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ARIZONA'S EARLY CHILDHOOD PROFESSIONAL DEVELOPMENT ENVIRONMENTAL SCAN AND TWO-YEAR (2013-2014) STRATEGIC PLAN

Build INITIATIVE

Strong Foundations For Our Youngest Children

FIRST THINGS FIRST

Ready for School. Set for Life.

December 2012

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Arizona's Early Childhood Professional Development System Environmental Scan and Two-Year Strategic Plan

BACKGROUND AND INTRODUCTION

Since the 1940's early childhood advocates and professionals have worked to improve early childhood professional development opportunities in Arizona. Efforts in the last decade include:

- Work by the professional development (PD) workgroup of the Arizona's School Readiness Board;
- Establishing a Birth through Age 8 Early Childhood teaching credential (administered by the Arizona Department of Education);
- A workforce registry (S*CCEEDS; active from 2000-2005) that included a career ladder and workforce competencies;
- The Professional Career Pathways and T.E.A.C.H. (Teacher Education and Compensation Helps) scholarship programs;
- Collaboration by community colleges and Arizona Board of Regents (ABOR) universities to develop degree programs that articulate across institutes of higher education;
- System-building efforts by the Arizona Association for the Education of Young Children.

This foundational work paved the way for more recent efforts to expand and coordinate professional development (PD) opportunities for Arizona's early childhood educators. This Two-Year Strategic Plan (Plan) is the culmination of over eighteen months of thoughtful planning by key cross-sector stakeholders, representing all geographical regions of Arizona. The Plan articulates a set of strategic priorities selected for their potential to leverage existing components of Arizona's PD system and substantially expand and improve early childhood PD opportunities.

This report begins with a summary describing key professional development efforts of the last two years. An environmental scan of Arizona's current PD system follows the introduction. Following the environmental scan, the report outlines the efforts and recommendations of the Arizona Professional Development System-Building Working Group (PDSBWG).

PROFESSIONAL DEVELOPMENT EFFORTS - 2011

Arizona Early Childhood Taskforce: In May 2011, the Arizona Early Childhood Taskforce (AZ EC Taskforce), convened by the First Things First (FTF) Board, released a summary of their work and recommendations in the report *Ready for School. Set for Life: Creating the Model Early Childhood System*. The report identified the need for a highly skilled and well-

compensated workforce as one of six targeted system outcomes and identified developing a professional development system as one of eight priority roles for First Things First.

National Association for the Education of Young Children Professional Development Summit of the States. Each of the past five years, the National Association for the Education of Young Children (NAEYC) has convened a national summit of professional development state leaders from across the country. Arizona has sent a delegation every year. Building on the first three years of work, the June 2011 meeting in Rhode Island laid the foundation for the recommendations that became incorporated into Arizona's Race to the Top – Early Learning Challenge proposal (see below), and for the current work of the Arizona Professional Development System-Building Workgroup (PDSBWG).

Creating Strategic Initiatives Unit. In 2011 First Things First established the Strategic Initiatives (SI) Unit with the primary purpose of advancing high-priority initiatives. Consistent with AZ EC Taskforce recommendations, strengthening and expanding Arizona's professional development system is a top FTF priority.

Race to the Top – Early Learning Challenge. From August to October 2011 partners from across Arizona worked together to develop a high-quality, comprehensive proposal for the federal Race to the Top – Early Learning Challenge (RTT-ELC) grant competition. The FTF SI Unit led efforts to develop the professional development sections of the proposal, gathering input from stakeholders and providers across Arizona. The proposal recommended revising Arizona's Workforce Knowledge and Competency Framework, creating an aligned progression of degrees and credentials from Child Development Associate (CDA) to Associates to Bachelors, and (in the more ambitious portion of the proposal) creating a system of professional development technical assistance centers, a statewide professional development web site, and a comprehensive PD registry. Although Arizona did not receive a RTT-ELC award, working together on the proposal generated momentum among early childhood leaders for strengthening and expanding Arizona's professional development system.

PROFESSIONAL DEVELOPMENT EFFORTS - 2012

Professional Development System-Building Workgroup (PDSBWG). To build on 2011's momentum and to act on the recommendation of the Arizona Early Childhood Taskforce the FTF SI Unit convened a workgroup designed to improve and expand Arizona's professional development opportunities. Although there was widespread recognition of the value of previous PD efforts, early childhood leaders also expressed a desire for a more robust, intentionally coordinated PD system. There was broad consensus that current efforts needed to focus on building a system, rather than creating additional disconnected programs. For this reason,

"system-building" was included in the workgroup's title and several meetings were facilitated by Sheri Marlin of the Waters Foundation/Pima County Office of the Superintendent of Schools. Using ideas and materials based on the work of Peter Senge of the Massachusetts Institute of Technology and The Society for Organizational Learning, Ms. Marlin helped members of the PDSBWG advance their system-thinking skills, and use those skills to develop this Plan.

The PDSBWG met six times in 2012 (January, March, July, September, October, and December), with the July meeting held in Flagstaff and the October meeting held in Tucson. The remaining meetings were held in Phoenix. The PDSBWG includes faculty from Arizona's institutes of higher education, FTF Regional Council members, state agency staff representatives, professional development providers, the Arizona Association for the Education of Young Children, FTF staff, representatives from philanthropy, and representatives from health and family support services.

The workgroup began as an ad hoc FTF working committee. After deliberating several systems-building issues, it became clear that for the PDSBWG efforts to have system-wide impact, the work needs to be situated within governance structures designed to facilitate system-wide engagement and transformation. These discussions led to a partnership with the Arizona BUILD Initiative (an early childhood funders' collaborative). In September 2012, the PDSBWG become a BUILD working group. The FTF SI Unit continues to lead, convene, and staff the PDSBWG. Progress on the Plan will be regularly reported to the BUILD Steering Committee and all PDSBWG members are expected to seek appropriate action by their governing entities for each partner's role and responsibilities as the work progresses. With FTF staffing and convening the PDSBWG, progress will be regularly reported to the FTF Program Committee and, when appropriate, the FTF Board.

PDSBWG Structure. The PDSWBG has three subgroup, each focused on designing one key piece of the professional development system's infrastructure:

- Degrees and Credentials Subgroup
    - Priority: Strengthen and enhance a progression of statewide early childhood degrees and credentials
- Workforce Knowledge and Competency Subgroup
    - Priority: Revise, disseminate, and integrate Arizona's Early Childhood Workforce Knowledge and Competency Framework
- Registry and Website Subgroup
    - Priority: Design, develop and launch an early childhood workforce registry and professional development website

Each subgroup has produced an actionable two-year plan for their priority area, which starts on p. ____. An overview of the Plan was presented to the BUILD Steering Committee and FTF Program Committee in December 2012. The Plan will be presented to the FTF board at their January 2013 meeting. All PDSBWG members are expected to present the plan to their respective governing boards or directors, as necessary and appropriate.

PDSBWG Scope of Work. Throughout the strategic planning process, PDSBWG members discussed the scope of the early childhood PD system to be advanced in this current body of work. At the September 2012 meeting, the PDSBWG decided the current PD system work would include those people working with children ages birth through eight. In this document, the term "early childhood" refers to this age group, unless otherwise specified.

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

Health professionals' needs will be addressed by the FTF Health Advisory Committee. Also, the Home Visitation Task Force (through federal Maternal and Child Health funding) has a PD subcommittee. The home visitation PD plan will incorporate many of the same resources as the broader early childhood PD system, creating the potential for significant of overlap and alignment. Similarly, resources developed for home visitors can be used by others in the early childhood field. Staff working with the PDSBWG will intentionally create mechanisms and opportunities to ensure health and family support PD efforts are linked and coordinated as the PDSBWG work progresses.

ARIZONA EARLY CHILDHOOD PROFESSIONAL DEVELOPMENT SYSTEM ENVIRONMENTAL SCAN

ENVIRONMENTAL SCAN METHODS

During spring and summer 2012 meetings were held with a variety of Arizona early childhood leaders to better understand and to begin to map Arizona's current early childhood professional development assets. Concurrently, FTF staff analyzed the Workforce Knowledge and Competency Frameworks from X states (Appendix A). Also concurrently, FTF staff gathered information from Arizona's institutions of higher education about their early childhood certificate and degree programs. Information was also gathered about Arizona's Career and Technical Education programs, current community-based PD offered through Childcare

Resource and Referral, FTF-funded PD strategies, and current opportunities to earn a CDA[1] credential in Arizona.

To ensure accuracy of information, in October 2012, interviews were conducted with more than twenty key in Arizona's early childhood PD stakeholders, including representatives from community colleges and universities, all four state agencies (ADE, DES, DHS, and FTF) involved with early childhood education, professional organizations, early childhood providers, and advocates including:

- Arizona Association for the Education of Young Children
- Arizona Child Care Association
- Arizona Department of Economic Security
- Arizona Department of Education
- Arizona Department of Health
- Association for Supportive Child Care
- Central Arizona College
- First Things First
- Northern Arizona University
- Pima Community College
- Southwest Human Development
- United Way of Tucson and Southern Arizona

Interviews were supplemented with review of documents gathered and analyses conducted earlier in the year, multiple websites including those belonging to the ADE Certification and Early Childhood Units, the Arizona Association for the Education of Young Children, the Council for Professional Recognition, DES Child Care Administration, DHS Office of Children's Health and Bureau of Child Care Licensing, First Things First, Academic Program Articulation Steering Committee (APASC), and Child Care Resource and Referral. The scan also included a review of the FY2012 Child Care and Development Fund Plan, Arizona's 2011 application for the Race to the Top Early Learning Challenge, and the Arizona Child Care Association's fact sheet on the status of the child care subsidy.

ENVIRONMENTAL SCAN CONCEPTUAL FRAMEWORK

The goal of the PDSBWG is to design an integrated, well-functioning, accessible PD system that supports the growth of early childhood professionals across Arizona. In 2007, The BUILD

[1] CDA refers to a Child Development Associate credential, which is a non-degreed credential offered through the Council for Professional Recognition. http://www.cdacouncil.org/

Initiative developed a conceptual framework to assist states in evaluating the status of their early childhood system initiatives (Coffman, 2007[i]). Coffman's model was used to frame this environmental scan. The basic logic model (depicted below in blue arrows) includes the context, components, connections, and infrastructure needed to take a system to scale. Initiatives focus on one or more of these five areas, and need to consider all. The columns below the blue logic model contain the activities, outcomes, and impacts for each area. These activities, outcomes and impacts are critical considerations teams need to address as they design early childhood systems.

Building a vibrant, robust PD system in Arizona will require continuous, intentional effort. The Coffman model is used to frame this environmental scan to provide a conceptual framework for initial strategic planning and continual quality improvement efforts as the PD system grows and improves in the near and distant future.

	CONTEXT Successfully building a political context leads to resources *that*	COMPONENTS Establish effective programs and services *and*	CONNECTIONS Create better linkages between components *and*	INFRASTRUCTURE Create supports that enable continuous improvement *so that*	SCALE The system can produce broad impacts for system beneficiaries
Activities	• Improving the **political context** that surrounds the system so it produces the policy and funding changes needed to create and sustain it	• Establishing high-performance **programs and services** within the system that produce results for system beneficiaries	• Creating strong and effective **linkages** across system components that further improve results for system beneficiaries	• Developing the **supports** systems need to function effectively and with quality	• Ensuring a **comprehensive** system is available to as many people as possible so it produces broad and inclusive results for system beneficiaries
Outcomes	• Recognition of system need • Shared vision • Leadership • Public engagement • Media coverage • Public will • Political will • Policy changes	• New system programs or services • Expanded program reach or coverage • Improved program quality • Increased operational efficiancy • Beneficiary outcomes that precede impacts	• Shared goals • MOUs across systems • Shared standards • Cross-system training • Shared competencies or skills standards • Shared data systems • Referrals/follow ups • Seamless services	• Cross-system governance • Less categorical and more flexible funding • Leveraged use of funding • Mechanisms for two-way communication • System-wide use of data • Practitioner supports	• System spread • System depth • System sustainability • Shifts in system ownership • Beneficiary outcomes that precede impacts
Impacts	• Initiatives typically are not expected to demonstrate how context-related outcomes causally connect to beneficiary impacts	• Better impacts for beneficiaries *related to specific programs or practices*	• Better impacts for beneficiaries *where or when connections are made compared to when they are not*	• Initiatives typically are not expected to demonstrate how infrastructure outcomes causally connect to beneficiary impacts	• Better impacts for beneficiaries *across a broad spectrum of domains and on a system-wide population level (e.g., on community or state indicators)*

ENVIRONMENTAL SCAN FINDINGS

A. Context

According to Coffman (2007), "Initiatives focused on context attempt to change the political environment that surrounds and affects a system's development and ultimate success" (p. 10). Coffman argues that successful change initiatives build public will, especially through media attention and public engagement or mobilization or by influencing the public policies that affect the early childhood system. Policy solutions are often low-cost and can significantly improve the effectiveness of the other system components. The policy and political context in Arizona that affects early childhood PD is influenced by public will, positioning of the early childhood system vis-à-vis other related systems, numerous state agencies with various regulatory and funding functions, and a statewide network of institutions of higher education.

Recently, Arizona voters have been supportive of education, especially early childhood education. In November 2006, Arizona voters passed Proposition 203, a citizens' initiative that created the Early Childhood Development and Health Board, also known as First Things First (FTF). This made Arizona the only state in the nation with a dedicated early childhood funding stream and governance model protected by law. Voters re-affirmed their commitment in 2010 with 69% of the vote when First Things First was at risk, keeping these funds intact for young children. In the same year, with more than 64% of the vote, the state increased the sales tax by a penny on the dollar to fund K–12 education.

Voter support for tax-funded education is not always consistent, however. In November 2012, Proposition 204, which would have extended the one-cent sales tax to create a permanent, stable source of K-12 funding, was defeated. Whether due to education fatigue, the lingering recession, or an anti-tax political climate, the failure of Proposition 204 serves as a reminder of the importance of context in education reform. While Arizona voters may recognize the importance of education, they are sometimes reluctant to fund it.

The early childhood education political and policy context takes on special urgency in light of the 2011 Arizona legislation known as "Move on When Reading" and Arizona's adoption of Common Core State Standards (CCSS[ii]). Move on When Reading requires schools to retain third grade students who attain a "falls far below" designation on the state's standardized reading assessment.[2] Current second graders will be the first to be impacted by this new requirement when it takes effect in the 2013-2014 school year. CCSS are academic standards collaboratively developed by the National Governors Assciation, Center for Best Practices and the Council of Chief State School Officers (CCSSO). The goal of the CCSS is to define the knowledge and skills students need to gain during their K-12 education so, when they graduate from high school, they are prepared for entry-level college coursework or technical training. Although the CCSS

[2] Currently the state standardized test is the Arizona Instrument to Measure Standards (AIMS). Arizona is currently a member of the Partnership for Assessment of Readiness for College and Careers (PARCC; http://www.parcconline.org/about-parcc), a multi-state collaborative that is currently developing a new assessment system scheduled for full implementation in the 2014-15 school year.

begins in kindergarten, Arizona, like many other states, are revising their early learning standards to align with the more rigorous Mathematics and English Language Arts articulated by the Common Core.

The revision of the *Arizona Early Learning Standards*, the more rigorus expectations for primary grade education, and the Move on When Reading legislation has substantial implications for the PD of all early childhood educators (birth through third grade): educators must know the CCSS and know how to implement the developmentally appropriate practices that help young children attain them.

Policy Role of State Agencies. Research has shown that well-educated and highly skilled early childhood teachers are strongly linked with children's later school success (Tout, Zaslow & Berry, 2006; Darling-Hammond 2007). Efforts to develop such a workforce require cross-sector collaborative efforts involving a variety of state agencies. Unlike the K-12 system, where policy, decision-making authority, and resources are located within a network of well-established school districts, county offices of education, and the Arizona Department of Education, the current early childhood system is affected by policy and funding across four state agencies — the Department of Economic Security (DES), Arizona Department of Education (ADE), the Department of Health Services (DHS), and First Things First (FTF). This section begins with an overview of the cross-sector early childhood care and education regulatory landscape, followed by a discussion of each agency's role.

Although each state agency plays a unique role in the early childhood system, many functions are shared across agencies. For example, child care regulation in Arizona is complex, with different agencies overseeing different segments of child care system. Although there are some exceptions, per state statute, child care is defined as the regular provision of care to four or more children under age fifteen for compensation. Exceptions include settings where children are free to come and go at will (such as a Boys and Girls Club), where parents are on the premises (such as a fitness center), or on military bases or tribal lands which regulate their own programs.

DHS has a broad regulatory role, licensing child care centers and child care homes serving four or more children for compensation (called Certified Group Homes). Its primary goal is to ensure the health and safety of children in care. DES licenses child care homes that serve fewer than four children for compensation (known as Certified Family Child Care Homes). The DES child care efforts come from an economic security framework and are thus primarily focused on helping low-income parents work. ADE also plays a smaller regulatory role in the form of the Child and Adult Care Food Program which is an alternate route to certification for small family child care homes that wish to be eligible for CACFP reimbursement for food expenses but not to seek formal regulation through DES or DHS.

Child care providers who care for four or fewer children for compensation are not required to be licensed or certified, but many choose to become certified in order to become eligible for the child care subsidy. While many smaller providers operate without any formal licensure, it is required in order to draw down any public funds and to be able to participate in many elements of the professional development system. Incentives to regulation include the ability to

participate in Quality First and to draw down DES child care subsidies. Arizona's professional development system is built upon regulated for a number of reasons, including a desire to reward those providers who have decided to participate in the system, a need to prioritize limited resources, and the simple fact that regulated providers are much easier to identify and link to other system components than are unregulated providers who typically operate under the radar. Such a system, however, ultimately leaves out a great number of settings where we know as many as half of Arizona's young children are served.

Department of Economic Security. The Department of Economic Security Child Care Administration administers Arizona's federal Child Care and Development Funds (CCDF) as well as state child care appropriations. CCDF funds support child care subsidies and quality improvement initiatives. The child care subsidy program helps offset the cost of child care for children (up to age twelve) of working parents. The CCDF child care subsidy program has traditionally been the largest state early care and education program, but in recent years has experienced deep cuts. In FY2013 Arizona has $121 million in child care funding, all of it federal, down from $202 million prior to state budget cuts. Arizona has always maintained the state match requirement to draw down all federal CCDF dollars. Currently, and for the last two years, First Things First funding provides the state match necessary to maximize available federal funding in lieu of the eliminated General Fund appropriation.

As of November 2012, there were 7,200 children on the waiting list for child care subsidies, but this number does not accurately represent the number of families who have sought subsidies and been denied because many families are removed from the list after one year. 26,000 children will receive subsidies this year, a 49% decrease from the number served prior to state budget cuts. Since February 2009, 32,800 children have been denied child care subsidies.

In addition to the children who have lost out on child care as a result of budget cuts, nearly 3,000 teachers have lost their jobs. The extreme volatility in the early care and education jobs market presents a substantial challenge for developing a stable, high-quality early care and education workforce. Thus, CCDF policy decisions play an important contextual role in the development of Arizona's professional development system.

While the majority of CCDF funds support child care subsidies for eligible low income families, 4% is set aside to fund special initiatives to expand the supply of child care, improve parental access to information, and improve the quality of care. Current quality set-aside contract recipients include: the Arizona Infant/Toddler Learning Institute ($1.43 million), a free, comprehensive training program for center and home based providers who care for infants and toddlers; the Arizona Self-Study Project ($1.14 million), a quality improvement effort for child care centers, home-based child care settings and after school programs; and Child Care Resource and Referral ($1.9 million), a free, statewide information resource for parents seeking child care and child care providers seeking professional development opportunities. Each of these efforts is designed to promote high quality, accountable programs.

Department of Education. ADE issues the birth through age 8 (grade three) early childhood teaching certificate and early childhood endorsement, which was established in 2006 and fully

implemented July 1, 2012, after six-year phase in period. Kindergarten teachers and teachers in state-funded preschools, including Head Start programs where a school district is the grantee, must have the certificate or an elementary education certificate with an early childhood endorsement. An early childhood credential is optional for 1st -3rd grade teachers and non-state-funded birth to age 5 early childhood educators. State board-approved early childhood teaching certificate programs are available at all three ABOR universities, although the certificate is actually issued by ADE based on universities' institutional recommendation. Coursework at non-approved institutions can be submitted for consideration if student demonstrates that it addresses all eight areas of focus.[3]

In order to be eligible for the early childhood education certificate students must first have a bachelor's degree, and have student teaching experience at both the K-3 level and preschool levels. This requirement for practical experience in both Pre-K and K-3 settings is designed to ensure professionals with the early childhood endorsement have entry-level skills in the age-ranges they are certified to teach. Still, the requirement can be a challenge for those already working in the early childhood field, since it often requires time away from their employment, and must be part of a larger course of study. ADE also grants an early childhood endorsement, which can be secured only if the applicant already possesses an Arizona teaching certificate in elementary or special education, or an early childhood special education teaching certificate (birth through age 5).

ADE is also responsible for statewide training on the *Arizona Early Learning Standards* (AZ ELS), the *Infant-Toddler Developmental Guidelines,* and the *Program Guidelines for High Quality Early Education: Birth through Kindergarten.* ADE staff members deliver professional development on all three sets of standards across Arizona based on a comprehensive implementation plan to ensure that they are successfully communicated to and used by the early childhood field. This resource targets school district preschool programs, Head Start, private child care, nonprofit child care, and any others in the field.

Department of Health Services. DHS' primary role in the early childhood system is licensing of child care centers and child care homes serving four or more children for compensation. It is also home to many initiatives relating to wellness and health promotion including immunizations, screenings, and home visitation. Because it is responsible for the majority of child care licensing, DHS has the unique capacity to set the baseline expectations of quality. Some in the field have urged DHS to raise standards of quality by increasing minimum standards for teacher education, but others fear this would result in significant program closure and leave many families without safe child care options.

[3] Required areas of study for the early childhood education certificate include (1) Foundations of early childhood education; (2) Child guidance and classroom management; (3) Characteristics and quality practices for typical and atypical behaviors of young children; (4) Child growth and development, including health, safety and nutrition; (5) Child, family, cultural and community relationships; (6) Developmentally appropriate instructional methodologies for teaching language, math, science, social studies, and the arts; (7) Early language and literacy development, and; (8) Assessing, monitoring, and reporting progress of young children.

First Things First. First Things First (officially the Arizona Early Childhood Development and Health Board) plays a key role in Arizona's early childhood policy context. FTF leads by convening partners that set a policy agenda and leverages dedicated tobacco tax dollars to provide significant funding for programs and services both at the statewide and regional level. The FTF state board includes ex-officio representatives from the three other state agencies. The multi-agency structure of the FTF board underscores Arizona's commitment to developing a coordinated system of early learning, health and development.

Policy Role of Institutions of Higher Education. Institutions of higher education also play a key role in developing Arizona's highly-skilled early childhood workforce. Unfortunately early childhood professionals face many obstacles to enrolling in, staying in, and completing college degree programs. In 2010 the Arizona legislature passed Senate Bill 1186, and codified in ARS 15-1824, a mandate for Arizona's community colleges and universities to develop and implement a shared course numbering system. The new system is designed to streamline articulation between community college and university degree programs. To facilitate curricular alignment, the statute established a statewide Academic Program Articulation Steering Committee (APASC). APASC oversees curricular alignment among Arizona's public secondary and post-secondary educational institutions. Since 2010 articulation has improved among Arizona's insitutes of higher education, but much remains to be done. For example, Arizona's General Education Curriculum (AGEC), a package of general education credits that ABOR universities have agreed to accept as students transfer from community colleges, . But in recent years the universities have begun to change the list of acceptable courses.

Beyond these challenges across the broader higher education landscape, the current degree progression (associate's degrees in community colleges, bachelor's degrees in universities) does not typically meet the early childhood system's needs. APASC's Early Childhood Education Articulation Task Force works to address the transfer and articulation issues unique to the early childhood workforce. Many early childhood educators opt for the Child Development Associate credential (CDA) rather than an associate's degree. The CDA is often confused with a two-year degree, but is a credential administered by the Council on Professional Recognition in Washington, D.C. that can be obtained without college coursework. To create an educational pathway, many community colleges have developed coursework that fulfills CDA requirements, allowing students to earn a CDA as they also fulfill college coursework requirements. However, many students simply take the CDA courses unattached to college credit. The CDA is required by NAEYC-accredited programs and many Head Start programs, and to be eligible for higher-tier Quality First ratings

Even when early childhood students do take the CDA for college credit, many end up narrowing their transfer prospects because they are either not advised to take general education courses along with their early childhood classes, or they elect not to do so. With a few exceptions such as ASU's BAS transfer program, transferring to a university without a specified program of general education coursework (such as the AGEC) results in students taking far more courses to earn a degree than would have been required if they had taken a program of study. The increased time and financial burden often creates an insurmountable obstacle for early childhood students especially those with limited financial resources and time available for pursuing a college degree.

A large number of early childhood providers selected early care and education because they see it as an occupation that does not require a college education. Many do not see themselves as qualified or are not interested in a college degree (Perna & Titus, 2005: Zarate and Burciaga, 2010). Even if they are interested in seeking higher education, many providers are unfamiliar with degree pathways and options. To ensure these characteristics do not create barriers to education, early childhood degree programs need to be augmented by strong student services including accessible, early, high-quality advising; and assistance navigating the system and identifying clear educational and career pathways. Many IHE's recognize this need and provide excellent student services. For example, a dedicated advisor and special math tutors at Pima Community College provide intensive support to early childhood students, resulting in the highest rates of degree completion among the state's community colleges. Northern Arizona University also employs five dedicated advisors for early childhood students, and will soon provide advising on satellite campuses from a centralized location. Such dedicated advising can help students navigate barriers and continue their progression toward a degree.

As another means of addressing the barriers that prevent providers from degree attainment, the field is exploring a new degree pathway that would create an AA in early childhood education. This new degree would combine the CDA and general education course requirements and allow for a "block transfer" of courses from the community college to university level. This work is being led by the Degrees and Credentials subcommittee of the PDSBWG.

Although many early care and education providers do not have a college degree, a substantial number of providers have years (sometimes decades) of experience, and have often participated in a number of professional development opportunities over the years. For some, this situation can contribute to a sense that taking college courses is unnecessary because work experience and trainings required for employment or licensing have provided sufficient knowledge and expertise. Experienced early childhood providers can also feel frustrated when they must pay (in time, effort, and tuition) to "re-learn" information that they have gained via work and life experience. To address this concern, the Degrees and Credentials subgroup plan contains a recommendation to identify and adopt a "prior life experience" assessment that would allow early educators who successfully pass the assessment to receive college credit for existing knowledge. Such an assessment would provide an opportunity for early care and education providers to demonstrate their knowledge and avoid investing in a college course that would not extend their expertise. It also serves as a way to verify the provider's knowledge: reports from other states that have implemented such a program indicate many providers are surprised at the amount of knowledge they have yet to learn. Such a program could also help ease students into higher education, promote more intentional and continuous use of professional development opportunities, and encourage people to stay in the system. An articulation pathway between colleges and universities would have to be designed.

B. Components

"Systems initiatives focused on components concentrate on putting in place high-quality and high performance programs, services, or interventions for the system's intended beneficiaries" (Coffman 2007, p. 10)

Professional Education Programs. The policy context described in the first section of this environmental scan sets the stage upon which Arizona's wide variety of early childhood professional development programs and services operate, and in many cases, determines how successful they can be. Table 1 highlights many of the key system components. Although every effort was made to include all relevant components, even as this report goes to print more programs and components we have learned about early childhood PD programs and offerings that are not listed here. Therefore this listing is representative, but not exhaustive. A description of other PD opportunities follows Table 1.

Table 1 contains the name or title of the program and a description of what the program is designed to do. The table also identifies the target service group, the source of funds, and where the program is housed. Understanding the PD system can be confusing at times because programs are often "granted out" to an administrative entity that is different from the funding agency. For example, DES receives federal funding through the Child Care Development Funds (CCDF; referred to as the Child Care Development Block Grant, CCDBG, by the federal government). DES then grants a portion of these funds to Child Care Resource and Referral (CCR & R) to provide community-based professional development. The two right columns of Table 1 identify gaps in the system and opportunities to extend and improve Arizona's early childhood PD system.

Table 1. Professional Development System Components

Program	What does it do?	Who does it serve?	Funding Source	Administrative Home(s)	Gaps	Opportunities
Arizona Association for the Education of Young Children	Professional membership organization for early childhood professionals – helps build knowledge, advocacy and future leaders in the field	Currently 1,100 members representing all types of early childhood programs and all levels of professionals (i.e., students, teachers, directors, community college faculty and others)	Membership dues, some small grants	Self Affiliate of National Association for the Education of Young Children		Pipeline to state of the art research and publications Opportunity for more local chapters including on campuses
Arizona Self-Study Project	Assists providers with quality assessment and improvement up to and including accreditation; supports include materials, training, site visits and monthly phone consultation	Regulated programs that have DES subsidy contracts and serve subsidy-eligible children Currently serving about 150 providers	DES CCDF Quality Set-Aside	ASCC		Need to discuss collaboration and alignment with Quality First
AzEIP Staff Development and Training Project	Ensures that all professionals working with families within the Arizona Early Intervention Program	Professionals serving children birth to three with delays or disabilities and	US Department of Education CSPD (Comp. System of	DES – Delivered through a contract with NAU	Have struggled with keeping track of providers – currently	Registry component will allow us to track how many people are serving

Program	What does it do?	Who does it serve?	Funding Source	Administrative Home(s)	Gaps	Opportunities
	meet certain criteria and standards. Technical assistance services may include documents, webinars, presentations; topics may include working with families, culturally sensitive practice, use of data, or ensuring smooth transitions. Per AzEIP's Standards of practice, professionals must prove foundational knowledge of child development when they start their jobs and receiving ongoing PD as needed.	their families (i.e., occupational, physical and speech-language therapists, developmental specialists, social workers, psychologists and service coordinators)	Personnel Development) – required by IDEA Part C		building a new comprehensive data system expected to go live in March 2013	families, when the completed required trainings
Child Care Home Recruitment	Identifies uncertified homes in targeted areas of unmet need and brings them into the regulatory fold Indirect part of the PD system because certification includes training requirements,	Unregulated home care providers	DES CCDF Quality Set-Aside	DES Child Care Administration		

Program	What does it do?	Who does it serve?	Funding Source	Administrative Home(s)	Gaps	Opportunities
	site visits Once regulated, they are eligible to engage with other parts of the PD system (T.E.A.C.H., Quality First, etc.)					
Child Care Professional Training	Provides information about early childhood education to thousands of providers annually – held 2,400 trainings in FY2012 60-hour introduction to early care and education Currently delivered in person – online delivery is being explored At the end of successful completion, all participants receive a certificate and/or three (3) college credit hours. ~~~~~~~~~~~~~~~~~~~~ General training on a wide variety of subjects	Anyone interested in or new to the field including clients of the DES Jobs program Available statewide through three contractors - ASCC, Yavapai Community College, and Pima Community College ~~~~~~~~~~~~~~ Licensed child care providers	DES CCDF Quality Set-Aside DES CCDF Quality Set-	DES Child Care Administration DES Child Care	Participants in these trainings might not receive ongoing professional education beyond these required hours – professional development in isolation	Opportunity to introduce participants new to the field to other elements of the professional development system

Program	What does it do?	Who does it serve?	Funding Source	Administrative Home(s)	Gaps	Opportunities
	for child care programs (required hours) Also some specialized training with infants and toddlers	Delivered by SWHD in Maricopa and Blake Foundation in the balance of the state PITC delivered by Child and Family Resources	Aside	Administration		
Child Care Resource and Referral	Helps parents find child care and serves as a clearinghouse for community-based professional development opportunities Available online and in free quarterly newsletter	Parents Any early childhood provider	DES CCDF Quality Set-Aside	ASCC (in Maricopa, Gila, Pinal, Yavapai, Coconino, Navajo, and Apache counties) and Child and Family Resources (in Southern Arizona)	Trainings are self-posted and there is no quality control Would need to revisit training calendar function if a registry were revived	All FTF-funded professional development opportunities should be listed on CCR&R
Dedicated Advising for Early Childhood Students	Pima Community College – Provides intensive advising support to early childhood students – has resulted in highest rates of degree completion	Early childhood students at Pima CC	Pima Community College and United Way of Tucson and Southern Arizona	Pima Community College	Only occurring at certain campuses, not all statewide	Could be taken to scale at other community colleges and universities NAU will soon

Program	What does it do?	Who does it serve?	Funding Source	Administrative Home(s)	Gaps	Opportunities
	among community colleges NAU – Employs five dedicated early childhood advisors on campus	Early childhood students at NAU	NAU	NAU		provide advising on satellite campuses from centralized location
Early Childhood Education Career and Technical Education	Allows high school students to take courses in early childhood development and education and gain a CDA while in high school (Council's requirements that you had to be 18 and have a HS diploma were recently removed) In some cases can be dual-enrolled and also earn college credit (each school district works with local CC)	High school students in roughly 100-150 Arizona high schools In any given year, roughly 5,000 students are in this program	ADE – Perkins Vocational and Technical *Education* Act; Joint Technical Education District funds	ADE		Exposes young students to early childhood as a career; builds skills; prepares them for post-secondary education
Great Expectations for Teachers, Children and Families	An early childhood system-building and professional development and leadership effort in Pima County consisting of ten	Child care providers from a wide variety of settings depending on the community of	Five First Things First regional councils in Southern Arizona	United Way of Tucson and Southern Arizona - First Focus on Kids/ Professional		Could be replicated through a TA center providing assistance to other regions

Program	What does it do?	Who does it serve?	Funding Source	Administrative Home(s)	Gaps	Opportunities
	Communities of Practice (COP), each focused on a different element of developmentally appropriate practice. COPs have development syllabi, are scheduled to accommodate providers schedules, and can be taken for college credit (toward degree completion or otherwise). Other components include evidence based coaching and evaluation.	practice (e.g., directors, child care homes, public preschools).		Development Alliance		
Intertribal Council of Arizona	Annual gathering designed to increase the knowledge and skills of those who serve American Indian children. Topics from the 2012 conference include curriculum and classroom activities, administration and personnel development, health and safety, community partnerships, child development, and	Child care and Head Start providers, tribal leaders, policymakers, advocates and others who serve American Indian children and families	Intertribal Council of Arizona and registration fees	Intertribal Council of Arizona	This professional development opportunity is not frequent, but in-depth	ITCA coordinates with ADE, Head Start and CCDF to bring relevant information from each organization to this gathering when so many tribal child care providers are already together.

Program	What does it do?	Who does it serve?	Funding Source	Administrative Home(s)	Gaps	Opportunities
	working with special needs children.					
Kith and Kin Project	To improve the quality of care provided by "kith and kin" (friends and family) child care providers who are, for the most part, unregulated and lack formal training. Support consists of home visits (in Yuma and Coconino) and a 14-week series of workshops (in all three counties)	Providers in Maricopa County, Yuma County, and Coconino County who care for the children of friends and family members	First Things First and corporate and private foundations	ASCC		
Math Tutoring	Completing college math requirements is a substantial barrier to completion of AA for many students; and avoiding college math leads many students to complete a terminal AA rather than an AA for transfer to a 4-year degree. Provides intensive math	Early childhood students at Pima CC in any math class	Five Pima County FTF regions	Pima Community College	Only occurring at Pima Community College	Could be taken to scale at other community colleges

Program	What does it do?	Who does it serve?	Funding Source	Administrative Home(s)	Gaps	Opportunities
	tutoring to early childhood students at Pima Community College -- has resulted in success rate more than 20% higher than the class average.					
Professional Career Pathways	Pays for tuition, books, fees associated with early childhood coursework. Intent is primarily to raise quality in classrooms and increase teachers' skills – but also gets them on college campuses and exposes them to degree possibilities Active at 12 community colleges across the state	People working in family homes or centers - regulated or unregulated, but with a priority for regulated providers Thousands of students served to date	DES CCDF Quality Set-Aside Some FTF regional councils	Central Arizona College	When a student finishes the early childhood courses, there is no money available to continue on to general education courses and turn it into a degree Not all regions fund this strategy	Could be better aligned with T.E.A.C.H. so that students completing PCP could continue on with their general education requirements though TEACH funding Should be included when talking about scholarship programs
Professional Reward$	Offers financial incentives ranging from $300-$2,000 based on the recipient's education level to help retain qualified early childhood	Teachers working in accredited programs or programs participating in Quality First	First Things First (14 of 31 regions)	Valley of the Sun United Way	Could be better aligned with TEACH and other higher education efforts to	Can help encourage stability in the field

Program	What does it do?	Who does it serve?	Funding Source	Administrative Home(s)	Gaps	Opportunities
	teachers and incentivize ongoing professional education. Recipients must show continued progress toward further education (or if already at Masters' level, additional CEUs) within two years to remain eligible for incentives.				encourage attainment of higher degrees, not just reward those who already have them. Only available in some regions, on first come first served basis	
Quality First	Provides assessment, coaching support and program improvement grants to raise the quality of regulated child care homes and centers. In 2013, quality star ratings will be made available to help families make informed child care choices.	Currently serving 800 child care centers and homes (about one-quarter of Arizona's licensed or certified providers)	First Things First	Valley of the Sun United Way (Coaching and Incentives); Southwest Human Development (Assessment)	Only serving a quarter of regulated providers, and no unregulated providers	Need to discuss collaboration and alignment with Arizona Self Study Project
Standards Trainings	Educates early childhood providers about the *Early Learning Standards*, *Program Guidelines*, and *Infant Toddler*	School district preschool teachers, Head Start, private child care, nonprofit child	ADE and FTF	ADE	Providers pick and choose, don't have to commit to attending a full series	Good opportunity for teachers to network and share skills, helps reduce isolation

Program	What does it do?	Who does it serve?	Funding Source	Administrative Home(s)	Gaps	Opportunities
	Guidelines Workshops are held at ADE and on site around the state	care providers, and any others in the field Last year served 2,600 providers				
Strong Families AZ	Currently an online resource for families to find home visitation services – plans are underway to add a calendar of professional development opportunities to help home visitors connect with each other and with ongoing training and education DHS' focus on home visitation does include some early discussion about how to ensure some consistent baseline skills and knowledge among home visitors across different programs and with a wide variety of formal education experiences , including	Families Home visitors from Health Start, Healthy Families, Nurse-Family Partnership and Parents as Teachers	DHS – Maternal and Child Health Home Visitation Grant	DHS		With addition of training calendar, will help home visitors stay aware of professional development opportunities

Program	What does it do?	Who does it serve?	Funding Source	Administrative Home(s)	Gaps	Opportunities
	possible conversations with community colleges about the development of a home visitors credential					
T.E.A.C.H.	Provides scholarships to attend student's choice of18 community colleges and work toward a CDA or Associate Degree in early childhood. Scholarships support general education and early childhood coursework. Will soon be available to students seeking early childhood BA degree in Pima County through additional funds from Central and South Pima regional councils Established in Arizona in 2008	Child care center teachers, directors, and family child care providers from regulated programs. Quality First participants receive priority, and have 90 days to defer usage of their 2 T.E.A.C.H. scholarships, at which point they become available to non-QF providers.	FTF	Association for Supportive Child Care (ASCC)	With the exception of Pima CC, dedicated advising by a person who really understand the field – this is starting to be addressed at the regional /community level but not yet at the college/student level	Could be better aligned with Professional Career Pathways Should be available statewide in a consistent form Unused scholarship funds from QF sites could be used to support non-QF providers

Other Professional Development System Components. Community-based professional development opportunities are available across the state at no cost to child care providers, on a variety of topics, and for a wide range of provider-types. Professional development opportunities are typically offered during evenings and weekends to accommodate child care provider's schedules. Some are offered in community-based settings such as libraries, schools, and churches, and others are on-site at child care facilities often designed to address topics requested by the host site. Because no standards guide the provision of community-based professional development, quality varies widely. Also, absent a statewide systematic approach that identifies essential topics and a program of learning, some topics are left untouched, and others duplicated. The absence of system-wide standards that identify early childhood professional competencies also hinders alignment between community-based professional development, continuing professional development, and college degree programs. PDSBWG Subgroup 2 plan (p. ____) addresses the need for systems-wide competency standards by recommending a revision of Arizona's Workforce Knowledge and Competency Framework (known as the Core Knowledge Elements, CKE). The CKE was developed as part of the S*CCEEDs registry and is no longer in active use.

Early childhood coaching is another form of PD that is gaining momentum in Arizona. Coaching is a relationship-based process between providers and technical assistance "coaches" who have specialized content knowledge and expertise in adult learning. Coaches help providers convert theory into practice. For example, they might help teachers think about how to have deep conversations with children to encourage language development, problem solving, and higher order thinking. Research has found coaching to be associated with quality improvements in early care and education (Isner et al, 2011).

In recent years a number of coaching efforts have emerged across Arizona, including Quality First, Child Care Health Consultation, Smart Support, and Inclusion Coaching. Within the emerging coaching system there are fragmented pockets of expertise and varying definitions of what coaching is and how it should be delivered. In order to operate most effectively, the system must be coordinated and coaches across programs should share common competencies and yet remain flexible enough to meet the needs of the diverse settings in which early childhood coaching takes place. Coaches grapple with the challenges inherent in supporting the many early care and education providers who have limited formal education. To provide high-quality coaching, early childhood coaches need some coordinated professional development experiences. First Things First is preparing to release two related Requests for Grant Applications (RFGAs) to help coordinate the state's many coaching efforts and ensure a common professional baseline – one to fund a Quality First Academy, and another to create a new instructional support initiative.

Finally, several professional development efforts focus on child care directors. People are often promoted to director because they are excellent teachers, but few receive formal training or education about fiscal management, administration, supervising staff, instructional coaching, or program management. Directors have tremendous influence on the quality of care children receive, so interventions that focus on directors can have a significant impact. Directors with

higher levels of education and specialized professional development are more likely to support the professional development of their staff and achieve center accreditation and other benchmarks of quality (Fowler et al, 2008).

Examples of efforts focused on supporting the professional development of child care center directors include Southwest Human Development's Emergent Leaders and new Aim 4 Excellence credential programs and Rio Salado College's Arizona Director's Academy. Since its inception in 2004, Southwest Human Development's Emergent Leaders program provided intensive professional development more than 150 early childhood professionals, building leadership skills around advocacy, program administration, and quality assurance. While the first class included early education teachers and directors, since 2005 the target population for this program has been exclusively child care directors in recognition of the important role these leaders play in assuring quality in the programs they run. This year Southwest Human Development has introduced a new director mentoring program funded by the Central Maricopa Regional Partnership. The Aim 4 Excellence program is a hybrid online/facilitated cohort director credential program for center directors and family child care providers, that covers the essentials of early childhood program administration. Participants receive individualized mentoring and may opt to take the course for undergraduate credit. The Rio Salado Arizona Directors Academy is a cohort-based model designed to build center directors' capacity to lead and manage change within their organizations.

Connections

"Systems initiatives that concentrate on connections focus on what makes a system a system—the integration, linkages, and alignment between its parts" (Coffman 2007, p. 11).

As evidenced by the programs described in Table 1, Arizona's early childhood professional development system is rich with components. But as Coffman (2007) points out, a collection of components does not a system make. Rather, a system is what emerges when components are connected in a way that allows for smooth transitions and unhindered access. This section describes several examples of system connections. Although connections exist, Arizona's early childhood PD system is dire need of stronger system pathways and connections. Further, there are areas in our state with large service gaps due to inconsistent funding and geographic barriers, so one cannot assume that system components that are linked in one area (such as pathways from a community college to a university) are similarly well-connected across the state.

A number of organizations serve to create and maintain statewide connections. The Arizona Association for the Education of Young Children (AzAEYC), which is the state affiliate the National Association for the Education of Young Children (NAEYC), has five local affiliates (Northern Arizona AEYC, Valley of the Sun AEYC, Yuma County AEYC, Central Arizona AEYC, and Southern Arizona AEYS) plus student chapters at several community colleges and universities, and two new chapters, one in Kingman and one in Verde Valley. AzAEYC offers several connecting functions, such as providing a web site with a calendar that hosts listing of early childhood events throughout the state, convening state teams for the NAEYC professional development summit and public policy forums, and hosting/promoting Week of the Young Child

Events in April. AzAEYC and its affiliates also hosts annual conferences and institutes that provide opportunities to build professional identify, learn about PD opportunities, and connect with other early care and education providers. AzAEYC and affiliate board members serve on a number of early childhood committees and advisory panels and provide consultation and input to early childhood degree programs going through NAEYC/NCATE accreditation.

First Things First, which operates at both the statewide and regional level, supports statewide PD infrastructure through its signature programs (such as Quality First and T.E.A.C.H.) while it also encourages local planning and decision making.

In many cases, system connections are facilitated by local or regional coalitions. A number of connections have been formed in Northern Arizona through the Alliance for Children's Early Success, a consortium of stakeholders from across sectors. Their work builds on regional infrastructure provided by FTF regional councils and NAU, with financial support from the Helios Education Foundation. In Southern Arizona, the multifaceted Great Expectations system building initiative is woven together by the community coalition known as the Professional Development Alliance, in partnership with First Focus on Kids. And FTF network of 31 regional partnership councils was specifically designed to promote geographically-specific connections.

Connections are also formed between programs through intentional alignment and collaboration, such as the partnership between Quality First and ADE around training on the *Arizona Early Learning Standards*. Quality First coaches in each region help recruit participants for ADE's standards trainings and often work with ADE to identify a host site in their community. This partnership encourages participating in ADE's trainings and provides continuity for providers who see their QF coach at an ADE standards training.

FTF has put policies in place that encourage coordination between the system components it funds. For example, two TEACH scholarships are included in the 'bundle' of incentives received by each Quality First participant. And all FTF RFGA for formal PD strategies encourage coordination and alignment with other components of the state's PD system. For example, the recent Professional Reward$ RFGA states: "It is expected that the successful applicant will align FTF Professional Reward$ with Quality First, T.E.A.C.H. Arizona, and the Professional Career Pathways Program … This alignment must include a direct link to the T.E.A.C.H. Arizona scholarship program, since providers who receive scholarships and complete college coursework may become eligible for FTF Professional Reward$ incentives." Such intentional language helps create clear connections between system components.

These efforts are examples of successful system connections. Even so, there remains tremendous need to connect disparate PD system elements. Disconnects or misalignments can result in critical gaps or duplication of effort (or the dangerous perception of duplication by policymakers or funders). To help build connections people need consistent, widespread access to PD system information. To address this need the PDSBWG Subgroup 3 has recommended creating and implementing a statewide professional development website (see p. _____). The professional development website will contain links to system components (such as the registry, institutes of

higher education, professional organization websites, and opportunities for community-based professional development), house system documents (such as standards, the Workforce Knowledge and Competency Framework, and this strategic plan), and information about various career and educational pathways. Although the Internet provides easy access to information for many providers, not everyone has Internet access, so alternative means of communicating will also be developed.

To advance system connections, the PDSBWG meetings include time for subgroups to share information and provide feedback on each other's work and progress.

Infrastructure

"Sometimes a system's main problems or needs do not exist as much at the actual point of service as at the level of governance, financing, or other critical supports that challenge their functioning or existence" (Coffman 2007, p.13)

The early childhood system's success will depend not just on strong components and connections, but also on the system infrastructure that allow those components to function effectively and with excellence. One key component of an early childhood professional development infrastructure is a Workforce Knowledge and Competency Framework (WFKC) The WFKC provides a common understanding of what early care and education providers need to know and be able to do. Arizona, as part of the S*CCEEDs registry, developed a document that delineates the "core knowledge elements" (CKE) for early care and education professionals. The document was used in conjunction with a career ladder to identify a registry member's placement within a career and educational pathway. The CKE provides a basic framework for developing a robust, tiered WFKC framework that identifies the skills and competencies expected at various levels of a professional's career development. For example, all early care and education professionals are expected to have knowledge about child development – expectations for those just beginning their education are different, however, than for those who have completed graduate degrees.

At least 37 states have adopted a WFKC framework. A summary of X# of states' competency documents is provided in Appendix #. Some states include a variety of components (such as a career ladder or lattice, or materials to guide course development) within their competency documents. Others have produced stand-alone materials. California, for example, is developing a series of videos that demonstrate educators enacting the competencies in real-life early childhood settings. The videos can be used by college faculty and community-based PD providers to enhance learners' understanding of competencies. Colorado has a separate instructors' guide that helps PD providers develop curriculum aligned with the competencies.

Competency documents are one piece of a comprehensive PD system infrastructure. Program and child-level standards are other critical infrastructure elements. Arizona has developed early learning standards and infant/toddler guidelines that align with the state's K–12 curriculum standards, as well as PD for early learning providers on how to integrate those standards in their programs. The standards are incorporated into the Quality First Ratings Scale. The *Early Learning Standards* (AZ-ELS), first approved in 2003, outline what children ages 3-5 are

expected to know and be able to do. They are currently being revised to align with the Common Core State Standards (CCSS) to encourage curricular alignment and smooth transitions in support of early grade success and grade level reading. All AZ-ELS trainings will be revised to coordinate with the revised standards, which are expected to go to the State Board of Education for approval in May 2013.

The *Infant and Toddler Developmental Guidelines* for children ages birth to 3 years were adopted by First Things First Board and the State Board of Education in spring 2012. They are developmentally, culturally, and linguistically appropriate, and cover all essential domains of school readiness. ADE is currently developing professional development curriculum on these new guidelines.

Developed in 1993 and currently in their third revision, the *Program Guidelines for High Quality Early Education: Birth through Kindergarten* are a comprehensive set of recommended, evidence-based practices for all statewide early care and education programs birth through kindergarten. The Program Guidelines were designed to align with the *Early Learning Standards* and *Infant-Toddler Developmental Guidelines* and help providers ensure that children meet key milestones.

Under current agreements established through the State Advisory Council (SAC) grant funding, which is administered by FTF, ADE offers PD across the state on all three sets of standards to ensure the *Early Learning Standards* and *Infant/Toddler Guidelines* are successfully communicated to and used by the early childhood community. With financial support from the Head Start for School Readiness Act of 2007 SAC Grant, these PD opportunities will be provided through FY2013 (when the grant term ends), targeting audiences from multiple early childhood programs, throughout the state, including in rural and tribal lands.

As noted above, the Quality First rating scale was designed to reinforce the statewide standards. Thus, although not standards per se, Quality First serves to incentivize the integration of the standards in order to reach higher quality levels.

An early childhood professional registry is another important infrastructure element, and one which is currently missing from Arizona's early childhood system. Professional registries help document and track the credentials and education of the early childhood workforce. The S*CEEDS registry was established in 2004 with DES funding, but was discontinued in 2009 due to state budget cuts. It provided a mechanism for providers to document and track their training and education and helped them measure progress and set goals for themselves.

PDSBWG subgroup 3 has recommended a new professional registry (see p. _____). The new registry will categorize levels of training (identifying which trainings meet certain standards for licensing or college credit), serve as a standard for quality control to ensure PD experiences are high quality, and provide valuable data on service gaps and duplications. It will also provide up-to-date information about the state of Arizona's early childhood workforce and be integrated with other longitudinal data systems (i.e., ADE's state longitudinal data system and FTF's administrative database). The data will provide as a rich source of information for use in

advocacy and grant writing. Finally, the registry will streamline state agency regulatory functions, which would no longer have to review personnel files to obtain information about teacher education levels for licensing and certification. Streamlining these processes will improve accuracy and timeliness, while simultaneously reducing costs.

Scale

"Systems initiatives focused on scale ensure that a comprehensive and quality system is available to as many of its intended beneficiaries as possible" (Coffman 2007, p. 14).

To truly make an impact, Arizona's PD system must move beyond innovative pilots or special regional projects to a statewide system of effective policies and programs that are linked and aligned, available in all geographic areas, and scaffolded by a supportive political and policy context, and a built on a strong, well-designed infrastructure. First Things First's unique regional and statewide governance and funding structure forms a framework that can facilitate scale up. Examples of highly successful local projects that could be taken to scale include the dedicated advising and math support efforts at Pima Community College, which have resulted in the largest number of T.E.A.C.H. scholars in the state (300 since fall 2009) and the greatest proportion of T.E.A.C.H graduates (10 of the 23 most recent AA graduates). Tucson's Great Expectations initiative could be scaled beyond Southern Arizona to engage more early childhood professionals in communities of practice and extend its system building efforts. And several director mentoring projects show great promise – the Aim 4 Excellence credential program is currently funded only by one Maricopa regional council, but demand is so great that it could easily serve providers across the state with only minimal increases in program capacity.

Long term impact is not simply about scale, but also sustainability and durability to ensure that a focus on professional development becomes an integral way of doing business. The following recommendations by the PDSBWG are designed to leverage current assets to substantially advance Arizona's early childhood PD system over the next two years. The goals were selected because they represent high leverage ways to connect existing components, facilitate access, and build the kind of infrastructure needed to allow scale up of existing successful programs and projects.

RECOMMENDED TWO-YEAR STRATEGIC PLANS FOR THREE PRIORITY PROFESSIONAL DEVELOPMENT SYSTEM GOALS

As noted in the introduction of this report, the PDSGWG is comprised of three subgroups structured around three high-leverage goals. For convenience, those goals are restated below:

Goal 1: Degrees and Credentials Subcommittee

- Priority: Strengthen and enhance a progression of statewide early childhood degrees and credentials

Goal 2: Workforce Knowledge and Competency Subcommittee

- Priority: Revise, disseminate, and integrate Arizona's Early Childhood Workforce Knowledge and Competency Framework

Goal 3: Registry and Website Subcommittee

- Priority: Design, develop and launch an early childhood workforce registry and professional development website

The PDSGWG subgroups each developed a two-strategic plan with implementation beginning January 2013. Each subgroup provided the following six "pieces" of the strategic plan:

1. **Vision Statement:** What will *your subgroup's part* of the PD system look like when it is successfully operating three years from now?
2. **Major Outcomes** (up to 5 – ideally 2 or 3).
3. **Deadlines & Deliverables**: A timeline of major deliverables and intermediate accomplishments
4. **Work Design**: How will the work be accomplished? By consultants? The workgroup? Collaboration among what groups or people? FTF Staff?
5. **BUILD PD Working Group Design (beginning January 2013)**: What will your subgroup look like during the implementation of the Two-year Strategic Plan? Will it remain the same? Have new members?
6. **Budget & Funding**: What budget will you need to implement your subgroup's portion of the two-year strategic plan?

GOAL 1: STRENGTHEN AND ENHANCE A PROGRESSION OF STATEWIDE EARLY CHILDHOOD DEGREES AND CREDENTIALS

1. Vision Statement:

The Arizona Early Childhood Professional Development System will provide a range of professional development strategies that engage individuals in appropriate personal and professional growth and include a variety of paths and entry/exit points. The strategies will be progressive, role-related and lead to early childhood certificates, credentials, and higher education degrees.

2. Major Outcomes: (In order of priorities)

a. Research and develop the infrastructure for a "prior learning assessment" to determine the knowledge and skills of practitioners that:
   1) Align with the revised Workforce Knowledge and Competency framework.
   2) Assesses the mastery of college-level material acquired in a variety of ways — through general academic and community based professional development, significant independent study or prior work experience.
   3) Awards college credit for a yet-to-be determined number of hours and courses.

   ** (See description below of possible alternative pathways and credit transfers for credentials)

b. Identify common community college courses for the CDA Functional Areas that articulate to all Community College Early Childhood degree programs in Arizona.

c. Create and implement an Associates of Arts in Early Childhood Education (AAECE)

d. Develop a degree articulation process, which identifies courses (or sequences of courses) that are comparable to courses or sequences in other institutions of higher education, or acceptable in lieu of specific course requirements at another institution.

   1) 2 + 2: Pathway agreement between a community college and a 4-year university designed so that students can earn associate's and bachelor's degrees without any loss of credit.

   2) 2 + 2 + 1: Pathway agreement between a community college and university designed so that students can earn associate's, bachelor's and master's degrees with transfer of all credits.

   3) 2 + 2 + 2: Pathway agreement developed among secondary schools, community colleges and 4-year institutions designed so that students can earn associate's and bachelor's degrees with transfer of all credits.

e. Longer Term Outcome: Assess the capacity and effectiveness of 2 and 4-year public and private institutions of higher education and secondary (high school) education programs in the state toward supporting the development of early childhood educators.

** Alternative pathways and credit transfers for credentials:

- Credit for prior learning: Prior Learning Assessment is the evaluation for college credit of the knowledge and skills one gains from life experiences (or from non-college instructional programs), including employment, travel, hobbies, civic activities and volunteer service.
- College credits for community workshops: Collaboration between a higher education institution and a community training agency to assess noncredit training in the community for college credit.
- College Credit of non-credit credentials: Portfolio evaluation or prior learning assessment of a non-credit credential to award college credit for it.
- College credit for ADE Career and Technical Education ECE End of Program Assessment
- The College-Level Examination Program (CLEP) is a College Board program that allows students to earn college credit by demonstrating their mastery of college level material in introductory subjects. The CLEP provides students of any age with the opportunity to demonstrate college-level achievement through a program of exams in undergraduate college courses.

3. **Deadlines & Deliverables**:

Task/Deliverable	**Timeline**
Major Outcome a) Prior Learning Assessment	

A. Hire a consultant to research state systems of prior learning assessments.	January 15, 2013
B. Research Review Current Career Technical Education Learning Assessment.	Jan – March 2013
C. Share with PD subgroup and make recommendations for infrastructure development	March 2013 meeting
D. Consultant develops a plan including a cost analysis and timeline for the dissemination and integration of a prior learning assessment into the Arizona Professional Development System.	May 30, 2013
E. Explore sustainable finance model to support it.	June 2013 – December 2013
Major Outcome b) – AAECE ***Every Community College that wants an AAECE has one and it transfers to ABOR Universities as an AGEC package.***	
A. Convene a meeting with APASC & ATF	November/December 2012
B. Develop the invite list for Jan 2013 meeting @ Dec meeting	December 4, 2012
C. Convene a meeting to introduce the idea to all EC Community Colleges and ABOR Universities	January 2013
D. Hire facilitator to staff sub-group and people working on AAECE	February 10, 2013
E. Convene Meeting of top leadership to help administration to see the need for AAEC.	February, 2013
F. Each Community College has a drafted AAECE to present to their curriculum committee. a. Identify which course is the PRIMARY course for each CDA functional areas. b. Identification of any gaps in courses. c. Identify what specific courses in the AGEC each ABOR universities need for transfer to each university.	Fall 2013

G. Articulation agreement is signed by Arizona Community College and University representatives	Spring 2014

4. **Work Design**:

   Major Outcome a): Work will be accomplished by a consultant; PDSBWG subgroup will provide feedback to consultant. Final recommendation will be provided by the consultant with input from the PDSBWG.

   Major Outcome b): Work will be accomplished by hiring a facilitator working with community colleges and ABOR, FTF staff, APASC and the Articulation Task Force. Review of work will be shared with PDSBWG.

5. **BUILD PD Working Group Design (beginning 2013)**:

   - Continue current subgroup membership; expand to include representatives from ATF and ABOR.

   - All recommendations will be shared with the Build Working Group.

6. **Budget & Funding**:

   Major Outcome a): $35,000 Consultant, Meeting Costs $5,000.
   Major Outcome b): Facilitator: $30,000

   Working groups of community college faculty, 4 in-person meetings, materials, travel, costs associated with convening top leadership of ABOR/CC: $15,000 – 20,000

Goal 2
Revise, Disseminate, and Integrate Arizona's Early Childhood Workforce Knowledge and Competency Framework

1. **Vision Statement:**
   Arizona will have an early childhood Workforce Knowledge and Competency Framework (WKKF) that:
   a. Clearly describes what early care and education professionals serving children birth through age 8 need to know and be able to do; and
   b. Is widely disseminated throughout the state; and
   c. Informs all levels and sectors of the early childhood professional development system including college coursework, community-based professional development, and continuing professional development.

2. **Major Outcomes**
    a. A revised WFKC framework with tiered levels of knowledge and skills
    b. Request for and receipt of approval or adoption by appropriate governance authorities
    c. An actionable plan to:
        1) Disseminate and integrate the WFKC framework to early care and education professionals, Quality First providers, early childhood faculty;
        2) Develop, disseminate, and integrate ancillary support materials;
        3) Review and revise the WFKC framework on a regular cycle.

3. **Deadlines & Deliverables**: A timeline of major deliverables and intermediate accomplishments

Task/Deliverable	**Timeline**
Phase 1 – Revision Development	
A. Scope of Work/RFQ for contracting with consultants	December 15, 2012
B. Finalize procurement of consultants	January 5, 2012
C. Launch revision of WFKC Framework/convene sub-group	January 15, 2013
D. Outline/structure of WFKC Framework	February 5, 2013
E. Share outline with whole PDSBWG	February 10, 2013
F. First draft of revised WFKC Framework	March 1, 2013
G. Hold focus groups for feedback on WFKC Framework	March 1-April 1, 2013
H. Plan for appropriate governance approvals/adoptions/review	April 30, 2013
I. Near Final Draft of revision complete	May 1, 2013
J. Share with whole PDSBWG	May 5, 2013
K. Distribute and seek comments via online portal with intentional efforts to collect feedback from stakeholders in rural areas	May 1 - 31, 2013
L. Final Draft WFKC Framework	June 30, 2013
Phase 2 – Revision Approval, Dissemination and Implementation	
Secure appropriate governance review/approvals	July 1, 2013
Develop plan to a. Disseminate and integrate WFKC framework into PD System b. Develop ancillary support materials	October 31, 2013

4. **Work Design**: How will the work be accomplished? By consultants? The workgroup? Collaboration among what groups or people? FTF Staff?
    a. Phase 1:
    The work will be accomplished by two consultants.
        1) Actual writing will be an iterative process between consultants and FTF staff with review of outline and drafts by sub-group, whole PDSBWG, one round of focus groups mid-way through the process, and public comment via online portal before final draft produced (see schedule, above).
        2) Spring focus groups will include:

- Practitioners: child care providers (center & home-based), preschool (public & private) educators, K-3 educators.
- Administrators: child care center directors, elementary school principals, a district superintendent?
- Cultural representatives: tribal, African-American, Latino, faith-based, migrant
- State agencies – ADE, ADHS, DES, ECDH (FTF)
- Institutes of Higher Ed

b. Phase 2: Actual work plan to be developed as part of Phase 1 work.

5. **Build Working Group Design (2013-2014)**:
   a. Continue current sub-group membership. Expand to include representatives from coaching community, child-care provider, and tribal community.

6. **Budget & Funding**: How much will the work cost and how will it be funded?
   a. Phase 1 – Two consultants estimated $30,000 to $35,000 + $15,000-$20,000 for focus groups, materials and online collection of public comment.
   b. Phase 2 – Possibly SAC (through June 30, 2013) only. During Phase 2 the sub-group will develop a budget, potential sustainable funding sources, and proposals for broad implementation and dissemination.

Goal 3
Design, Develop and Launch an Early Childhood Workforce Registry and Professional Development Web Site

1. Vision Statement:

The Arizona early learning and child care community including individuals, preschools, educators, state agencies and policy makers have access to relevant data so that the quality of care may be improved.

2. Major Outcomes

a. A Registry design that:
   1) Is developed via the engagement of key partners and potential users;
   2) Is developed to align with the work of the other PDSGWB sub-groups;
   3) Allows the registry to interface with FTF administrative database and ADE state longitudinal database;
   4) Has explicit data collection protocols and procedures;
   5) Plans for use-friendly accessibility, both online and via alternative means for those w/o Internet access.
   6) Includes an implementation plan (budget, timeline, work plan) for registry launch July 1, 2014.

b. A Professional Development web site that:
   1) Is developed via the engagement of key partners and potential users;
   2) Will house key information and functions for the PD System such as:
      i. Information about and links to all public and private EC college degree programs throughout the state.
      ii. Information about and links to key PD infrastructure such as the Workforce Knowledge and Competency framework, career ladder/lattice, PD Registry, PD FAQ.
      iii. Information about and links to professional organizations.
      iv. PD requirements for all segments of the PD System.

3. Deadlines & Deliverables: A timeline of major deliverables and intermediate accomplishments

A. Identify and gather information from potential partners about the desired functions of a registry and web site 1. Meet with key agency (FTF, DHS, ADE, DES) staff to identify priorities and desired functions. 2. Issue POS contract for survey of potential survey users 3. Identify information resources and TA needed for registry development. 4. Develop, deploy, and interpret survey of potential users.	Begin in December 2012, complete by January 30, 2013 1. January 2013 2. January 2013 3. January 2013 4. February 15, 2013
B. Rework draft vision statement informed by the information gathered from partners	February 2013
C. Complete a scan of other states' registries and web sites. a. Procure TA on registry development (Registry Alliance, Other state	January - March 2013 February, 2013
D. Complete a scan of Arizona's EC web sites	January – March 2013
E. Procure web designer.	January, 2013
F. Procure registry architect to begin design of	March 2013

registry	
G. Produce draft web site designs; present to sub-group for approval.	March 2013
H. Finalize web site plans	April 2013
I. In collaboration with FTF Research & Evaluation, and IT units, conduct a scan of Arizona early childhood professional development databases.	March – June 2013
J. Launch beta web site	June 2013
K. Launch live web site L. Procure IT Registry System Developer	July 2013 July 2013
M. Finalize implementation plan for registry scope, components, design and cost a. Oversee system build, interface with longitudinal data system, and system user beta testing.	September 2013 September 2013 – June, 2014
N. Anticipated Registry Launch	By July 1, 2014

5. **Work Design: How will the work be accomplished?**
This group will be responsible for consensus/decision making on the design and development of the registry with support from FTF (including SI, IT, and Evaluation staff). There is a need for collaboration with the Workforce Knowledge, and Competencies subcommittee and the Degree Progression and Credentials subcommittee. This work will also require support for internal registry "like" data systems in Arizona as well as a scan of other states registry implementation. Consultation is needed related to the architecture of the registry, its interface with the longitudinal data system, and the development of a web access for users. The sub-committee would like to begin with consensus building and environmental scans as soon as possible

6. **Build Working Group Design (2013-2014) Design:**
Subcommittee will include members of the PDSBWG as well as representative of each of the "user" state agencies, early childhood provider organizations, and other organizations and individuals with expertise or insights to registry function and design. Co-chairs selected and include Jakob Raskob (DES) and Dawn Henry (ASCC).

7. **Budget & Funding: How much will the work cost and how will it be funded?**

Activity/function	Cost
Survey of EC providers regarding website and registry functionality; and analysis	$ 30,000
Technical Assistance, Registry plan development	8,000
Website development	15,000
Registry architecture & development	200,000
Total	$253,000.00

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[i] http://www.buildinitiative.org/files/BuildInitiativefullreport.pdf
[ii] Common Core State Standards Initiative http://www.corestandards.org/