff will be responsible for establishing inter-agency agreements and protocols for sharing information and producing and submitting required federal and state progress reports for this grant. The estimated time to complete these activities is thirty months.

The table below shows the action steps and timeline:

Action Step	Anticipated Completion Date
Receive final recommendations from Infant Toddler Guidelines workgroup	August 2010
Prepare draft guidelines	October 2010
Release draft for public review and comment	December 2010
Review input and prepare final document for printing	February 2011
Design and print Infant-Toddler Guidelines	June 2011
Execute Interagency Service Contract with Arizona Department of Education, Early Childhood Division	July 2011
Design train-the-trainer curriculum	August 2011
Training of Trainers, including Quality First Coaches	October 2011
Training for all Quality First providers	November 2011 through December 2013

Staff and Position Data

Sandy Foreman, Assistant Director, Policy and Research Division, ECDHB, will serve as the Project Director and have responsibility for project implementation. Ms. Foreman has been with the ECDHB since its inception and is a member of the ECDHB leadership team. She has been a chief advocate and architect of Quality First and been responsible for all aspects of development and implementation to date. Ms. Foreman brings to this project extensive background and experience as a Head Start and Early Head Start Administrator, preschool director, parent educator, elementary teacher and early childhood consultant. She has also served as a NAEYC Accreditation Commissioner and Validator, Head Start Federal Monitoring Reviewer, and President of the local Association for the Education of Young Children.

Key personnel include:

- Ena Binns, Quality First Coordinator, ECDHB, will provide oversight of eligibility and enrollment in Quality First as well as ensure that the rating component is integrated into the overall quality rating and improvement system.
- Allison Landy, Senior Policy Specialist, ECDHB, will be responsible for ensuring and maintaining the integrity and quality of rating assessment activities and will assist in writing the Infant/Toddler Developmental Guidelines.
- Ginger Sandweg, Quality First Assistant Coordinator, ECDHB will coordinate the development and implementation of the rating pilot and will oversee the Quality First rating as it rolls out in July 2011.
- Kesara Vilay, Senior Policy Specialist, ECDHB, is responsible for convening and coordinating the work of the Infant/Toddler Developmental Guidelines Taskforce.

- Amy Corriveau, Deputy Associate Superintendent of Early Childhood Education, ADE School Effectiveness Division, and Arizona’s Head Start State Collaboration Director, will be the Department of Education’s primary liaison with the ECDHB on this project and will be responsible for managing the components of the project carried out by ADE.

Resumes for the Project Director and key personnel are found in Attachment 2.

Organizational Profile: Early Childhood Development and Health Board/State Advisory Council

The Early Childhood Development and Health Board – First Things First, (ECDHB) was designated by the Governor as the State Advisory Council for Arizona in November 2008. In accordance with the language of the 2007 Head Start Reauthorization, the Governor elected to designate an existing entity in Arizona to serve as the State Advisory Council (SAC). This option was selected because the tasks and activities of the SAC, as outlined in the Head Start reauthorization, mirror those of the ECDHB, which was established in 2006 through the passage of a citizens ballot initiative.

The purpose of the Early Childhood Development and Health Initiative as outlined in Arizona state statutes is “to provide the necessary coordination and funding for early childhood development and health programs in Arizona that will:

- Work with parents, community leaders, local governments, public and private entities and faith-based groups to improve the quality of and increase access to early childhood development programs in communities throughout the state.
- Increase access to preventive health programs and health screenings.
- Offer parents and families support and education about early child development and literacy.

- Recognize the diversity of Arizona communities and give them a voice in identifying programs to address their particular needs.
- Provide training and support to early childhood development providers.
- Be subject to accountability and audit requirements, including requirements that the success of the Board and Regional Partnerships, as well as the programs they undertake and fund, be measured by outcomes for children and families.”⁵

The ECDHB recognizes that the goals of preparing children for success in school and life are not solely their responsibility. In fact, the ECDHB works to strengthen state-level and local coordination among varied stakeholders to identify and work towards system goals that are agreed upon in the ECDHB strategic plan roadmap.

The ECDHB is also responsible for early childhood system planning and coordination under the federal Health Resources and Services Administration (HRSA) Early Childhood Comprehensive Systems (ECCS) grant.

Governance

In accordance with the statute passed by voters, the governance structure for the ECDHB has two levels, the State Board and local Regional Partnership Councils. Thirty-one geographically diverse Regional Partnership Councils have been established by the State Board. The 12-member State Board is charged with overall responsibility for statewide planning and infrastructure building, stewardship of tobacco tax revenues and other public or private grant funds dedicated to early childhood system building, and overall evaluation of the impact of implemented strategies.

⁵ Title 8, Arizona Revised Statutes, chapter 13, section B.

As specified in the statute, nine members of the Early Childhood Development and Health Board/State Advisory Council (ECDHB/SAC) are appointed by the Governor and confirmed by the Arizona Senate and must be politically and geographically balanced. The directors of the Department of Health Services, Department of Economic Security, and the State Superintendent of Public Instruction, or their designees, are ex-officio members of the board. The Department of Economic Security's Child Care Administration is designated the Lead Agency for the federal Child Care and Development Fund program and the Department of Health Services is responsible for child care licensing.

The structure of the ECDHB/SAC provides a mechanism for collaboration and alignment of early childhood services across state agencies that serve children birth to five and their families. The Director of the Arizona State Head Start Collaboration Office is the Superintendent of Public Instruction's designee to the board. The list of current appointed members and the sectors they represent is shown in Attachment 3. The number and qualifications of the Board are fixed in statute and any changes, including the composition of the Board (and therefore the SAC), would have to be referred back to the voters through a legislative initiative.

The second level of governance is comprised of 31, 11-member Regional Partnership Councils. Also specified in Arizona Revised Statutes, Regional Partnership Councils are responsible for regional planning, assessment of regional needs and assets, developing and allocating funds that support regional strategies in accordance with the identified needs, and overseeing regional plan implementation. Regional Partnership Council members are volunteers who must reside or work in the regions where they serve. Council membership must include at least one parent of a child age five or younger at the time of their appointment, one child care

provider, one health service provider, one public school administrator, one early childhood educator, one member of the business community, one representative of the faith community, and one representative of a philanthropic organization. If an Indian tribe is located in the region, one public official or employee of a tribal government is a required member of the council. ECDHB Tribal Regional Partnership Councils must include the same representation as is required of non-Tribal Councils. The Regional Partnership Council boundaries represent planning areas but do not represent eligibility criteria; i.e. children and families accessing services do not have to reside in the region where they are accessing services. Attachment 4 is a map of Regional Boundaries.

Regional Partnerships boundaries were established to maximize coordination with other governmental units such as counties and Tribal governments with consideration for geographical barriers and inclusion of isolated areas. Information to establish regional boundaries was gathered from community stakeholders through meetings with any existing community based early education and health coalitions and through community forums and individual interviews. Demographic and service availability information was also reviewed. While the primary consideration in establishing regional boundaries was the feasibility of forming a strong and representative partnership to best serve children and families, review of the demographic data provided insight into the scope of the planning and implementation efforts.

By May 2007, 31 Regional Partnership Councils were established including 10 Native American Tribal Regional Partnership Councils. Interested individuals living or working within the region submit an application to serve and are appointed by the ECDHB to serve four year terms. We are happy to provide the 341 Council member list if that is needed for this application.

State wide Planning and Assessments

Biennial assessments of early childhood development and health programs, including an analysis of any unmet needs, recommendations for improved program coordination, and outcomes for children and families, is established in statute for the ECDHB. These reports are integral to the function of the SAC. The findings and recommendations guide the development of goals and strategies for system building at the state level. The reports of biennial assessments are posted on the ECDHB web site (www.azftf.gov) and are also submitted to the Arizona Governor, President of the Senate and the Speaker of the House. Published copies are available upon request.

The first statewide assessment *Building Bright Futures, 2007* was published in December 2007. This report was based on a review of available data as well as listening to parents, educators, child care providers, health professionals and community leaders regarding the assets and needs they have in their communities. The report is divided into three main sections including an overview of key education and health indicators of children's readiness for school, the current condition of early care and education in Arizona, and recommendations for system improvement and development.

This report guided the development of the ECDHB Strategic Plan Roadmap. The Roadmap provides the framework for system building going forward and serves as an anchor for statewide and regional planning and strategy development. The Roadmap is included as Attachment 5. *Building Bright Futures 2009*, was completed in December 2009 with updated early childhood development and health indicators. This report is also available on the ECDHB website (www.azftf.gov). These planning and assessment documents are not included with this application as each is well over 100 pages in length.

As a critical component of statewide planning and assessment, the ECDHB/SAC has convened 35 community leaders from around the state as members of a special Early Childhood Taskforce. The purpose of the Taskforce is to examine the role of all state agencies supporting early childhood development and health and refine the role and priorities of the ECDHB/SAC. The work of the Taskforce is grounded in scientific and economic evidence and is expected to result in refinement of the Strategic Plan Roadmap that identifies funding priorities for the ECDHB/SAC and establishes specific, measurable outcomes and benchmarks. The first of six Task Force meetings was held February 9, 2010, with the final meeting scheduled for August to finalize recommendations to the ECDHB/SAC. The members of the Early Childhood Taskforce are posted on the ECDHB website (www.azftf.gov). All Taskforce meetings are open to the public and the work of the Taskforce is transparent throughout the state by using a variety of communication methods, including posting of meeting minutes, resource documents, and findings on the web site as well as soliciting feedback through online surveys. The Taskforce member roster follows:

Kristina Blackledge
Parent Representative

Representative Rich Crandall
Chair of the House Education Committee
House of Representatives

Marilee Dal Pra
Senior Program Director
The Virginia G Piper Charitable Trust

LaVonne Douville
Vice President, Community Development
United Way of Tucson & Southern Arizona

Molly Dries Bright
Director
Arizona Early Intervention Program
Arizona Department of Economic Security

Rhian Evans Allvin
Executive Director
Early Childhood Development and Health
Board

Pricilla Foote
Director, Behavioral Health Services
Gila River Health Care

Reverend Jackie Garner
Chair
Central Maricopa Regional Partnership
Council

Rufus Glasper
Chancellor
Maricopa Community Colleges
Office of the Chancellor

Julianne Hartzell
Chair
Coconino Regional Partnership Council

Kathy Hrabluk
Associate Superintendent for School
Effectiveness
Arizona Department of Education

Will Humble
Director
Arizona Department of Health Services

Naomi Karp
President
AZAEYC

Beth Lazare
Policy Advisor for Health & Human
Services
Governor's Office

Bruce Liggett
Executive Director
Arizona Child Care Association

Geri Martinez
Director
Alhambra School District Head Start
Program

Ron Marx
Dean
College of Education, University of
Arizona

Nadine Mathis Basha
Task Force Chair & Board Member
Early Childhood Development and Health
Board

Joyce Millard-Hoie
Executive Director
Raising Special Kids

Dana Naimark
President & Chief Executive Officer
Children's Action Alliance

Jacob Moore
Member, Arizona State Board of Education
Managing Partner, Generation Seven
Strategic Partners, LLC

Karen Ortiz
Vice President, Early Education
Helios Foundation

Janice Palmer
Director of Governmental Relations
Arizona School Boards Association

Jane Pearson
Associate Director for Programs
St. Luke's Health Initiatives

Rosalind Polston
Outreach Program Coordinator
Tanner Community Development

Dr. Pamela Powell
Board Member and Program Chair
Early Childhood Development and Health
Board

Barbara Ralston
President and Chief Executive Officer
Fresh Start Women's Foundation

David Reede
Vice Chairman, San Carlos Apache Tribe
Vice Chairman, San Carlos Apache
Regional Partnership Council

Senator Rebecca Rios
Assistant Minority Leader
State Senate

Jeanette Shea
Assistant Director
Arizona Department of Health Services
Public Health Prevention Services

Laurie Smith
Member, Graham County Community
Foundation
Chair, Graham/Greenlee Regional
Partnership Council

Mayor Scott Smith
City of Mesa

Ginger Ward
Chief Executive Officer
Southwest Human Development
The Arizona Institute for Early Childhood
Development

Susan Wilkins
Executive Director
Association for Supportive Child Care

Neal Young
Director
Arizona Department of Economic Security

Karen Woodhouse
Deputy Director, Early Childhood Programs
Early Childhood Development and Health
Board

Amy Kemp
Assistant Director, Program Evaluation
Early Childhood Development and Health
Board

Michelle Katona
Assistant Director, Regional Partnership
Councils
Early Childhood Development and Health
Board

Sandy Foreman
Assistant Director, Policy and Research
Early Childhood Development and Health
Board

Karen Ponder
National Early Childhood Consultant

Regional Assessments and Planning

Needs and assets reports are also a responsibility of the 31 Regional Partnership Councils. These reports serve as planning documents for each region and provide Council members with qualitative and quantitative data on indicators of child health and development, as well as assess regional capacity to support early childhood development and health. This information guides the development of regional funding plans and the issuing of proposals and agreements to support the strategies outlined in each of the plans. Funding plans are evaluated by the ECDHB to assure alignment with the priorities and strategic direction identified through

the statewide needs assessment. Regional needs and assets reports are available on the Regional Partnership Council web pages and printed copies are available by request.

System Building Priorities

Ensuring that all children birth through five years are afforded opportunities to achieve their maximum potential to succeed in school and life involves the delivery of early childhood services through a comprehensive early childhood system. Fundamental is the need for a high quality, interconnected, comprehensive service delivery system that is timely, culturally responsive, family driven, community based, and directed toward enhancing a child's overall development. Priorities and goals to achieve such a system were identified through both statewide and regional needs and assets assessments and include:

- Quality early care and education
- Professional development for early childhood providers
- Access to health care
- Family support
- Coordination of service delivery and resources development
- Communication of the importance of early childhood development.

Within these goals, the early childhood system has three primary areas of focus: 1) early learning; 2) family support; and 3) health, mental health, nutrition and special needs. These area of focus include the following priorities:

Early Learning

Many children will spend time in early care and education settings before their sixth birthday. This aspect of the early childhood system emphasizes the importance of nurturing,

educational environments that support children's later success. A primary focus of the ECDHB/SAC is the development and implementation of a quality improvement and rating system for early care and education. Professional development that results in a skilled and well prepared workforce that will remain in the early childhood system is also a critical element of quality. Improving the quality of early care and education benefits all young children that are served in these settings.

Family Support

To best support their young child's optimal development, families benefit from access to coordinated, integrated education and information about community services and resources. Easily accessible information and referral services are relevant to all families regardless of intensity of need. Families may also be strengthened by access to a range of family support services such as home visiting, language and literacy programs, or training to improve parenting skills to support their child's optimal development. Coordination of services across agencies is a priority since the needs of families may be met by programs and services offered by other state agencies or community-based organizations. Arizona's Early Intervention Program (AzEIP) available from the Arizona Department of Economic Security is one example of a system component offered by another agency and a referral destination for families that receive early developmental screening funded by ECDHB.

Health, Mental Health, Nutrition, and Special Needs

To optimally support children's development, families need access to well-child, preventive, and ameliorative health and dental care including comprehensive services that meet children's vision, hearing, nutrition, behavioral, and oral health (as well as medical health) needs. This includes universal newborn screening and follow-up, screening and referral services

beginning at birth at all well-child visits, a system of qualified providers in all communities, and a medical home model that encourages coordination of care. A focus on early identification requires that all persons who come in contact with a child have the skills and knowledge to screen for health, developmental, and learning issues, and up-to-date, accurate information to make appropriate and timely referrals.

Monitoring and Evaluation

ECDHB/SAC has a framework related to monitoring of grantees and grant performance. This same framework also applies to program funds ECDHB/SAC is awarded. The framework includes a compliance and performance review of financial and programmatic elements. Reviews by grants management staff query for timely submission of program and expenditure reports, progress in meeting performance targets, and expenditure in accordance with the approved project budget. This review is considered a basic element to program performance.

The next level of the monitoring framework includes specific review for achieving expected outcomes for the program or model implemented. This includes the documentation of outcomes from the approved program implementation and an assessment of the results of these program components. These elements will be tracked in accordance with all requirements for the SAC grant.

Ongoing data collection and review of grant activity is critical to document program performance, i.e. how the program is being implemented, identifying any barriers before they become challenges that are difficult to overcome, and ultimately providing information and support to ensure long term success, not only while the project is funded, but beyond the life of the grant as well.

Evaluation Plan

The ECDHB has also put in place approaches and methods to evaluate all childhood system building strategies and activities undertaken by Regional Partnership Councils and through statewide infrastructure initiatives including those outlined in this application. These methods include:

- Establishing key measures and benchmarks for all strategies and system improvements.
- Commissioning a rigorous, independent evaluation of the service delivery system and its outcomes.

The first level of evaluation, performance monitoring, is undertaken directly by the ECDHB Evaluation Division. Currently contracted grantees are implementing strategic initiatives for children and families throughout Arizona. Those grantees each submit quarterly data on their implementation (such as number of families and children they served), as well as their activities (such as the number and duration of intensive literacy training sessions provided to parents or the number of early care and education providers receiving child care health consultation). Data submitted by ECDHB grantees is reported to Regional Partnership Councils, the State Board, and to stakeholders throughout the state.

The second level of evaluation, program outcomes, is undertaken by the ECDHB Evaluation Division in collaboration with the Arizona early childhood partners. These partners, including other state agencies administering programs and services to children birth through age five and their families, provide existing data regarding the health and school readiness of young children. Examples of data collaboration with partners include working closely with the Arizona Health Care Cost Containment System (AHCCCS), Arizona's Medicaid agency, to monitor the percentage of young children with health insurance, and collaboration with the Arizona Department of Education to assess the school performance of children by third grade. Examples

of new data collection include collaborating with St. Luke's Health Initiatives (a public charity) on their Arizona Health Survey in order to garner data on the regularity of well-child checks and healthy behaviors for children birth through five. ECDHB also contracts with the public universities in Arizona to assess the overall supply of early childhood education in Arizona and to determine how this supply meets the demand of parents and caregivers throughout the state.

A longitudinal impact study (system outcomes) is also underway by the University Consortia (University of Arizona, Arizona State University, Northern Arizona University). The longitudinal evaluation consists of three major studies: Longitudinal Child Study of Arizona (LCSA), Family and Community Case Study (FCCS), and the Kindergarten Readiness Snapshot (KR).

The LCSA has already begun data collection on over 8000 children (3500 infants and toddlers, 2800 preschoolers, 2200 kindergartners) throughout the state of Arizona. Each participant will be assessed every other year on constructs including height and weight, language/math skills, child development, family and home environment, parenting, child care, child health, use of services, and household income. The FCCS is the qualitative component of the overall study. Over 140 families, community leaders, and early childhood education and health service stakeholders will be interviewed on their opinions and perceptions of early childhood in Arizona. The Kindergarten Readiness (KR) provides a cross sectional analysis of the level of kindergarten readiness of over 1200 children in their first months of kindergarten.

This robust monitoring and evaluation capability assures fidelity and accountability to the projects described in this application and the capacity of the ECDHB to comply with federal programmatic and fiscal reporting requirements.

Sustainability

The Early Childhood Development and Health Initiative as passed by voters in 2006 included funding through an \$0.80 cent tax on tobacco products that continues in perpetuity. Collection of these funds began in December 2007 with 81 percent of funds collected dedicated to support the strategies identified and developed by Regional Partnership Councils. Nine percent of funds are designated for statewide early childhood infrastructure development and no more than 10 percent of total funds supports administration costs. The ECDHB/SAC exercises stewardship of these funds by careful monitoring all revenues (investments, grants, and donations), and expenditures to assure that regional and statewide system building strategies will be sustained for children. An original timetable to implement the plans and strategic activities at both the regional and state level allowed for the accumulation of revenue that can be used to sustain programs and service delivery for years into the future. At the same time, the ECDCB is undertaking development of an Arizona “children’s budget” to better understand the federal, state, and community funding resources that may be blended, braided and leveraged to support a vibrant early childhood system that will realize the ECDHB/SAC vision of an “Arizona where all children birth through age five are afforded opportunities to achieve their maximum potential to succeed in school and life.”

Project Budget

Budget - Year 1			
	Request	Matching 70% Required	Total Project
Personnel	\$201,125.00	\$0.00	\$201,125.00
Assistant Director for Policy/Research (Project Lead 0.1 FTE x 9 months)	\$7,500.00		
QF Coordinator (0.5 FTE x 9 months)	\$28,125.00		
QF Asst. Coordinator (1.0 FTE x 9 months)	\$45,000.00		
QF Administrative Assistant (1.0 FTE x 9 months)	\$26,250.00		
Policy Specialist Coordinating Infant Toddler Guidelines (1.0 FTE x 12 months)	\$75,000.00		
Evaluation Specialist (0.2 FTE x 9 months)	\$10,500.00		
Policy Specialist (0.1 FTE x 9 months)	\$5,250.00		
Graphic Designer for Training Modules (0.2 FTE x 12)	\$11,000.00		
Employee Related Expenses	\$56,315.00	\$0.00	\$56,315.00
Estimated at 28% of total Personnel	\$56,315.00	\$0.00	
Professional and Outside Services	\$320,000.00	\$100,000.00	\$420,000.00
Development of Infant Toddler Guidelines Training Curriculum	\$50,000.00		
IT Development of Rating Data System	\$200,000.00	\$100,000.00	
Printing Costs for Guidelines and Notebooks	\$70,000.00		
Travel Expenses	\$1,912.00	\$0.00	\$1,912.00
Required Travel for Asst. Coordinator 1 person x 5 nights	\$650.00		
Out of State Travel-Grantee Meeting 1person x 3 nights + air fare	\$1,262.00		
Equipment	\$0.00	\$0.00	\$0.00
Supplies	\$5,000.00	\$0.00	\$5,000.00
Misc. Office Supplies for project staff	\$5,000.00		

Year 1 Budget Continued			
Subcontracts	\$1,155,000.00	\$5,254,600.00	\$6,409,600.00
Southwest Human Development			
Pilot Assessment & Rating Project	\$825,000.00	\$1,254,600.00	
Rating Incentives (\$3,000 per participant)	\$180,000.00		
Coaching Grantees		\$4,000,000.00	
Pilot Rating Study Post-study Coaching	\$150,000.00		
Arizona Department of Education			
Training Module Development and Train the Trainer Sessions	\$250,000.00		
Other	\$0.00	\$0.00	\$0.00
TOTAL MODIFIED COSTS	\$1,738,090.00	\$5,354,600.00	\$7,092,690.00

INDIRECT COSTS (federally negotiated indirect rate 0 %)	\$0.00	\$0.00	\$0.00
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TOTAL	\$1,738,090.00	\$5,354,600.00	\$7,092,690.00
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Budget - Year 2-3			
	Request	Matching 70% Required	Total Project
Personnel	\$75,000.00	\$0.00	\$75,000.00
Policy Specialist - Coordinating Infant Toddler Guidelines (1.0 FTE x 12 months)	\$75,000.00		
Employee Related Expenses	\$23,590.00	\$0.00	\$23,590.00
Estimated at 28% of total Personnel	\$23,590.00		
Professional and Outside Services	\$50,000.00	\$0.00	\$50,000.00
Development of Infant Toddler Guidelines Training Curriculum	\$50,000.00		
Travel Expenses	\$650.00	\$0.00	\$650.00
Required Travel for Policy Specialist	\$650.00		
1 person x 5 nights			
Equipment	\$0.00	\$0.00	\$0.00
Supplies	\$3,500.00	\$0.00	\$3,500.00
Misc. Office Supplies	\$3,500.00		
Subcontracts	\$400,000.00	\$0.00	\$400,000.00
Coaching Grantees			
Pilot Rating Study – Post-study Coaching	\$150,000.00		
Arizona Department of Education			
Train the Trainer Sessions	\$250,000.00		
Other	\$0.00	\$0.00	\$0.00
TOTAL MODIFIED COSTS	\$552,740.00	\$0.00	\$552,740.00

INDIRECT COSTS (federally negotiated indirect rate 0 %)	\$0.00	\$0.00	\$0.00
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Year 2-3TOTAL	\$552,740.00	\$0.00	\$552,740.00
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PROJECT TOTAL	\$2,290,830.00	\$5,354,600.00	\$7,645,430.00
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Budget Narrative

Arizona Early Childhood Development and Health Board

Budget Period: August 1, 2010 – December 30, 2012

Personnel

Early Childhood Development and Health Board (ECDHB) will require personnel expenditures associated with the project management and direct program implementation of this grant. Sandy Foreman, as the Assistant Director for Policy, will be assigned to Project Director. The Quality First Coordinator will manage day-to-day activities of the Pilot Rating project throughout the nine months, with the support of an administrative assistant dedicated to the Pilot Project. The Quality First Coordinator will supervise the Assistant Coordinator and assist with coordinating Quality First participants and subcontractors. ECDHB has also budgeted for the partial time of a Policy Specialist to maintain the integrity of the quality rating assessment activities and provide on-going technical assistance as the project is implemented. We calculate two percent of an Evaluation Specialist time over nine months will be needed to assist with the analysis of data and achieving performance metrics for the project.

A Policy Specialist will coordinate the Guidelines and Standards development as well as assisting with the writing of the Infant/Toddler Developmental Guidelines. She will coordinate the activities of the subcontractor and other ECDHB staff contributing time to the development and distribution of training and content. In addition, a minimum amount of time will be needed for a Graphic Designer to develop, update and refine design elements of the Training Modules. This will be accomplished working in partnership with subcontractors. The Policy Specialist's time is also accounted for in the Year 2-3 budget.

Employee Related Expenses

ECDHB will require Employee Related Expenses to support personnel for both projects. The ECDHB standard ERE rate of 28% has been applied.

Professional and Outside Services

ECDHB is requesting \$50,000 for development of Infant Toddler Guidelines Training Curriculum, Printing of Guidelines and Training Notebooks under the project. Significant IT Development costs will be needed for the Pilot Rating Study and rating system and support for those costs have been requested. ECDHB will provide a significant match for this IT cost.

Development of Guidelines and Standards Training Curriculum

The Policy Specialist coordinating the Guidelines and Standards component of the project will collaborate with a the Arizona Department of Education (through a subcontract) on developing the training curricula and materials, implementing train-the trainer sessions, distributing the Infant-Toddler Developmental Guidelines, Program Guidelines for High quality Early Education: Birth through Kindergarten, and Early Learning Standards, and aligning with K-12 standards.

IT Development of Rating Data System

ECDHB has augmented its Information Technology staff with an experienced contractor for the past two and a half years. As part of their work, significant resources have been dedicated to the development of a Quality First Improvement and Rating data system to identify and track progress made by each individual provider. However, a significant amount of development time remains to build infrastructure and interface for tracking ratings by each provider as well as ancillary data related to assessment and quality improvement processes.

Printing Costs for Guidelines and Notebooks

Costs were estimated for professional printing of Notebooks for Trainers (\$5.65 x 300 notebooks); Infant Toddler Standards books (2, 500 x \$6); and Program Guideline books (\$10 x 5,000).

Travel

In State: Travel costs to various Quality First sites for program monitoring have been included for only the Assistant Quality First Coordinator. Most travel costs related to the Pilot Rating Study can be absorbed by other funding sources dedicated to Quality First.

Travel for the Policy Specialist in Year 2 has been requested for a minimum of 5 overnight stays and other costs. The Policy Specialist will be required to perform on going quality monitoring of training sessions throughout the state.

Out of State: Travel costs are calculated to attend required grantee meeting. Air fare is estimated at \$500 per trip for 1 meeting. Per diem is calculated at the State's travel allowable limit of \$195 per night for lodging at an estimated 3 nights per trip for a total of \$585 for 1 trip. Additionally, the State's per diem rate was used to calculate costs at \$59 per day at an estimated 3 days per trip for a total of \$177 for 1 trip.

Equipment

ECDHB will require no funds to support equipment for the project. All equipment needs will be supported through ECDHB equipment already available for use.

Supplies

ECDHB will require minimum funds for miscellaneous office supplies for project staff on both projects.

Subcontractors

Southwest Human Development

Southwest Human Development works under an existing contract for the initial assessment of Quality First sites using the Environmental Rating Scales and CLASS assessment tools. The contractor will provide a seamless integration of the rating into their activities and by augmenting its staff can limit overall project costs. The costs include 20 assessors for 9 months to conduct initial assessments and data collection for the rating study. The costs also include some limited support staff for the contractor, as most of these costs are already borne by the matching funds included under this line item. In addition to the costs of assessment and rating activities, ECDHB has included an estimated \$3,000 per site as an incentive for participating in the Rating Pilot Study.

Coaching Grantees

ECDHB requests an additional \$150,000 in a limited improvement phase that would occur after initial assessments are complete. These costs would include limited incentives (if necessary) available to each site and time for a Quality First Coach to augment their time in assisting the quality improvement process, working individually with each site. Additional funds have been allocated for Year 2 for ongoing improvement and coaching costs for the participants post study.

Arizona Department of Education

ECDHB requests grant funding for staff and related costs for the implementation of the dissemination and provider training, including development of training modules/handbooks, curricula, and on-going train-the-trainer sessions on the Infant-Toddler Developmental Guidelines, Program Guidelines for High quality Early Education: Birth through Kindergarten,

and Early Learning Standards. The subcontractor estimates supporting 1.5 FTE for the development and initial rollout of training as well as support costs throughout the year. Year 2 costs are similar as they will entail maintenance of the guides, distribution and train-the-trainer sessions throughout the state.

Other

ECDHB has no other project specific costs related to successful implementation of the project.

Appendices

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State of Arizona
Department of Education

Tom Horne
Superintendent of
Public Instruction

June 28, 2010

To Whom It May Concern:

I am pleased to be able to provide a letter of support for Arizona's State Advisory Council Application.

The Early Childhood Development and Health Board established a vision and a commitment to improve the health and education of young children birth to five. Arizona's system of early childhood also provides support for families and access to high quality, comprehensive and collaborative educational experiences for children.

The Early Childhood Development and Health Board plans to strengthen the system of early childhood in Arizona through use of the available funds provided by this opportunity. The plan involves funding a pilot study for the quality improvement and rating system (Quality First) and by funding professional development around key policy documents in our state. The collective mission is to expand high quality opportunities for all young children through the creation of collaborative partnerships, increased public awareness, supportive policies and coordination of training, technical assistance and education.

The Early Childhood Development and Health Board's plan strongly supports the vision and mission of the State Advisory Council and the unique work of Arizona's early childhood systems development. The Arizona Department of Education Early Childhood Unit (ADE/ECE) is pleased to be a collaborative partner in the implementation of this funding opportunity.

I hope the Administration for Children and Families will support this application.

Sincerely,

A handwritten signature in black ink, appearing to read "Amy Corriveau".

Amy Corriveau
Deputy Associate Superintendent
Early Childhood Education
Head Start State Collaboration Director
Arizona Department of Education

RESUME
Sandra Foreman

Expertise

Forty years of working with children and their families in the private sector, the public schools, the community college system, state government, non-profit programs and the federal Head Start program. Positions have encompassed the fields of child development, early care and education, elementary education, and family service. Responsibilities have included direct service to children and families, consultant, higher education instructor, program developer, supervisor, program manager and policy analyst.

Professional Experience

Assistant Director for Policy and Research Early Childhood Development and Health Board – First Things First	2008-Present
Senior Policy Specialist Early Childhood Development and Health Board– First Things First	2007-2008
Early Childhood Policy Analyst Governor’s Office for Children, Youth and Families School Readiness board	2006 – 2007
Senior Program Manager Southwest Human Development	2002 – 2006
Manager, Early Head Start Program Southwest Human Development	1999 – 2002
Manager, Child Development and Training Southwest Human Development	1996 - 1999
Manager, Head Start-Public School Transition Project Southwest Human Development	1992 - 1997
Early Childhood Consultant, Children’s Action Alliance Arizona Department of Education	1991-1992
Coordinator, PRAISE Preschool at Mountain View School Washington School District	1991

Attachment 2

CDA Advisor and Coordinator for Maricopa County Central Arizona College	1988-1991
Parent Education Coordinator, Extended Kindergarten Program Washington School District	1989-1991
Associate, Montanari and Associates Early Childhood Education Management and Consulting Business	1987-1990
Director, Central United Methodist Cooperative Preschool	1984-1987
Community Researcher Johns Hopkins University / Arizona Infant Evaluation Project	1977 & 1979
Elementary Teacher Iowa City School District	1969-1972

Educational Background

M.A.	Human Development.	Pacific Oaks College	1996
B.S.	Child Development / Elementary Education	Iowa State University	1969

Professional Memberships

Arizona Department of Education Early Childhood Standards Task Force, Member
Arizona Department of Education Early Childhood Assessment Task Force, Member
National Transition Evaluation Advisory Panel, One of two Program Representatives
National Association for the Education of Young Children, Member
National Academy of Early Childhood Programs, Validator and Former Commissioner
Valley of the Sun Association for the Education of Young Children, Former President, Board
Member and 1995 Conference Co-Chairperson
Zero to Three, Member

Community Involvement

Arizona Bicycle Club, Member
Sojourner Center, Advisory Board Past Member
Children’s Action Alliance Advisory Board, Past Member
Phoenix Women’s Commission, Past Chairperson and Member

Attachment 2

ENA N. BINNS

25266 West Darrel Drive
Mobile (602) 349-9925 Home (623) 327-0393
Enabinns1234@yahoo.com

Work Experiences

Early Childhood and Health Development Board, Arizona Quality First Coordinator, February 2009 – Present

- Lead coordination and administration for statewide early childhood quality improvement program.
- Develop program infrastructure, program policies and procedures.
- Coordinate and facilitate meetings with state agencies to synchronize delivery of services.
- Monitor contractor performance and program implementation. Provide training, support and technical assistance to contractors.

Child Care Administration, Arizona Early Childhood Policy Specialist, November 2006 – February 2009

- Monitor Arizona State awarded Early Care and Early Education Professional Development Training Contracts.
- Developed contract compliance reporting system and monitor program implementation by field staff.
- Reconcile contract monthly reports and process for reimbursement.
- Perform special research assignments for Early Care and Early Education Professional Development.

Child Care Administration, Arizona Unit Supervisor, May 2006- November 2006

- Oversee daily operations of assigned Child Care Administration Office
- Directly supervise six case managers and one administrative support.
- Assess client inquiries and respond accordingly.
- Coordinate and facilitate Unit trainings and meetings.
- Administer Child Care Administration policies and procedures.

Southcentral Foundation- Behavioral Services Division, Alaska Project Manager, October 2005- March 2006

- Lead coordination in development of assigned programs strategic planning and annual goals and objectives.
- Coordinated revision of forms, orientation programs, and employee manual within assigned programs.
- Directed a Teacher Recruitment Hiring Project
- Co-managed a Division wide Human Resource Project
- Administered program preparation for Joint Commission of Accreditation for Hospital Organization application, of which include writing program procedures, developing and implementing systems, training staff, assisting with development of internal service agreements between programs.

Southcentral Foundation- Head Start, Alaska Systems Administrator, November 2003- September 2005

- Led coordination of planning and support in daily operational functions.
- Monitored systems within Head Start program to ensure compliance with Federal Head Start Performance Standards.
- Establish and maintained systems relating to operations of program. Assist Managers with implementation of program goals, objectives, strategic planning, policies, procedures and quality improvement initiatives
- Compiled and analyzed data from monthly reports for manager's presentation.

Southcentral Foundation- Head Start, Alaska Supervisor of Support Services, April 2003- November 2003

- Monitored systems within Family Services Component to ensure compliance with Federal Head Start Performance Standards. Led coordination of various Head Start programs.

EDUCATION

South Carolina State University Orangeburg, South Carolina December 1997

- Orangeburg, South Carolina Bachelor of Science in Early Childhood Education

ALLISON B. LANDY, M.ED.
602.989.1520 - scrapally@gmail.com

4620 EAST LIBBY STREET
PHOENIX, AZ 85032

Academic Preparation

2006 - Entrance in Ed.D. Early Childhood Education program, Arizona State University (currently not enrolled)
2003 - M.Ed. Special Education (Early Childhood Education concentration), Arizona State University West
1987- B.A Psychology, North Central College

Summary of Qualifications

Over 25 years field experience in early childhood education in roles ranging from teacher to program administrator and including the following roles and responsibilities:

Teaching and Training Experiences:

ECD 406 Assessment in Early Childhood Education, Birth through Age Eight, Fall 2007, Spring 2008, Fall 2008, Spring 2009 – Arizona State University
ESE509 Foundations in Early Childhood Special Education,
Fall 2006 – SELECT class, Northern Arizona University
ESE504 Methods and Materials in Early Childhood Special Education, Spring 2006 -SELECT class, Northern Arizona University
ITD202 Cognition and Communication, Spring 2004 - Scottsdale Community College
Early Childhood Environmental Rating Scales-Revised (ECERS-R) Administration, Statewide training March-May 2006 – Arizona Department of Education
Developmental Screening Using the ESI-R, Summers 2003, 2002 – Maricopa County Head Start
Individualized Lesson Planning for Preschool Children, Summers 2003, 2002, 2001 – Maricopa County Head Start

Current Responsibilities:

- Responsible for internal and inter-agency systems planning and effective practices promotion around the issues of children with special needs ages birth through five.
- Support the Arizona Early Childhood Development and Health Board and its workgroups by providing content expertise and information.
- Responsible for developing policies around special needs issues and supporting the implementation of Board approved programs such as the statewide scholarship system and the quality improvement and rating initiative.
- Provide technical assistance and professional development to regional partnership council staff and volunteer members.
- Provide content expertise and resourcing to the Early Childhood Development and Health Board Regional Partnership Councils.
- Facilitate and lead logistic teams related to strategy development for early intervention and quality early childhood care and education.

Key Accomplishments

Attachment 2

- Represented Arizona at an invitation only leadership meeting sponsored by the Center for the Advanced Study of Teaching and Learning with other key states implementing Quality Rating Systems.
- Led the principal writing of the first agency statewide needs and assets report, Building Bright Futures, presented to the governor in December 2007.
- Facilitated the logistic team on assessment for the Quality First early care and education quality improvement and rating system. This group was responsible for outlining the assesment process and aligning with state standards and making recommendations for quality rating indicators.
- Represented the Early Childhood Development and Health Board at the Arizona Department of Education Early Learning Institute.
- Developed strong partnerships with external researchers which led to a special invitation for Arizona's participation in the CLASS instrument statewide implementation planning meeting in October, 2008.
- Played in integral role in the development and design of Arizona's Quality First program, the statewide quality improvement and rating system for early care and education.
- Children in Head Start Programs.

Professional Memberships

Current Memberships:

CEC/DEC – Council for Exceptional Children/Division of Early Childhood

Past Memberships:

ACEI - Association for Childhood Education International

NAEYC – National Association for the Education of Young Children

Grant Awards

- Co-authored Positive Youth Development grant for Maricopa County Head Start – 2002
- Authored and implemented At-risk Preschool Grant awarded through the State of Arizona and Washington School District - 1995

**Ginger S. Sandweg
333 West Hazelwood Street
Phoenix, Arizona 85013
(602) 703-0826**

Work Experience:

***Supervisor, Early Childhood Center – Mesa Community College and Phoenix College
11/2001– present***

I have been employed in the same position at two separate colleges in the Maricopa Community College District. I am responsible for the following job duties:

- **operational management** - I am responsible for policy and procedure development and implementation.
- **budget management** - I oversee the order of supplies as well as client billing and payment.
- **supervisory management** - I am responsible for staff scheduling, training, evaluation, and employment.
- **funding proposals** - I have written for grants and internal capital funding.
- **regulatory compliance** - I am responsible for the compliance with the Arizona Department of Health Services, Office of Child Care Licensure (AZDHS, OCCL) and National Association for the Education of Young Children (NAEYC).
- **customer service** - I solicit and respond to client feedback, including concerns, conduct client tours, oversee client enrollment, and provide client referrals.

***Adjunct Faculty – Mesa Community College and Phoenix College
8/2003 – Present***

I intermittently teach courses in the Child and Family Studies Department. Courses that I have taught include:

- **CFS 178** (Survey of Early Childhood Education)
- **CFS 278** (Early Childhood Education)
- **ECH 287** (Professional Development in Early Childhood Education)

Skills that help me to succeed in this position include:

- **written competence** - I must use my skills to create syllabi and provide written feedback on assignments as well as create tests, assignments, and lecture material.
- **oral competence** - I must communicate clearly to help students understand course competencies, expectations, and concepts.
- **knowledge of learning styles** - I must understand and implement different teaching strategies such as lecture, group discussion, hands on projects, and written assignments to meet the needs of a diverse population of students.

**Southwest Human Development
3/1997 to 11/2001**

I held four positions during my tenure at this agency that serves families with children prenatal - age five:

- **Head Start Child Development Manager** (1/2000 - 11/2001)- I supervised the operation of Head Start Classrooms located on public elementary school district campuses regulated by AZDHS, OCCL, NAEYC and Federal Head Start Standards.
- **Child Care Training Specialist / Program Manager** (9/1998 - 1/2000 and 3/1997 - 12/1997)- I developed and presented training, provided technical assistance, and conducted classroom observation consultations for community child care centers serving families receiving DES Child Care Assistance. I was responsible for recruiting and enrolling programs. After 6 months of hire as the Training Specialist, I was promoted to the Program Manager position which added grant proposal and annual reporting duties.
- **Child Care Program Manager** (1/1998 - 9/1998) - I managed a child care center serving children birth to age two. This program was a collaboration with a charter school serving teen parents who needed child care while attending high school.

The skills that I used in all of the above positions include:

- **reflective supervision** - For each of these positions, I was involved in monthly supervision, both as a supervisor and an employee. Creating an environment of trust, supporting and honoring differences, building upon strengths, and identifying areas of growth are key components of this type of supervision,
- **coaching** - I used observation and feedback in each of these positions in order to coach clients and staff regarding their interactions with children, classroom organization, and daily schedule. I also used this skill to help clients and staff recognize their successes and challenges.
- **time management** - I had to schedule appointments with staff and clients in multiple locations for the positions above. Time management was a necessary skill to ensure enough time for the appointment as well as enough time for transportation between appointments.
- **written competence** - I wrote grant proposals, performance evaluations, training modules, and annual reports.

Education:

Utah State University **12/2003**
M. S. Family, Consumer, and Human Development

California State University San Bernardino **6/1994**
B. A. Psychology
B. A. Human Development (Child Development emphasis)

Attachment 2

K. Vilay

31231 North 43rd Street
Cave Creek, AZ 85331
United States
Phone: (480) 483-0241
Email: k@az83.com

CERTIFICATIONS AND PROFESSIONAL MEMBERSHIPS

Child and Adult First Aid/ CPR Trainer Certification
Professional member of National Association for the Education of Young Children (NAEYC), Division of Early Childhood/ Council for Exceptional Children (DEC/CEC), ZERO TO THREE
Past-Vice President of Outreach and Special Projects Valley of the Sun AEYC
Early Intervention Certificate; Arizona Early Intervention Program
Early Intervention Interagency Coordinating Council Committee Memberships 1997 to 2007: Personnel Preparation, Standard of Practice, Evaluation and Monitoring

EXPERIENCE

Early Childhood Development and Health Board

Senior Policy and Research Specialist – Family Support and Literacy

From: 09/2007 to Present

Provide content expertise for state and regional development of a comprehensive early childhood system for Arizona. Duties include: work with parents, community leaders, local government, public and private entities and faith-based groups to improve the quality of early childhood development and health program in communities throughout the state. Support for the Arizona Early Childhood Development and Health State Board and workgroups by providing content expertise; by developing policy and implementing State Board programs; by representing the State Board on committees, and at conferences and meetings; and, by identifying national and local legislative issues requiring State Board support or advocacy. Provide technical assistance to Regional Council Division staff and council member volunteers; assist in the development, review and recommended approval of Regional Council funding plans and support the implementation of local programs through strategy development, creation of standards of practice, technical reviews of grant applications, development of reporting requirements and technical assistance for grantees.

United Cerebral Palsy Central Arizona

Program Director

From: 01/2006 To: 09/2007

Senior Administrator of Home and Community Based Services, Day Treatment and Training After School/ Summer, Day Treatment Adult, Employment, Early Intervention, Therapy, Assistive Technology, Early Learning Center, Transportation, Resource and Referral. Programs provide services to individuals with developmental delays or disabilities from birth through adult hood.

United Cerebral Palsy Central Arizona

Program Coordinator

From: 05/2003 To: 01/2006

Direct management of Early Intervention, Therapy, Assistive Technology, and inclusive child care programs. Services and supports for children 0-5 years old with special needs: developmental delays and/or disabilities and their families. Duties include management of programs practice and clinical operations. Recruit, supervise, train, and conduct performance reviews for multi-disciplinary staff of paraprofessionals and professionals (Developmental Specialists, Support Coordinators, Occupational Therapists, Physical Therapists, Speech-Language Pathologists, Teachers, Psychologists, Social Workers). National Association for the Education of Young Children

Accreditation Validator

From: 07/2001 To: 05/2003

Assist early childhood programs (0-5 years old) and child care providers to obtain NAEYC accreditation and maintain accredited status. Verify program descriptions and self-assessments. Conduct and report observations to the accreditation academy. Travel throughout this State and the Western region. Knowledge of NAEYC practices and regulations including: Developmentally Appropriate Practice, early childhood Federal, State, and local laws, and overall accreditation process and criteria. Provide technical assistance. Excellent communication and computer skills. Awareness of community and local resources.

Northern Arizona University/ Institute for Human Development

Apprenticeship Coach

From: 01/2001 To: 10/2003

Attachment 2

Arizona Staff Development and Training Project: Provide training, technical assistance and guidance to apprentices and their supervisors within Arizona's early intervention service delivery system during the apprenticeship period of the Arizona Early Intervention Program (AzEIP) Standard of Practice. Knowledge of State systems and Federal mandates/ laws/ regulations: Application for Federal Funds, Individuals with Disabilities Education Act (IDEA) Part C, and the standards identified by AzEIP. Promote effective practice across all early intervention disciplines and providers.

REM Arizona Rehabilitation, Inc.
Early Intervention Program Director
From: 01/2001 to 05/2003

Develop and implement early intervention programming. Duties include: creation of documentation and tracking systems; curriculum development; recruit qualified staff to establish multi-disciplinary teams; and staff development and training.

Bethphage Little Learners
Early Interventionist II
From: 04/1999 to 01/2001

Conduct home visits and implement play groups to provide support, education and information to parents and families of infants and toddlers with developmental delays and/ or disabilities. Duties include: assessment, family service plan development and implementation. Create and establish an employee child care program licensed by the Arizona Department of Health Services Office of Child Care Licensure.

TCH
Early Interventionist
From: 05/1997 to 04/1999

Conduct home visits and implement play groups to provide support, education and information to parents and families of infants and toddlers with developmental delays and/ or disabilities. Duties include: assessment, family service plan development and implementation.

Interdisciplinary Intern
Arizona State University
From: 01/1997 to 05/1997

Students from various colleges completing course work in early childhood development and education participate in interdisciplinary studies and collaboration on the development of a statewide early childhood development and family support resource guide. Internship placement with Healthy Families/ South West Human Development; activities include participation in initial program training, shadow observation of home visits and coordination of a support group for parents and families in the program.

Teacher Aide
Child Development Lab and Child Study Lab Arizona State University
From: 08/1995 to 12/1996

Assist the Master Teacher in the implementation of center based play groups and early education programs for toddlers, preschoolers and their parents and families.

Lead Teacher
Campus Children's Center Arizona State University
From: 08/1992 to 12/1993

Provide early care and education programming for preschool classroom. Duties include: curriculum implementation, planning and preparation for daily activities, classroom management, assessment and supervision of associate and aide staff. Participate in initial NAEYC accreditation of this program.

EDUCATION

Arizona State University, B.S., M.S. Family Resources and Child Development 05/1997

- East Valley Institute of Technology Career Ladder Co-Chair (2000-2004)
- East Valley Institute of Technology TechPrep Representative (2002- 2004)
- Valley of the Sun Association for the Education of Young Children, Treasurer (2003-2007)

University Teaching Experience:

Arizona State University, 2000-2009, Instructor for courses in Early Childhood Development, Health, and Early Care and Education.

Service Activities:

- Participate in Early Childhood Inclusion Coalition (Spring 2006-present)
- Arizona Department of Education ECE State Standards Committee Member
- ECERS-R reviewer for the Maricopa County Head Start Program.
- Provided training to Maricopa County Head Start Staff regarding behavioral problems and how to utilize functional behavioral assessments to address behavioral concerns and needs (Fall 2005)
- Provided training and training materials to Maricopa County Head Start teachers and educational staff regarding their role in the IEP meeting (Fall 2001).
- Provided training and materials to Head Start families regarding child development and parental training techniques (Fall 2001 & Spring 2002)
- Participant in Community Partnership Review Committee for Maricopa County Head Start (Spring 2002).
- Consultant in General Education Curriculum for The Children's Center for Neurodevelopmental Studies (1999-2007)
- Worked on the Doors to Discovery Research Project with Dr. James Christie. Implementing an Early Childhood Literacy Curriculum in Head Start Classrooms; pre-tests and post-tests (2001-2002)

Professional Memberships:

- Council for Exceptional Children ~ Division of Early Childhood
- National Association Education of Young Children (NAEYC)
- Association for Childhood Education International
- Association for Career & Technical Education
- SUCCEEDS Program

Arizona Early Childhood Development and Health Board
Member Roster

BOARD MEMBER	Affiliation
Steve Lynn, Board Chair	Business and Civic Leader
Dr. Eugene W. Thompson Vice Chair	Former Public School Superintendent – Education Consultant
Gayle Burns	Former Child Care Center Owner/Operator
Amy Corriveau	Deputy Associate Superintendent for Early Childhood Education at the Department of Education – Director Head Start Collaboration Office
Arturo Gonzales, M.D.	Pediatrician and President of the Arizona Chapter of the American Academy of Pediatricians
Will Humble	Director, Department of Health Services
Nadine Mathis-Basha	Consultant, Early Childhood Education
Honorable Cecil B. Patterson Jr.	Arizona Superior Court Juvenile Court Judge, Retired
Dr. Pamela Powell	Assistant Professor, Northern Arizona University, Language and Literacy
Vivian Juan Saunders	Former Chair of the Tohono O’odham Nation
Neal Young	Director, Department of Economic Security
	Appointment Pending



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07/15/10

WHAT WE WILL DO
TO BUILD THE ARIZONA EARLY CHILDHOOD DEVELOPMENT AND HEALTH SYSTEM
Goal Areas and Goals

Quality and Access

1. FTF will improve access to quality early care and education programs and settings.
2. FTF will lead efforts to improve early care and education regulatory and monitoring standards as a foundation for quality in early care and education settings.
3. FTF will increase availability and affordability of early care and education settings.

Health

4. FTF will collaborate with existing Arizona early childhood health care systems to improve children's access to quality health care.
5. FTF will build on current efforts to increase the number of health care providers utilizing a medical and dental home model.
6. FTF will expand use of early screening in health care settings to identify children with developmental delay.
7. FTF will advocate for timely and adequate services for children identified through early screening.

Professional Development

8. FTF will build a skilled and well prepared early childhood development workforce that will address the strengths and needs of the whole child, including cognitive, language, social-emotional, motor development, creativity, and physical health.
9. FTF will increase retention of the early care and education workforce.
10. FTF will enhance specialized skills of the early childhood development and health workforce to promote the healthy social-emotional development of young children.

Family Support

11. FTF will coordinate and integrate with existing education and information systems to expand families' access to high quality, diverse and relevant information and resources to support their child's optimal development.
12. FTF will increase the availability, quality and diversity of relevant resources that support language and literacy development for young children and their families.

Coordination

13. FTF will lead cross-system coordination efforts among state, federal and tribal organizations to improve the coordination and integration of Arizona programs, services, and resources for young children and their families.
14. FTF will collect and disseminate accurate and relevant data related to early childhood development and health.

Communication

15. FTF will expand public awareness of, and financial and political support for, early childhood development and health efforts in Arizona.

HOW WE WILL DO IT
STATEWIDE STRATEGIC DIRECTIONS
 (* indicates strategies with statewide funding)

Quality and Access

- 1. FTF will improve access to quality early care and education programs and settings.**
 - a. Establish and implement a comprehensive quality improvement and rating system to improve quality across early childhood education and care settings utilizing public and private funding and resources to develop the statewide infrastructure.*
 - b. Increase child care health and mental health consultants to improve children's health, safety and quality of interactions with providers and increase early identification of health or developmental concerns.*
 - c. Increase use of screening activities across early care and education settings to improve early identification and receipt of appropriate services.
 - d. *Potential Regional strategies based on Regional Funding Plan.*
- 2. FTF will lead efforts to improve early care and education regulatory and monitoring standards as a foundation for quality in early care and education settings.**
 - a. Coordinate and advocate for the improvement and alignment of early care and education regulatory standards and monitoring activities.
 - b. Coordinate use of the Arizona Early Learning Standards across all early care and education to improve quality of curriculum and assessment.
 - c. *Potential Regional strategies based on Regional Funding Plan.*
- 3. FTF will increase availability and affordability of early care and education settings.**
 - a. Identify and seek financial incentives (private and public funding for scholarships, tax incentives, tuition stipends to quality settings, etc.) to programs so they can maintain affordable prices while improving quality.
 - b. Advocate for increasing availability of new early care and education settings or expanding existing settings.
 - c. *Potential Regional strategies based on Regional Funding Plan.*

Health

- 4. FTF will collaborate with existing Arizona early childhood health care systems to improve children's access to quality health care.**
 - a. Increase outreach and enrollment assistance for public health insurance to eligible but not yet enrolled families.
 - b. Identify and seek opportunities to increase the number of qualified infant mental health and early intervention specialists.
 - c. Advocate for and collaborate with Arizona Chapter of the American Academy of Pediatrics, American College of Obstetricians and Gynecologists, Arizona Medical and Dental Universities, AHCCCS and ADHS to increase the percent of children that have an oral health visit by age one.
 - d. Advocate for Increase rate of early and continuous prenatal care through collaboration and coordination with the various state and public health agencies.
 - e. Advocate for medical professional's use of recommended guidelines for preventive medical and oral health care.
 - f. *Potential Regional strategies based on Regional Funding Plan.*
- 5. FTF will build on current efforts to increase the number of health care providers utilizing a medical and dental home model.**
 - a. Collaborate with Arizona Chapter of the American Academy of Pediatrics, American Academy of Pediatric Dentistry, American Dental Association, Arizona Department of Health Services, and AHCCCS to increase the use of medical and dental homes.
 - b. *Potential Regional strategies based on Regional Funding Plan.*
- 6. FTF will expand use of early screening in health care settings to identify children with developmental delay.**
 - a. Advocate for the expansion of implementation of the Parents' Evaluation of Developmental Status (PEDS) screening for all children to promote the early identification and intervention of children with special needs.
 - b. *Potential Regional strategies based on Regional Funding Plan.*
- 7. FTF will advocate for timely and adequate services for children identified through early screening.**
 - a. Advocate for and coordinate with early intervention agencies to increase recruitment and retention of providers of specialized intervention services, such as, occupational and physical therapy, and speech language development therapy.
 - b. *Potential Regional strategies based on Regional Funding Plan.*

HOW WE WILL DO IT STATEWIDE STRATEGIC DIRECTIONS

(* indicates strategies with statewide funding)

Professional Development

8. **FTF will build a skilled and well-prepared early childhood education and development work force that will address the strengths and needs of the whole child, including cognitive, language, social-emotional, motor development, creativity, and physical health.**
 - a. **Establish and coordinate the implementation of a comprehensive statewide scholarship system to improve quality in the professional workforce. ***
 - b. Advocate and coordinate efforts to increase the number of colleges and universities with formal articulation agreements that share core competencies in early childhood education and health specialties to improve flexibility of educational pathways.
 - c. *Potential Regional strategies based on Regional Funding Plan.*
9. **FTF will increase retention of the early care and education workforce.**
 - a. Design, develop and phase-in a salary incentive program in a sequential and timely manner.
 - b. *Potential Regional strategies based on Regional Funding Plan.*
10. **FTF will enhance specialized skills of the early childhood development and health workforce to promote the healthy social-emotional development of young children.**
 - a. Advocate for coursework and training programs with enhanced focus in the area of social-emotional development of young children to increase qualifications of early childhood development and health professionals.
 - b. *Potential Regional strategies based on Regional Funding Plan.*

Family Support

11. **FTF will coordinate and integrate with existing education and information systems to expand families' access to high quality, diverse and relevant information and resources to support their child's optimal development.**
 - a. **Support statewide distribution of parent education kits to parents of newborns.**
 - b. Expand an existing statewide web-based information and education system to increase access to and coordination of statewide and regional information for families, professionals, and the general public related to early childhood development and health.
 - c. Increase information for families to identify and locate high-quality programs and settings.
 - d. Collaborate with family support and education programs to expand services to include the development, enhancement, or implementation of home visiting programs.
 - e. *Potential Regional strategies based on Regional Funding Plan.*
12. **FTF will increase the availability, quality and diversity of relevant resources that support language and literacy development for young children and their families.**
 - a. Advocate for expanded availability and access to early literacy and adult language acquisition programs.
 - b. *Potential Regional strategies based on Regional Funding Plan.*

HOW WE WILL DO IT STATEWIDE STRATEGIC DIRECTIONS

(* indicates strategies with statewide funding)

Coordination

- 13. FTF will lead cross-system coordination efforts among state, federal and tribal organizations to improve the coordination and integration of Arizona programs, services, and resources for young children and their families.**
- a. Collaborate among all systems to coordinate and improve child find and early intervention efforts.
 - b. Collaborate with public and private organizations to identify and apply for grants that support the First Things First goals.
 - c. Involve families in the development of policies and cross system coordination activities by supporting family representation at all levels of First Things First governance.
 - d. Coordinate with other agencies to align standards that impact quality practices, program access and service delivery across early childhood systems.
 - e. *Potential Regional strategies based on Regional Funding Plan.*
- 14. FTF will collect and disseminating accurate and relevant data related to early childhood development and health.**
- a. Develop a statewide database for the collection, dissemination, reporting and accuracy to of data collection.
 - b. *Potential Regional strategies based on Regional Funding Plan.*

Communication

- 15. FTF will expand public awareness of and financial and political support for early childhood development and health efforts in Arizona.**
- a. **Develop an awareness campaign about early childhood development and health. ***
 - b. Leverage private funding to implement a campaign to build and sustain financial and political support for early childhood development and health.
 - c. Support legislative changes and organizations that positively impact early childhood development and health.
 - d. *Potential Regional strategies based on Regional Funding Plan.*

**Arizona Early Childhood State Advisory Council
Application for Supplemental Award**

Arizona's State Advisory Council proposes to use available supplemental funds from the Head Start for School Readiness Act of 2007 for Technical Assistance to the State Advisory Council over the next three years to implement the recommendations of the Arizona Early Childhood Task Force.

In January, the Early Childhood Development and Health Board/State Advisory Council (ECDHB/SAC) convened 35 community leaders from around the state as members of a special Task Force to develop the Arizona Early Childhood Plan. This plan will provide the vision and direction for building the state's early childhood development and health system. The final meeting of Task Force members¹ was held on August 11 and resulted in consensus recommendations encompassing funding priorities and direction to establish specific outcomes and benchmarks to measure progress over the next three years.

System building priorities recommended by the Task Force include:

- **Quality, Access, and Affordability of Regulated Early Care and Education Settings -**
- **Supports and Services for Families -**
- **Professional Development System -**
- **Increasing Access to Quality Health Care Coverage and Services**
- **Building Public Awareness and Support**

In addition, the task force recommended state-level processes in which the ECDHB/SAC should take a leadership role:

Early Childhood System Funding – Secure, coordinate, and advocate for resources required to develop and sustain the early childhood system.

Early Care and Education System Development and Implementation - Convene partners and provide leadership in the development and implementation of a comprehensive early care and education system that is aligned both across the spectrum of settings and with the full continuum of the educational system.

Quality Early Care and Education Standards, Curriculum, and Assessment - Convene partners, provide leadership, and provide funding for the development and

¹ The Task Force roster is included in the original grant application, see pages 23-25.

**Arizona Early Childhood State Advisory Council
Application for Supplemental Award**

implementation of quality standards for early childhood care and education programs and related curricula and assessments.

These priorities encompass the implementation of the Quality First Rating pilot and the development and dissemination of the Infant Toddler Guidelines and the dissemination of the Arizona's Early Learning Standards and the Program Standards described in the original application.

The ECDHB/SAC proposes to utilize supplemental funding to build its capacity and that of Regional Partnership Councils to implement the recommendations of the Task force through the provision of technical assistance and consultation from established state and national early childhood experts and organizations. A detailed three- year plan for technical assistance and consultation will be developed by January 1, 2011. The plan will identify the technical assistance and consultation needs for each priority area as well as capacity building functions needed for benchmarking, strengthening collaboration across state agencies and with Head Start, data sharing, system funding and long term sustainability.

These funds will also support the continued involvement of key stakeholders and community partners through their participation in committees and subcommittees for the priority areas. Optimally, this committee work will be facilitated and informed as well by the technical assistance and consultation afforded through these supplemental grant funds. Plans for three subcommittees of the State Advisory Council are in the process of being finalized and they should be operational by not later than January 1, 2011 as well.

Technical Assistance and consultation will be procured through purchase of service contracts for professional and outside services. Plan timelines, deliverables, and progress will be monitored by the State Advisory Council.