

**GOAL AND INDICATOR RECOMMENDATIONS**

**EARLY LEARNING WORKSHEET**

ARIZONA EARLY CHILDHOOD TASK FORCE WORK WITH THE FIRST THINGS FIRST BOARD APPROVAL			RECOMMENDATIONS FROM THE EARLY LEARNING ADVISORY COMMITTEE	
Outcome	Conditions	FTF Roles	Proposed Final Goals	Proposed Indicators
1.All children have access to high quality, culturally responsive early care and education that promotes their optimal development.	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.	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.	1.a Create a coordinated spectrum of programs and services with defined roles and responsibilities across agencies, organizations and individuals.	Existence of a comprehensive plan for an early childhood education system in Arizona that minimizes duplication of services among agencies, organizations and individuals.  # state agencies and private organizations which have defined goals and objectives which align with the comprehensive state early care and education plan.
			1.b. Design the early childhood education system to ensure access for all children to high quality, culturally responsive early care and education.	% of children beginning kindergarten with undetected developmental delays or chronic health problems.  # of children entering kindergarten exiting Part B special education to regular education.  #/% of early care and education settings with a Quality First rating of 3-5 stars.

**GOAL AND INDICATOR RECOMMENDATIONS**

**EARLY LEARNING WORKSHEET**

ARIZONA EARLY CHILDHOOD TASK FORCE WORK WITH THE FIRST THINGS FIRST BOARD APPROVAL			RECOMMENDATIONS FROM THE EARLY LEARNING ADVISORY COMMITTEE	
Outcome	Conditions	FTF Roles	Proposed Final Goals	Proposed Indicators
			<p>1.c. Identify and align early care and education funding, programs and services to eliminate gaps and prevent unnecessary duplication.</p>	<p>% of state budget allotted to early care and education quality, access, affordability and professional development activities.</p> <p>% under-enrollment across early childhood education programs with similar missions and offering similar services.</p> <p>#/% of agencies with similar missions that have interagency agreements to promote alignment of services and programs.</p> <p>% respondents to a statewide survey indicating high level of satisfaction with efforts to reduce gaps and duplication of early care and education services and programs.</p>

**GOAL AND INDICATOR RECOMMENDATIONS**

**EARLY LEARNING WORKSHEET**

ARIZONA EARLY CHILDHOOD TASK FORCE WORK WITH THE FIRST THINGS FIRST BOARD APPROVAL			RECOMMENDATIONS FROM THE EARLY LEARNING ADVISORY COMMITTEE	
Outcome	Conditions	FTF Roles	Proposed Final Goals	Proposed Indicators
			<p>1.d Build a system that promotes accountability and quality improvement, monitors programs and is coordinated among ECE agencies and organizations.</p>	<p># of agencies, programs and organizations that incorporate quality rating into early childhood programs and services.</p> <p># of statewide agencies funding early care and education quality, access and affordability activities that incorporate quality rating into the monitoring process.</p> <p>% Head Start and Early Head Start programs in state at full enrollment.</p>
			<p>1.e. 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 interagency agreements that allow for the exchange and sharing of data across state, Tribal and other governmental agencies funding or providing early care and education services.</p> <p>#/% of state/Tribal/other government agencies that participate in an integrated data system for early childhood care.</p>

**GOAL AND INDICATOR RECOMMENDATIONS**

**EARLY LEARNING WORKSHEET**

ARIZONA EARLY CHILDHOOD TASK FORCE WORK WITH THE FIRST THINGS FIRST BOARD APPROVAL			RECOMMENDATIONS FROM THE EARLY LEARNING ADVISORY COMMITTEE	
Outcome	Conditions	FTF Roles	Proposed Final Goals	Proposed Indicators
	B. There are health, safety, and quality standards for early care and education; support for attaining the standards; and a process for monitoring them.	<b>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.</b>	2.a. Develop quality early learning standards and developmental guidelines and support early childhood providers to align curricula and assessment with the standards.	Existence of new infant-toddler developmental guidelines for Arizona.  #/% of early care and education programs that have at least two staff who have attended training on quality standards.  #/% of early care and education programs that implement curricula and assessments aligned with quality standards.
	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.	<b>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.</b>	3.a. Make available quality, affordable and culturally responsive early child education programs to all children and families across Arizona.	#/% of children ages 5 and younger enrolled in early care and education programs rated at 3 stars or higher in Quality First.  # of children with special rights/needs ages 5 and younger enrolled in an inclusive early care and education program rated at 3 stars or higher in Quality First.  #/% of families with children ages five and younger receiving child care subsidies enrolled in programs rated at 3 stars or higher in Quality First.

**GOAL AND INDICATOR RECOMMENDATIONS**

**EARLY LEARNING WORKSHEET**

ARIZONA EARLY CHILDHOOD TASK FORCE WORK WITH THE FIRST THINGS FIRST BOARD APPROVAL			RECOMMENDATIONS FROM THE EARLY LEARNING ADVISORY COMMITTEE	
Outcome	Conditions	FTF Roles	Proposed Final Goals	Proposed Indicators
	D. Children and families have access to high quality, culturally responsive, affordable early care and education programs where they live and work.			<p>#/% of families that spend 10% or less of their income on early care and education.</p> <p>#/% of early childhood educators who are ethnically and culturally reflective of the state's population of children birth to five.</p> <p>% of families reporting satisfaction with the level of cultural responsivity of their early care and education program.</p> <p># of early care and education providers (centers and homes) who are nationally accredited .</p> <p>#/% of families reporting quality as a factor when selecting an early care and education program.</p>
	E. Families have a choice of schedules (part-day or full-day, part-year or full-year), type of provider, and type of setting.	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.	4.a. Ensure that children in Arizona have access to high quality, safe, nurturing care when using family, friend or neighbor care (FFN) settings that are not regulated by the state.	<p># of FFN providers receiving equipment, materials, training, mentoring and/or financial supports to improve the safety and quality of care.</p> <p># of children 5 years and younger in FFN programs certified by DES-CAA.</p> <p># of FFN providers participating in CACFP.</p>

**GOAL AND INDICATOR RECOMMENDATIONS**

**EARLY LEARNING WORKSHEET**

ARIZONA EARLY CHILDHOOD TASK FORCE WORK WITH THE FIRST THINGS FIRST BOARD APPROVAL			RECOMMENDATIONS FROM THE EARLY LEARNING ADVISORY COMMITTEE	
Outcome	Conditions	FTF Roles	Proposed Final Goals	Proposed Indicators
II. All early childhood education and health professionals are well prepared, highly skilled, and compensated commensurate with their education and experience.	A. All early childhood education and health professionals are well prepared, highly skilled, and compensated commensurate with their education and experience.	1. <b>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.</b>	1.a. Build a comprehensive and well-articulated professional development system throughout Arizona that begins with the acquisition of a GED/high school diploma.	<p>Evidence of a comprehensive professional development plan for Arizona.</p> <p>Evidence of core competencies which people working with children 0-5 need in order to provide quality service.</p> <p>#/% of statewide programs funding ECE professional development activities that collect similar qualitative and quantitative data regarding ECE professionals moving through the educational continuum.</p> <p># of articulation agreements between colleges and universities in the state.</p> <p>#/% of early care and education professionals at identified levels on an agreed upon professional development continuum from GED/High school diploma to graduate degrees.</p>
	B. Early childhood professionals meet specified educational/professional development requirements and continue their professional		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.	<p># of early care and education professionals enrolled in T.E.A.C.H., PCPP or other professional development scholarship programs.</p> <p>#/% of early care and education teachers/caregivers who have a college degree in early childhood education or a</p>

**GOAL AND INDICATOR RECOMMENDATIONS**

**EARLY LEARNING WORKSHEET**

ARIZONA EARLY CHILDHOOD TASK FORCE WORK WITH THE FIRST THINGS FIRST BOARD APPROVAL			RECOMMENDATIONS FROM THE EARLY LEARNING ADVISORY COMMITTEE	
Outcome	Conditions	FTF Roles	Proposed Final Goals	Proposed Indicators
	<p>development throughout their careers.</p> <p>C. There are sufficient educational opportunities to meet the needs of early childhood professionals throughout Arizona.</p>			<p>related field and/or a CDA credential.</p> <p># of early care and education home providers attaining a GED/high school diploma from an accredited institution.</p> <p>#/% of directors/administrators who have at least an AA degree in early childhood education or related field.</p> <p># of relevant administrative training and mentoring opportunities for early care and education administrators.</p> <p># of community-based professional development opportunities available by region.</p>
	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>#/% of early care and education programs with at least 50% of staff with 3 or more years of experience.</p> <p>#/% of early care and education professionals in their current position for 3 years or more.</p> <p>#/% of students graduating with a degree in early childhood education who remain in the state and field after graduation.</p> <p>#/% of high school tech prep child development students entering post-secondary early care and education</p>

**GOAL AND INDICATOR RECOMMENDATIONS**

**EARLY LEARNING WORKSHEET**

ARIZONA EARLY CHILDHOOD TASK FORCE WORK WITH THE FIRST THINGS FIRST BOARD APPROVAL			RECOMMENDATIONS FROM THE EARLY LEARNING ADVISORY COMMITTEE	
Outcome	Conditions	FTF Roles	Proposed Final Goals	Proposed Indicators
	E. High quality professionals are recruited and retained in the early childhood system.			<p>programs.</p> <p>#/% early care and education staff who participate in 6 hours of professional development in cultural competency.</p> <p>#/% early care and education staff who are proportionally reflective of the diversity of the community in which they work.</p>
	F. Early childhood professionals are paid commensurate with other fields requiring similar education and experience.		2.b. Compensate early childhood education professionals across Arizona at a rate commensurate with their education and experience.	<p>#/% of early care and education professionals who receive an average hourly wage comparable to a kindergarten teacher in Arizona.</p> <p>#/% of early care and education programs that provide staff with an increase in average hourly wage based upon attainment of a higher level of education and experience.</p>