

GOAL AND INDICATOR RECOMMENDATIONS EARLY LEARNING WORKSHEET

OUTCOMES	CONDITIONS	FTF ROLES	GOALS (Edit/Revise/Add/Delete)	PROPOSED GOALS (First Draft)	PROPOSED FINAL GOALS	SAMPLE INDICATORS	INDICATORS
<ul style="list-style-type: none"> All children have access to high quality, culturally responsive early care and education that promotes their optimal development. 	<p>A. There is a comprehensive early care and education system that is aligned both across the spectrum of settings and with the full continuum of the educational system.</p>	<p>1. Early Care and Education System Development and Implementation - Convene partners and provide leadership in the development and implementation of a comprehensive early care and education system that is aligned both across the spectrum of settings and with the full continuum of the educational system.</p>	<p>a) There is a clear plan for the early care and education system that describes the system, aligns programs and services across all types of settings and with the full continuum of the educational system (P-20), and defines roles and responsibilities of those involved in its implementation.</p> <p>One group noted that this item needs clarification as whether "P" means preK or if it means prenatal. The whole group discussed the need to ensure this is a birth through college system.</p>	<p>(a) The early care and education system aligns programs and services across all types of settings as well as across the full continuum of the educational system from prenatal/postnatal through college (P-20), and defines roles and responsibilities of the groups and individuals involved in its implementation.</p>	<p>1.a Create a coordinated spectrum of programs and services with defined roles and responsibilities across agencies, organizations and individuals.</p>	<p>Existence of a comprehensive plan for an early childhood education system in Arizona.</p>	
			<p>b) Agencies and organizations involved in early care and education have a common understanding of the system and share ownership in ensuring access for all children to high quality, culturally responsive early care and education.</p> <p>Recommendation to add "groups and individuals".</p>	<p>(b) Agencies, and organizations, groups, and individuals involved in early care and education have a common understanding of the system and share ownership in ensuring access for all children to high quality, culturally responsive early care and education.</p>	<p>1.b. Design the early childhood education system to ensure access for all children to high quality, culturally responsive early care and education</p>	<p>% of children w/third grade reading proficiency as measured by state's proficiency test</p> <p>% of children w/fourth grade reading proficiency as measured by state's proficiency test (or by NAEP scores which are not conducted statewide and could be a skewed result)</p> <p>% of children beginning kindergarten with undetected developmental delays or chronic health problems.</p>	

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			c) Funding for early care and education is identified and aligned to eliminate gaps and prevent unnecessary duplication.	(c) Funding for early care and education is identified and aligned to eliminate gaps and prevent unnecessary duplication.	1.c. Identify and align early care and education funding, programs and services to eliminate gaps and prevent unnecessary duplication.	% of state budget allotted to early care and education quality, access and affordability activities. % of state budget allotted to early care and education that is applied to ECE professional development. # of statewide agencies funding ECE professional development activities that collect similar qualitative and quantitative data regarding ECE professionals moving through the educational continuum.	
			d) Early care and education programs and services are identified and aligned. Most groups suggested either clarifying or striking this goal. Recommend striking.	(d) Eliminated	1.d. Eliminated. Now in 1.c		
			e) Monitoring for system programs is aligned and coordinated among early care and education agencies and organizations.	f) Monitoring for system programs is aligned and coordinated among early care and education agencies and organizations.	1.e. Build a system that promotes accountability and quality improvement, monitors programs and is coordinated among ECE agencies and organizations.	# of agencies, programs and organizations that incorporate quality rating into early childhood programs and services. # of statewide agencies funding ECE quality, access and affordability activities that incorporate quality rating into the monitoring process	

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	B. There are health, safety, and quality standards for early care and education; support for attaining the standards; and a process for monitoring them.	2. Quality Early Care and Education Standards, Curriculum, and Assessment - Convene partners, provide leadership, and provide funding for the development and implementation of quality standards for early childhood care and education programs and related curricula and assessments.	<p>a) Uniform quality standards have been identified and are adopted by all early care and education programs in Arizona. <i>It was suggested to remove the word "uniform" and questioned the use of "adopted".</i></p> <p>b) Curricula and assessments that are aligned with quality standards are in use in early care and education programs throughout Arizona. <i>One group asked if this included both unregulated and regulated care – "to whom does this goal apply," was the question.</i></p> <p>c) There is an integrated data system for early care and education. <i>Staff wondered whether this is an achievable goal for FTF.</i></p>	<p>a. State quality standards have been identified and are utilized by all early care and education programs in Arizona.</p> <p>b. Early care and education providers throughout Arizona use curricula and assessments that align with the state's early learning standards and developmental guidelines.</p> <p>c. There is an integrated data system for early care and education.</p>	<p>Develop quality early learning standards and developmental guidelines and support early childhood providers to align curricula and assessment with the standards.</p> <p>2.b. Incorporated into 2.a.</p> <p>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.</p>	<p>% of early care and education programs that have at least two staff who have attended training on quality standards.</p> <p>% of early care and education programs that implement curricula and assessments aligned with quality standards.</p> <p># of interagency agreements that allow for the exchange and sharing of data across early childhood systems.</p>	

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	C. Arizona has enough high quality, culturally responsive, affordable early care and education programs and settings to meet the needs of children and families in all communities throughout the state.	3. Quality, Access, and Affordability of Regulated Early Care and Education Settings - Convene partners, provide leadership, and provide funding for increased availability of and access to high quality, regulated, culturally responsive, and affordable early care and education programs.	a) More regulated early care and education programs attain a rating of 3 stars or higher. Staff recommend that this goal become an indicator an the goal be made more general.	a. There are more quality early care and education programs available to children and families across Arizona.	3.a. Make available quality, affordable and culturally responsive early child education programs to all children and families across Arizona.	% of children ages five and younger enrolled in regulated early care and education programs rated at 3 stars or higher. % of families reporting quality as a factor when selecting an early care and education programs. % of families that spend 10% or less of their income on regulated early care and education. % of families with children ages five and younger receiving child care subsidies enrolled in programs rated at 3 stars or higher.	
			b) More families know about the importance of quality and of selecting early care and education programs that have attained a rating of 3 stars or higher Staff recommend changing order of b and c.	b. More children across Arizona are enrolled in quality early care and education programs.	3.b. Delete. Use as indicator		
	D. Children and families have access to high quality, culturally responsive, affordable early care and education programs where they live and work.		c) More children are enrolled in early care and education programs that have attained a rating of 3 stars or higher. Staff recommend that this goal become an indicator an the goal be made more general.	c. More families across Arizona know about the importance of quality in selecting an early care and education program.	3.c. Delete. Use as indicator		
			d) There are more quality early care and education programs available to families across Arizona. It was suggested to remove (d) and to combine accessible with affordable. The discussion following included concerns that this would make indicator development difficult as it puts two things together to be measured.	d. More quality early care and education programs are affordable for families across Arizona.	3.d. Delete. Use as indicator		

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	E. Families have a choice of schedules (part-day or full-day, part-year or full-year), type of provider, and type of setting.		e) Quality early care and education programs are affordable for all families. <i>One group recommended changing to: More quality early care and education programs are affordable for all families across Arizona</i>	e. Combined with d.			
		4. Quality of Family, Friend, and Neighbor Early Care and Education Settings - Convene partners, provide leadership, and provide funding to improve the quality of culturally responsive early care and education provided by family, friends, and neighbors.	a) Quality of care and education provided in family, friend, and neighbor settings is improved. <i>One group stated that "improved" is vague. Another group commented that the words "safe and nurturing" be added.</i>	(a) The quality of early care and education provided in family, friend, and neighbor settings is improved through nurturing relationships and increased safety.	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).	# of FFN providers who complete a series of training for improved safety and care. # of FFN providers participating in CACFP. # of FFN providers receiving equipment, materials, and/or financial supports to improve the quality of care.	
<ul style="list-style-type: none"> All early childhood education and health professionals are well prepared, highly skilled, and compensated commensurate with their education and experience. 	A. Arizona has enough culturally diverse early childhood professionals working in a variety of capacities to meet the needs of Arizona's children and families in all communities throughout the state.	1. Professional Development System - Convene partners, provide leadership, and provide funding for the development and enhancement of an early childhood professional development system that addresses availability, accessibility, affordability, quality, and articulation.	a) There is comprehensive and well-articulated professional development system within Arizona. <i>Group recommended adding "beginning with the acquisition of a G.E.D". Staff wonders whether it should also include "GED/High School Diploma and continuing to higher education".</i>	(a) There is comprehensive and well-articulated professional development system throughout Arizona, beginning with the acquisition of a G.E.D.	1.a. Build a comprehensive and well-articulated professional development system throughout Arizona that begins with the acquisition of a GED/high school diploma.	# of articulation agreements between professional development and education entities. # of statewide agencies funding ECE professional development activities that collect similar qualitative and quantitative data regarding ECE professionals moving through the educational continuum.	

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	B. Early childhood professionals meet specified educational/professional development requirements and continue their professional development throughout their careers.		b) More early care and education professionals have access to ongoing education and training to meet their professional development requirements and goals across Arizona.	(b) More early care and education professionals have access to ongoing education and training to meet their professional development requirements and goals across Arizona.	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.	# of early care and education professionals enrolled in T.E.A.C.H., PCPP and other professional development strategies % of early care and education professionals who have degrees and/or credentials in early care and education.	
	C. There are sufficient educational opportunities to meet the needs of early childhood professionals throughout Arizona.		c) More early care and education professionals across Arizona have degrees and/or credentials in early care and education.	(c) More early care and education professionals across Arizona have degrees and/or credentials in early care and education.	No consensus		
	D. Early childhood professionals throughout Arizona have access to the education and ongoing professional development required to work in the setting of their choice and facilitate their professional growth.	2. Recruitment and Retention of Professionals in the Early Childhood System - Convene partners, provide leadership, and provide funding for the recruitment, adequate compensation, and retention of high quality, culturally diverse early childhood providers.	a) More high quality professionals are entering and remaining in the early education, child development, and health system across Arizona.	(a) More high quality professionals are entering and remaining in the early education, child development, and health system across Arizona.	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.	% of early care and education programs with at least 50% of staff with 3 or more years of experience. Graduating groups of students from Arizona ECE and related programs are proportionally reflective of the state's demographics.	
	E. High quality professionals are recruited and retained in the early childhood system.		b) More early care and education professionals across Arizona are compensated at a rate commensurate with other fields requiring similar education and experience. Group recommended substituting "related" for "other"	(b) More early care and education professionals across Arizona are compensated at a rate commensurate with related fields requiring similar education and experience.	2.b. Compensate early childhood education professionals across Arizona at a rate commensurate with their education and experience.	% of early care and education professionals who receive an average hourly wage comparable to a kindergarten teacher in Arizona	
	F. Early childhood professionals are paid commensurate with other fields requiring similar education and experience.		c) There are more qualified early care and education professionals who reflect the diversity of the community in which they practice.	(c) There are more qualified early care and education professionals who reflect the diversity of the community in which they practice.	2.c. Delete		