

Early Learning Goal Survey Results (15 completed / 4 began but didn't complete)

GOAL	% AGREE	% DISAGREE	% COMMENT	COMMENTS	REVISED GOAL
QUALITY AND ACCESS SECTION A					
1.a. Create a coordinated spectrum of programs and services with defined roles and responsibilities across agencies, organizations and individuals.	86.67	0	13.33	— [Please note, tried to vote "Disagree" and to comment, but the choices are mutually exclusive] Could live with this, but don't see FTF as the primary a provider of programs and services — Identify and convene.....	No Change
1.b. Design the ECE system to ensure access for all children to high quality, culturally responsive early care and education.	80.00	13.33	6.67	— [Please note, tried to vote "Disagree" and to comment, but the choices are mutually exclusive] Again, this is OK, but the "design" of the ECE system is bigger than FTF alone.	No Change
1.c. Identify and align funding for ECE to eliminate gaps and prevent unnecessary duplication.	86.67	13.33	0		Identify and align funding, programs and services for ECE to eliminate gaps and prevent unnecessary duplication.
1.d. Eliminate and fold into 1.c. (Was: Early care and education programs and services are identified and aligned.)	76.92	7.69	15.38	— I don't understand what "agree" "disagree" means in this context. Fold what into 1.c? — I think this is too broad	Add wording to 1.c. (see above) and then eliminate 1.d.
1.e. Build a system that promotes accountability and quality improvement, monitors programs and is coordinated among ECE agencies and organizations.	80.00	6.67	13.33	— This needs clarification because you can't monitor what you don't fund — design a system , i'm not sure program mointoring goes here	No Change

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QUALITY AND ACCESS SECTION B					
2.a. Identify quality early learning standards and developmental guidelines that support educational standards and ensure providers align curricula and assessment with them.	73.33	3.67	20.00	<ul style="list-style-type: none"> — I would like to change "ensure" to "support providers to ensure alignment of curricula and assessment with them." — I agree with the development of standards, curriculum and assessment; however, you have to define who has to follow these as requirements. — identify and convene partners, provide leadership — provide funding for the development, implementation and evaluation of quality standards 	Develop quality early learning standards and developmental guidelines that support educational standards and provide support to providers to align curricula and assessment with the standards.
2.b. Identify quality early learning standards and developmental guidelines that support educational standards and ensure providers align curricula and assessment with them. (Combine with 2.b.) (Should say 2.a.)	46.15	7.69	46.15	<ul style="list-style-type: none"> — [On this survey page, 2a and 2b are identical. I do not understand what it would mean to "Combine with 2b"] — Shouldn't this say "Combine with 2.a"??? 2.a and 2.b should be combined into 2.a!!! — same thing — See my comment — Eliminate because it is 2a — I don't see the difference between 2a. and 2b 	Eliminate. Incorporated into 2.a.
2.c. Build an integrated data system for monitoring early care and education	64.29	0	35.71	<ul style="list-style-type: none"> — include accessible and affordable to data system — Again, you need to define who will be required to submit data. The goal in itself is good, but you can't hold all types of providers to this goal — This is a great goal, but tremendously daunting. The scope of "monitoring" is critical here. — Data systems do not monitor. — Build an integrated data system that provides data that can be used as part of the evaluation system for early care and education — Again, does FTF have jurisdiction over programs that are not FTF funded? 	Build an integrated data system that provides data that can be used as part of an evaluation and monitoring system for early care and education.

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QUALITY AND ACCESS SECTION C					
3.a. Make available quality, affordable and culturally responsive early child education programs to all children and families across Arizona.	85.71	7.14	7.14	— Where is the word "regulated"? While I fully support "affordable" I wonder how we will measure that.....	Make available quality, affordable and culturally responsive early child education programs to all children and families across Arizona.
3.b. Delete. Use as indicator	84.62	15.38	0		No Change
3.c. Delete. Use as indicator	91.67	8.33	0		No Change
3.d. Delete. Use as indicator	90.00	10.00	0		No Change
SECTION 4					
4.a. Ensure that children in Arizona have access to high quality, safe, nurturing care when using unregulated child care settings (i.e. family, friend or neighbor care).	84.62	0	15.38	— I don't think we can possible ensure this. However we could "provide support that allow all providers the necessary resources to provide high quality care regardless of regulatory status." — I would like to think this is possibleI need more discussion on the hows. —	No Change
4.b. New Goal: Regulate all family child care providers caring for children from more than one family.	30.77	46.15	23.08	— A commendable goal, but beyond the scope of a state agency such as FTF. This would require a change in Arizona Revised Statutes and a more appropriate goal for a political action committee. — who is going to regulate? — I am undecided on this one. I think regulation will be costly to the state.	Delete

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PROFESSIONAL DEVELOPMENT SECTION A-C					
1.a. Build a comprehensive and well-articulated professional development system throughout Arizona that begins with the acquisition of a GED/high school diploma.	78.57	7.14	14.29	<ul style="list-style-type: none"> — I would eliminate "that begins with the acquisition GED/high school diploma." — Design, fund and evaluate a 	No Change
1.b. Provide access to ongoing education and training for all early childhood and education professionals across Arizona to meet professional development requirements and goals.	85.71	0	14.29	<ul style="list-style-type: none"> — I agree, but again define who has to do this as opposed to who should be encouraged to do this. 	No Change
1.c. Delete. Use as indicators for both G.E.D. and high school diploma.	69.23	23.08	7.69	<ul style="list-style-type: none"> — Comment not submitted 	Discuss whether to use as indicator: More ECE professionals across Arizona have degrees and/or credentials in ECE.

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PROFESSIONAL DEVELOPMENT SECTION D-F					
2.a Recruit and retain high quality professionals into the early childhood development and health system who reflect the diversity of the community in which they practice and are culturally competent.	78.57	0	21.43	<ul style="list-style-type: none"> — I don't think they need to absolutely reflect their local community: we need diversity across the board. — I am unsure how we would be able to measure if those recruited and retained are culturally competent. — recruit, support and retain 	No Change
2.b. Compensate ECE professionals across Arizona at a rate commensurate with their education and experience.	76.92	7.69	15.38	<ul style="list-style-type: none"> — I agree but there may be some programs that may not have the funding or budget to compensate their staff because of their education or experience. 	No Change
2.c. Delete	100.00	0	0		No Change