



# FIRST THINGS FIRST

Ready for School. Set for Life.

## PUBLIC NOTICE OF MEETING OF THE

### Arizona Early Childhood Development and Health Board

#### Policy and Program Committee

Pursuant to A.R.S. §8-1194(A) and A.R.S. §38-431.02, notice is hereby given to the members of the First Things First - Arizona Early Childhood Development and Health Board, Policy and Program Committee and to the general public that the Committee will hold a **Regular Meeting open to the public on Thursday, March 7, 2013 beginning at 10:00 a.m. The meeting will be held at the First Things First Board Room, 4000 North Central Avenue, Suite #800, Phoenix, Arizona 85012.** Some members of the Committee may elect to attend telephonically.

The Policy and Program Committee may hear items on the agenda out of order. The Policy and Program Committee may discuss any item on the agenda. The Policy and Program Committee may elect to solicit public comment on certain agenda items.

The agenda for the meeting is as follows:

1.	<b>Call to Order</b>	Janice Decker, Chair
2.	<b>Review and Possible Approval of Meeting Minutes</b>	Janice Decker, Chair
3.	<b>Update on Policy and Program Advisory Committees and Sub-Committees</b> A. Children’s Health B. Family Support and Literacy C. Family, Friend and Neighbor D. Cultural Responsivity	Jeanette Shea, Co-Chair, Health Advisory Committee Pat VanMaanen, Co-Chair, Health Advisory Committee Dr. Aaliyah Samuel, Sr. Director for Family Support and Literacy Cami Ehler, Early Learning Program Specialist
4.	<b>Update on Quality First Study Overview</b> A. Discussion of approach for Quality First implementation, validation and outcome studies.	Karen Woodhouse, Chief Program Officer Dr. Roopa Iyer, Sr. Director for Research and Evaluation
5.	<b>Report on Professional Development System Framework and 2-year Strategic Plan (Presentation and Discussion)</b>	Stephanie Golden, Professional Development System Specialist
6.	<b>Development of Fiscal Year 2014 Work Plan</b> A. Discussion of possible approach to develop Committee policy and program agenda related to the early childhood system, First Things First priority roles and School Readiness Indicators.	Janice Decker, Chair Karen Woodhouse, Chief Program Officer
7.	<b>Next Steps and Fiscal Year 2014 Meeting Dates</b>	Janice Decker, Chair

*A person with a disability may request a reasonable accommodation such as a sign language interpreter by contacting Cynthia Chavarria, at 4000 North Central Avenue, Suite 800, Phoenix, Arizona 85012, telephone (602)771-5023. Requests should be made as early as possible to allow time to arrange the accommodation.*

Dated this 4<sup>th</sup> day in March 2013

Arizona Early Childhood Development and Health Board

Policy and Program Committee

Janice L. Decker, Chair



**FIRST THINGS FIRST**  
*Ready for School. Set for Life.*

**Policy and Program Committee  
Meeting Minutes  
December 6, 2012**

**Call to Order**

The Regular Meeting of the First Things First – Arizona Early Childhood Development and Health Board Program Committee was held on Thursday, December 6, 2012 at the First Things First Board Room, 4000 North Central Avenue, Suite 800, Phoenix, Arizona 85012.

Members Present:	Dr. Pam Powell, Bill Berk, Terry Doolan as designee for Amy Corriveau, Julianne Hartzell, Toni Harvier, Kim Van Pelt, Mary Ellen Cunningham, Kenton Lafoon, Naomi Karp by phone
Members Absent:	Gayle Burns, Dr. Randal Christensen, Colleen Day-Mach, Dr. Eva Marie Shivers, Alan Taylor, Laurie Smith, Brad Willis
FTF Staff:	Karen Woodhouse, Josh Allen by phone, Cami Ehler, Dr. Aaliyah Samuel, Dr. Amy Kemp, Sandy Foreman, Dr. Ida Rose Florez, Stephanie Golden

Chair Powell called the meeting to order at approximately 10:15 a.m.

**Review and Approval of Meeting Minutes**

Chair Powell called for a review and possible approval of the draft meeting minutes from October 4, 2012. Member Hartzell moved to approve the meeting minutes, Member Van Pelt seconded. No discussion, all in favor, none opposed. Motion carried.

**Update on Policy and Program Advisory Committees and Sub-Committees**

Cami Ehler gave an update on the draft recommendations from the Family, Friend and Neighbor (FFN) Sub-Committee, which will meet in the spring to finalize recommendations. Jeanette Shea provided an update on the Health Policy Advisory Committee. The Committee met last week and mainly focused on work plan for the next year.

Aaliyah Samuel gave an update on the Cultural Responsivity Sub-Committee. The Sub-Committee will meet this afternoon and will finalize the two definitions and then merge them into one and will discuss the work plan for next year. They will also discuss measurement and accountability for their work. The Sub-Committee will have a final meeting in January to be ready for their presentation to the FTF Board. Member Lafoon questioned how tribal agreement will be reached. Beverly Russell will work with the Sub-Committee and will provide guidance on how to coordinate with Tribes. There is also tribal representation on the Sub-Committee Membership. First Things First is also working on updating the Tribal Consultation to help move us forward on mutual goals.

Karen Woodhouse gave an update on the Early Learning Advisory Committee. The Advisory Committee is looking at steps towards use of data, and at the next meeting in spring develop their policy and program agenda for next year.

**FTF Expenditures and Fund Balance (Presentation and Discussion)**

Josh Allen gave a presentation on FTF expenditures and fund balances, focusing on funding balances at the regional level. These fund balances are not a real overage, as funds will be spent down in other areas. His presentation provided a trend analysis of fund balances and expenditures over past years.

**Report on Research and Evaluation Plan (Presentation and Discussion)**

Dr. Amy Kemp walked Members through a presentation on the FTF Research and Evaluation Plan. FTF is focused on being transparent and using data and resources for maximum value to Arizona. The Plan is based on the National Advisory Panel FTF recommendations and consists of two main parts: data (including an administrative database, Tribal data considerations and reporting data), and research and studies.

**Adjournment**

Quorum was lost at 11:20 a.m. and Chair Powell adjourned the meeting.

## National Advisory Panel Recommendations

**EV-1:** Conduct an **implementation study or studies** that will enable First Things First to answer questions about profiles of services received by providers, fidelity of implementation of all Quality First (QF) components, the relation between QF components and QF star levels, differences in quality of care between star levels, the developmental trajectory of QF providers, and comparison of service quality between QF provider participants and providers who do not participate in Quality First.

**EV-2:** Conduct a study (building on information gathered during the implementation studies) to answer the following question: How do child level outcomes vary according to the Quality First Star levels?

Sequential Phases of the Study	National Advisory Report #	National Advisory Panel Questions	What Will We Learn?
<p><b>Phase One: Implementation I</b> July 2013-Sept 2014</p> <p><b>Primary Aims:</b></p> <ol style="list-style-type: none"> <li>To review and evaluate the Quality First <b>star rating scale</b>.</li> <li>Lay the groundwork for all phases of the study. For example, provide recommendations for utilizing and building on existing data system capabilities. Provide recommendations for sampling and methodological plans for later phases of the study.</li> </ol> 	<p>EV-1c</p> <p>EV-1c</p>	<p>How different is the quality of care between Quality First Star levels? (evaluation of <b>star rating scale</b>)</p> <p>Do Quality First cut scores measure meaningful differences between Star levels? (evaluation of <b>star rating scale</b>)</p>	<p>Are ratings assessing quality in expected ways? (For example, is the rating scale designed to assess quality with consistency across all provider types?)</p> <p>Is the star rating scale (e.g. number of levels, sequencing of improvement supports, time allowed for improvement, cut scores, etc.) consistent with best practices for QIRS rating scales?</p> <p>What data collection and data warehousing activities need to be in place to move forward with the next phase of the study?</p>



Sequential Phases of the Study	National Advisory Report #	National Advisory Panel Questions	What Will We Learn?
<p><b>Phase Three: Validation and Outcomes I</b> June 2016-December 2017</p> <p><b>Primary Aim:</b></p> <p>Conduct a comparative study, looking at: (1) the relationship between participation in Quality First and the quality of services provided compared with non-Quality First programs; (2) providers with different star ratings and variation in short-term child outcomes.</p> 	<p>EV-1d</p> <p>EV-1d</p> <p>EV-2a</p>	<p>Is the quality of care and education by star levels (as measured by our assessment tools such as ERS, CLASS etc.) improving over time?</p> <p>How does the quality of care/education of QF providers compare with non-QF providers?</p> <p>How do child outcomes vary according to the Quality First Star levels?</p>	<p>What is the “quality improvement” developmental trajectory of providers? For example, what factors influence progression from one star level to the next? What factors influence movement up the QF star- rated levels?</p> <p>What is the relationship between quality improvement activities, the quality of services to children, and higher star ratings?</p> <p>In what ways does participation in a high quality program influence short-term outcomes for children? For example, in what ways might children attending a five-star center experience different immediate outcomes than children attending a one-star center?</p>



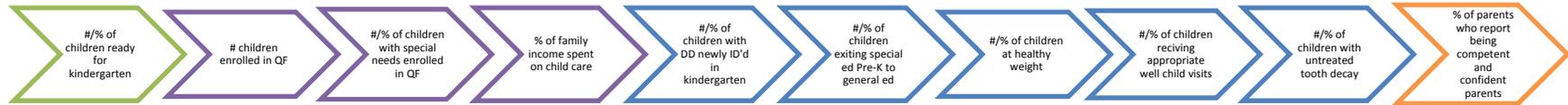
## First Things First Strategic Direction Systems Approach

**“Large scale social change requires broad cross sector coordination, yet the social sector remains focused on isolated interventions of individual organizations.” John Kania and Mark Kramer**

If We:	We Create:	Resulting In:	Achieving:
<b>Develop and fund</b> high quality services for children and families that are necessary but not yet available	Coordinated, high-quality service system for young children	<b>Early Learning</b> All children have access to high quality, culturally responsive early care & education.	All Arizona’s children are ready to succeed in school and in life.
<b>Strengthen</b> already existing high quality services for children		<b>Family Support/Literacy</b> All families have the information, services & supports they need to help children achieve their fullest potential.	
<b>Partner</b> to build a system of early childhood services and information for families		<b>Early Childhood Professional Development</b> All child care/education & health professionals are well prepared, highly skilled and compensated commensurate with their education & experience.	
		<b>Health</b> All children have access to high quality preventive & continuous health care to promote physical, mental, oral and nutritional health.	
<b>Lead</b> through the synergy of statewide and local strategic planning	Leadership capacity and infrastructure to create and sustain the high-quality service system	<b>Early Childhood System</b> The early childhood system is high quality, child & family centered, coordinated, integrated & comprehensive.	
<b>Harness</b> data and technology to build infrastructure and support data-based decision making and accountability		<b>Public Awareness</b> All Arizonans understand the importance of the early years & recognize the influence of early childhood development, health & education on Arizona’s economy & quality of life and, as a result, substantially support early childhood development, health, and education both politically and financially.	
<b>Shift</b> the brand and awareness of early childhood in Arizona			

## First Things First Strategic Direction Systems Approach

The 10 School Readiness Indicators are progress measures toward implementing the FTF priority roles and achieving the goals and Arizona Early Childhood System outcomes.



The framework below serves as a construct to engage in a systems building discussions to advance the strategic direction both statewide and regionally to change outcomes for children.



Changing the political environment that surrounds the system and affects its success	Establishing high-performing and quality programs and services	Creating strong and effective linkage across the system	Developing the supports the system needs to function effectively and with quality	Ensuring the system is comprehensive and works for all children
<ul style="list-style-type: none"> <li>• Policy changes that expand or enhance programs</li> <li>• Funding streams that are more flexible across programs</li> <li>• Public engagement or mobilization</li> <li>• New advocates or champions</li> <li>• New knowledge and perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• Expanded program reach or coverage</li> <li>• Improved program quality</li> <li>• Increased operational efficiency</li> <li>• New programs or services</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinated eligibility assessments and applications</li> <li>• Referrals occurring from one program to another</li> <li>• Joint planning across system components</li> <li>• Shared data systems for tracking individuals</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent standards of quality across the system</li> <li>• Education and training to ensure an appropriately skilled systems workforce</li> <li>• Technical assistance to support systems development</li> <li>• Defined roles and mechanisms for accountability</li> <li>• Infrastructure needed for sustainability</li> </ul>	<ul style="list-style-type: none"> <li>• Availability of programs and services throughout a geographic region</li> <li>• A comprehensive array of programs and services for system beneficiaries</li> <li>• Long-term financial security to maintain the system over time</li> <li>• Shifts in system ownership, meaning that a broad array of people involved in the system, especially those on the frontlines, assume responsibility for maintaining the system</li> </ul>

## First Things First Strategic Direction Systems Approach

	System Questions	Strengths	Gaps	Leverage Points	Challenges or Barriers	Action—what to accomplish (outcome and what will get us there)	Priority Level
<b>Context:</b> Successfully building a political context leads to resources that...							
<b>Components:</b> Establish effective programs and services and...							
<b>Connections:</b> Create better linkages between components and...							
<b>Infrastructure:</b> Create supports that enable continuous improvement so that...							
<b>Scale:</b> the system can produce broad impacts for system beneficiaries...							



# Building Arizona's Early Childhood Professional Development System

System Framework and  
Two-Year Strategic Plan



## Early Childhood Professional Development Matters

- Interactions with adults shape young children's brains.
- There is no difference between caring for and educating young children.
- Highly skilled teachers create high-quality learning experiences that support brain development.
- Effective teaching = a complex set of highly-sophisticated skills.
- It is better to prevent the readiness gap than to try to close the achievement gap.



## Model Early Childhood Professional Development State System

### System Elements

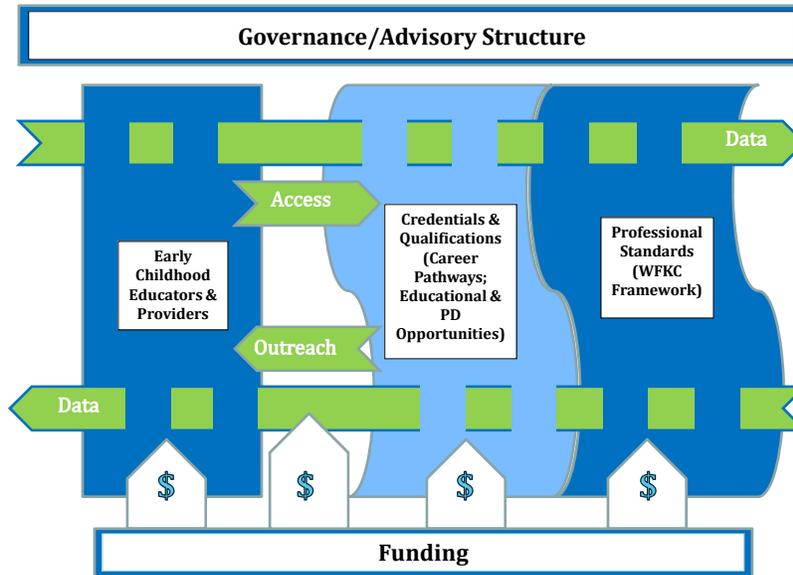
- A. Advisory and/or Governance Structure\*
- B. Professional Standards\*
- C. Credentials & Qualifications\*\*
- D. Data\*
- E. Funding\*
- F. Access & Outreach\*\*

\* NAEYC Early Childhood Workforce Systems Initiative State Policy Blueprint

\*\* National Child Care Information Center, Early Childhood Professional Development Systems Toolkit



## A Model Early Childhood Professional Development State System



## Model Early Childhood Professional Development State System

### A. Advisory and/or Governance Structure

#### Current status

- No formal system-wide governing/advisory PD structure. Four state agencies & institutes of higher education.

#### Recommendation

- Continue using Collective Impact model and formalize elements of CI.



## Model Early Childhood Professional Development State System

### B. Professional Standards

#### Current status

- Well-developed system of professional standards except for workforce competencies.

#### Recommendation

- Develop a comprehensive Workforce Knowledge and Competency (WFKC) Framework.
- Integrate WFKC Framework throughout system.



## Model Early Childhood Professional Development State System

### C. Credentials & Qualifications

#### Current status

- Historically fragmented system with limited opportunities for CDA recognition and difficulties with transitioning from 2- to 4-year degrees.
- Emerging articulation infrastructure (AGEC).

#### Recommendation(s)

- Institute an AAECE.
- Explore PLA
- Implement a Professional Workforce Registry



## Model Early Childhood Professional Development State System

### D. PD Data Systems

#### Current status

- No system-wide workforce data collection/use.
- Emerging opportunities with State Longitudinal Data Systems and FTF administrative database.

#### Recommendation

- Implement a Professional Workforce Registry aligned and connected with SLDS and FTF admin database.



## Model Early Childhood Professional Development State System

### E. Funding

#### Current status

- A variety of federal funding streams.
- No formal coordination of funds.
- FTF provides primary source of state funds.

#### Recommendation

- Use Collective Impact model to examine current funding sources and develop sustainability plan.



## Model Early Childhood Professional Development State System

### F. Access and Outreach

#### Current status

- No system-wide access and outreach mechanisms
- No “umbrella” online presence.

#### Recommendation

- Develop and implement comprehensive website with resources to support advising and outreach.



## Two-Year Strategic Plan

### Subgroup 1: Degrees and Credentials

Initiatives (1 & 2):

- Adopt or develop an early childhood Prior Learning Assessment (PLA) that is eligible for college credit;
- Develop an Associates of Arts in Early Childhood Education Degree (AAECE) that can be implemented at any Arizona community college.

#### Budget

- Development Costs: \$85,000 (ECCS/SAC Federal Funds)

#### Timeframe

- PLA: Plan/Development Jan-Dec 2013; Implement Jan-Dec 2014
- AAECE: Plan Jan-Sep 2013; Institutionalize Sep 2013-May 2014



## Two-Year Strategic Plan

### Subgroup 2: Workforce Knowledge and Competency (WFKC) Framework

Initiative (3):

- Develop a comprehensive WFKC framework and disseminate/integrate across PD system.

#### Budget

- Development Costs: \$85,000 (ECCS/SAC Federal Funds)
- Integration Costs: Integration plan and funding to be developed early 2013

#### Timeframe

- WFKC Framework Completed Oct 2013



## Two-Year Strategic Plan

### Subgroup 3: Registry and Website Subgroup

Initiatives (4 & 5):

- Design, develop, and launch an early childhood PD website and a workforce registry.

#### Budget

- Initial Costs: \$270,000 (ECCS/SAC Federal Funds)
- Estimated Annual Costs: \$585,000 (Funding: To be identified)

#### Timeframe

- Website full launch Nov 2013
- Registry full launch Aug 2014



## Questions and Discussion



# Building Arizona's Early Childhood Professional Development System

System Framework and  
Two-Year Strategic Plan

January 2013



**Build**  
INITIATIVE  
Strong Foundations For  
Our Youngest Children



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# **BUILDING ARIZONA’S EARLY CHILDHOOD PROFESSIONAL DEVELOPMENT SYSTEM**

## **System Framework and Two-Year Strategic Plan**

Humans develop more rapidly during early childhood than during any other time in life. In their first eight years, children form deep bonds with family members and primary caregivers; acquire astonishingly complex cognitive abilities; develop a sophisticated system of regulatory functions that allow them to control emotions, movements, attention, social interactions and cognition; and navigate a variety of situations and relationships including transitions from home to school. In addition to parents and family members, early care and education professionals influence young children’s development. The important role of early educators has come into sharp focus over the past several decades. Developmental research has discovered that early experiences – especially interactive experiences with adults – actually shape children’s brains. We now know everyone who cares for young children is an early educator. There is no line between *caring* for young children and *educating* young children.

Recognizing that all people caring for young children are also educating them is especially important as increasing numbers of children spend a substantial portion of their day in non-parental care. Research shows that highly skilled educators know how to create learning experiences that support the development of the brain pathways needed for more complex learning such as reading and mathematical thinking. Research also documents that effective teaching involves a set of highly-sophisticated, complex skills that require expert knowledge and repeated practice to acquire.

With decades of K-12 school reform producing only inconsistent educational improvement, researchers, educators, and policymakers are beginning to understand that weak academic skills in older children, adolescents, and young adults are often the inevitable long-term result of a weak developmental foundation prior to starting school. The *achievement* gap starts as a *readiness* gap. Considering what is now known about adult influences on early brain development, the best hope of improving educational outcomes is to substantially strengthen the skills and capabilities of those who educate our youngest children.

### **History and Background**

Arizona has a rich history, going back at least three decades, of working to improve the skills of early educators. Efforts in the last decade include:

- Work by the professional development (PD) workgroup of the Arizona’s School Readiness Board;
- Work by the PD workgroup convened by First Things First
- Establishing a Birth through Age 8 Early Childhood teaching credential (administered by the Arizona Department of Education);

- A workforce registry (S\*CCEEDS; active from 2004-2009) that included a career ladder and workforce competencies;
- The Professional Career Pathway Project 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 (AzAEYC).

This foundational work paved the way for more recent PD efforts. In May 2011, the Arizona Early Childhood Taskforce (Taskforce), convened by the First Things First (FTF) Board, released a summary of their work in the report *Ready for School. Set for Life: Creating the Model Early Childhood System*. The report identified a highly skilled and well-compensated early childhood workforce as a top priority role for FTF. Consistent with Taskforce recommendations, in 2011 FTF established the Strategic Initiatives Unit with the primary purpose of advancing high-priority initiatives, and the development of Arizona's early childhood PD system as a top strategic priority.

At the same time, other PD work also advanced. The National Association for the Education of Young Children (NAEYC) launched the Early Childhood Workforce Systems Initiative<sup>1</sup> designed to help states develop integrated early childhood PD systems. To that end, NAEYC produced a number of resources, including a State Policy Blueprint. Also, for each of the past five years, NAEYC convened a National Summit on Professional Development comprised of state leaders from across the country. The full-day National Summit offered opportunities for state teams to access NAEYC resources and receive technical assistance to design or enhance their PD systems. AzAEYC, Arizona's state AEYC affiliate sent a delegation every year. Building on the first three years of work, the June 2011 National Summit in Rhode Island laid the foundation for the recommendations that became incorporated into Arizona's Race to the Top – Early Learning Challenge proposal (described below), and for the current work of the Arizona Professional Development System-Building Workgroup (PDSBWG; also described in more detail, below).

In Fall 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. FTF led efforts to develop the PD sections of the proposal, gathering input from stakeholders across Arizona. Guided by the NAEYC State Policy Blueprint and information from discussions with the AzAEYC National Summit delegation, the RTT-ELC proposal recommended revising Arizona's Workforce Knowledge and Competency (WFKC) Framework, creating an aligned progression of degrees and credentials from Child Development Associate (CDA) to associate's degree to bachelor's degree, and (in the more ambitious portion

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<sup>1</sup> <http://www.naeyc.org/policy/ecwsi>

of the proposal) creating a system of PD technical assistance centers, a statewide PD website, 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 PD system.

### **Current Early Childhood PD System-Building Work**

In 2012, FTF had resources available to build on 2011's momentum and act on the Taskforce recommendation. FTF collaborated with AzAEYC leadership to expand the group convened for the NAEYC National Summit in Rhode Island and include a broad range of key stakeholders that represent Arizona's diversity and geographic regions. In January 2012, the group convened as the Professional Development System-Building Workgroup (PDSBWG). The PDSBWG met six times in 2012 and includes faculty from Arizona's institutes of higher education, FTF Regional Council members, state agency staff, 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 (see Appendix A, p. 29, for a PDSBWG roster). Members of the PDSBWG were asked to identify high-leverage priorities: those resource-realistic initiatives that could have the greatest and longest-lasting impact on Arizona's PD system. Then the members were asked to develop strategic plans for 2013-2014, which are described in the Two-Year Strategic Plan (pp. 23-26).

The PDSBWG began as an ad hoc FTF working committee. After deliberating several systems-building issues, it became clear that for PDSBWG efforts to have system-wide impact, the work needs to be situated within governance structures that can 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 became a BUILD working group. FTF continues to lead, convene, and staff the PDSBWG. PD system-building progress will be regularly reported to the BUILD Steering Committee and all PDSBWG members are expected to seek appropriate action by their governing entities. Progress will also be reported to the FTF Board as appropriate or requested.

**PDSBWG Scope of Work.** PDSBWG members expressed a desire to develop a more robust, intentionally coordinated PD system. Like other aspects of most early childhood systems, coordinating and streamlining PD is hampered by system fragmentation and isolation of system parts. The fragmentation between the birth-to-five (Birth-5) sector and the part of the system serving children in primary grades (K-3, or kindergarten through age 8) is perhaps the greatest divide. Although developmental scientists define the "early childhood" period as ages birth through eight (Birth-8), formal educational systems have historically served young children only beginning at kindergarten entry. Thus, credentials, degrees, and professional salaries have been available almost exclusively to those early educators teaching in the primary grades (K to grade 3). More recently, as more preschool children are educated in public schools, early educators teaching three and four-year-olds have had greater opportunities (and incentives) for obtaining a professional level of education. Even so, a large gap in PD opportunities and in compensation remains between professionals educating young children before and after kindergarten entry.

Bridging the Birth-5/K-3 divide has been a repeated refrain throughout the PDSBWG efforts and is reflected in the remainder of this report.

As PDSBWG members considered the scope of the work to be advanced in the next two years, they recognized that professionals educating children Birth-5 have the greatest PD needs. However, to build a PD system that seamlessly serves professionals educating children throughout their early years requires infrastructure and connections across the entire Birth-8 sector. At the September 2012 meeting, the PDSBWG decided the current PD system work would address the birth-through-age-eight (Birth-8) continuum. In this document, the term “early childhood” refers to this age range, unless otherwise specified.

Another issue to address when defining the PDSBWG work was whether the group would also 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 this as a priority, the group decided, at this time, that the PD needs of health and family support professionals would best be addressed by other entities. This decision was made realizing 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.

To address the needs of health care providers working with young children, FTF children’s health staff will convene a group of stakeholders in early 2013 and will collaborate with the FTF staff convening the PDSBWG to ensure efforts are integrated and coordinate. Also, the Home Visitation Task Force, supported with federal Maternal and Child Health funding and housed in Arizona’s Department of Health Services (DHS), 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 overlap and alignment. Similarly, resources developed for home visitors can be used by others in the early childhood field. FTF staff supporting the PDSBWG will begin meeting with DHS staff and FTF Family Support and Literacy staff in early 2013 to ensure home visiting PD efforts are linked and coordinated as the PDSBWG work progresses.

## **Report Overview**

This report begins by describing the context of the work of the PDSBWG, and providing a model to help readers conceptualize the essential elements of a robust PD system, and how they fit together. Drawing upon a comprehensive environmental scan completed this year, the report continues with a description of the current state of Arizona’s early childhood PD system, identifying gaps and opportunities. Finally, the report outlines a Two-Year Strategic Plan that represents the recommendations of the Arizona Professional Development System-Building Working Group. The Two-Year Strategic Plan (Plan) contained in this report is the culmination of over eighteen months of thoughtful planning by key cross-sector stakeholders, representing all geographical regions of Arizona. The Plan describes 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.

## **Model Early Childhood Professional Development System Framework**

In addition to NAEYC’s Early Childhood Workforce Systems Initiative that resulted in the NAEYC Blueprint, in 2006 the National Child Care Information Center (NCCIC) published the Early Childhood Professional Development Systems Toolkit<sup>2</sup> that included a PD system model. Combined, the NAEYC Blueprint and NCCIC models include most essential elements needed for a comprehensive state EC PD system. In addition, state systems (such as Arizona) often also include funding for scholarships to individual educators, and for infrastructure development such as creating robust professional competency standards. Like other states, Arizona’s system model must also include a variety of PD opportunities for people at all phases of their career – from entry level through advanced leadership. The goal is to create a system in which these opportunities follow an identified scope and sequence of skills and knowledge. The following list contains these additional elements along with those identified by NAEYC and NCCIC:

- A. Advisory and/or Governance Structure\*
- B. Professional Standards\*
- C. Credentials & Qualifications\*\*
  - Career Pathways\*
  - Articulation (between degree programs)\*
  - Professional Development Opportunities (in an identified sequence that include college credit-bearing and non-credit-bearing opportunities)
- D. Data\*
- E. Funding\*
  - Compensation Parity\*
  - Scholarships
  - Infrastructure
- F. Access & Outreach\*\*

\* NAEYC *Early Childhood Workforce Systems Initiative State Policy Blueprint*

\*\* *National Child Care Information Center, Early Childhood Professional Development Systems Toolkit*

### **Creating an Integrated PD System**

In order to create a functional system, elements must relate to each other with well-defined, unobstructed connections. The current state of Arizona’s early childhood PD system is similar to other states. Although 76% of states reported having a PD system for early care and education providers in 2006<sup>2</sup>, few states have sufficient system infrastructure and functional linkages

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<sup>2</sup> National Child Care Information and Technical Assistance Center (2007). *Early Childhood Professional Development Systems Toolkit*. The Child Care Bureau: Fairfax, VA.

between system components. An environmental scan of Arizona's professional development system was completed as part of the PDSBWG's 2012 work. The scan reveals many opportunities for Arizona's early care and education providers to learn new information and skill; but those opportunities are stitched together in a fragmented, often disconnected patchwork, without a clearly defined infrastructure or system connections. There was broad consensus among PDSBWG members that current efforts need to focus on building a system, rather than creating additional disconnected programs.

The graphic on the following page (Figure 1, p. 8) depicts the system elements listed above and illustrates much of the discussion and deliberations of the PDSBWG. As the figure shows, in a well-functioning PD system, Professional Standards (including professional competencies, here referred to as a Workforce Knowledge and Competency [WFKC] Framework), and Credentials and Qualifications are closely connected and fit together. To build a comprehensive system, key stakeholders must agree on what educators and providers must know and be able to do at all stages of their professional development. The WFKC must closely interface with career pathways and the educational and PD opportunities available within the system.

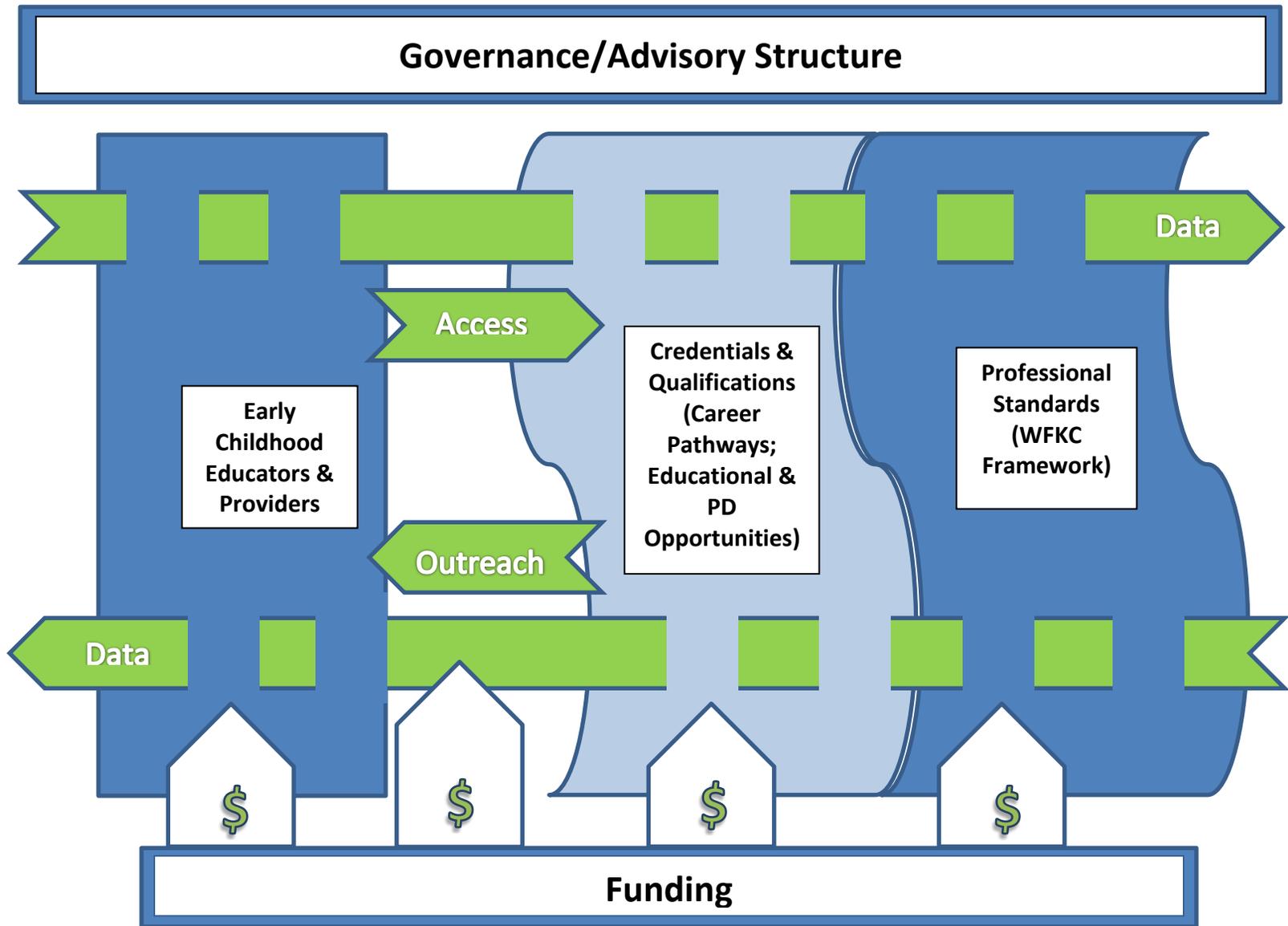
Career pathways and educational opportunities are only as good as they are accessible. Early childhood educators need to know about opportunities and pathways, and be able to access them. Access means would-be PD participants must have the financial resources to participate, and opportunities must be available at times and in locations that facilitate attendance. Knowing about opportunities requires intentional outreach designed for specific demographic groups (such as high school students, members of tribal communities, non-traditional students, or Head Start teachers).

Data weaves through the system, providing cross-sector and cross-program links to information about programs, creating feedback loops that allow the professionals in the system to evaluate progress and use data to make system adjustments. When data are integrated across the system they also allow evaluators, researchers, and policy-makers to ensure public funds are well-invested, and to identify effective strategies or programs for possible scale-up.

The diagram depicts funding as the foundation showing it must be available to support all aspects of the system including direct support to early care educators and providers; funding for data collection and infrastructure; financial support to create and maintain clear pathways; and to develop and implement professional standards. A funding gap at any point in the system substantially undermines the integrity of the whole.

Finally, comprehensive EC systems require an advisory and/or governance structure that provides oversight to the entire system. Such an advisory/governance body monitors system functioning, advocates for appropriate fiscal and regulatory support, coordinates various aspects of the system, and evaluates system effectiveness.

Figure 1. Model Early Childhood Professional Development State System



## **Arizona’s Early Childhood PD System: Current Status and Recommended Initiatives**

In the following section, Arizona’s current early childhood PD system is described in terms of each element of the model PD framework. Examples from other states are provided, followed by an analysis of the current state of Arizona’s PD system and recommendations for building an effective system.

### **Advisory and/or Governance Structure**

#### **Effective PD system advisory/governance structures**

The NAEYC Blueprint recommends that state PD advisory/governance structures: 1) include representatives from all relevant sectors, agencies, and initiatives; 2) have identified mechanisms and processes to ensure accountability; 3) and make policy decisions only with sufficient public and stakeholder input. Finally, the Blueprint recommends ensuring that the composition of an advisory/governing body includes representatives from diverse racial and ethnic groups, who work in a variety of roles within the system.

#### **PD system advisory/governance structures in other states**

Because early childhood systems have been divided between the loosely connected Birth-5 sector and well-defined K-3 school systems, most states do not have governance or advisory structures that oversee PD systems across the Birth-8 continuum. As Birth-5 systems become better defined, states have approached integrated governance structures differently. Some states, such as Pennsylvania and Massachusetts, reorganized and moved all early childhood programs under their department of education, creating naturally-occurring PD connections between “sectors” (such as child care licensing, subsidy, Head Start, and state-funded preschool).

Other states, such as Oklahoma, are more like Arizona, with different state agencies maintaining oversight of various aspects of the early childhood system. Building successful PD systems in states like these requires intentionally deciding how to oversee PD administered by several agencies and programs. In 1998, for example, Oklahoma established the Center for Early Childhood Professional Development (CECPD). CECPD is administered by the University of Oklahoma.

#### **Arizona’s PD advisory/governance structure**

Currently, there is no formal system-wide governing or advisory PD structure in Arizona. Four state agencies (ADE, DES, DHS, FTF) and Arizona’s institutes of higher education, oversee various parts of early childhood PD. In 2010 the Arizona Early Childhood Taskforce recommended that FTF take a leading and convening role in efforts to advance Arizona’s PD system. That recommendation led to the convening of the PDSBWG, as described earlier. Also as described earlier, as the PDSBWG began working through critical systems-building issues, the group decided its work must address the Birth-8 continuum. To provide a Birth-8 oversight

structure, FTF staff approached The Arizona BUILD Initiative, and asked if the PDSBWG could be convened under the BUILD umbrella, as one of the BUILD working groups. The BUILD steering committee approved the move and the PDSBWG began functioning as a BUILD working group in September 2012, with FTF still providing a leadership role.

### **Recommendations for Arizona’s PD advisory/governance structure**

Currently the PDSBWG provides direction and leadership for system-building functions, but does not operate as a formal advisory or governance structure. It has no policy-making authority. To build collaboration between Birth-5 and K-3 systems, the PDSBWG is operating under a Collective Impact (CI) model. CI is a system-building model in which public-private partnerships are formed to advance high-priority, cross-sector initiatives. For example, the PDSBWG has identified the need to develop a professional registry for the early childhood system (see p. 26). Success will require a collaborative partnership among relevant state agencies. Further, both public and private funding will likely be needed to develop, implement, and sustain the project.

CI is built on the premise that change occurs through the following five key elements: Common Agenda, Shared Measurement, Mutually Reinforcing Activities, Continuous Communication, and a Backbone Support Organization (an organization that convenes and staffs the initiative, and keeps it moving forward). Currently, FTF serves as the Backbone Support Organization for the PDSBWG. The Two-Year Strategic Plan reflects the common agenda of the key stakeholders represented in the PDSBWG, and identifies several mutually reinforcing activities. As the work progresses the PDSBWG members will need to identify and agree upon shared measures of success, and establish mechanisms for continuous communication, especially with decision-makers within each participating organization. Efforts to establish communications throughout the early childhood system are underway with meetings planned with faculty groups and state agency decision-makers for the first quarter of 2013.

## **Professional Standards**

### **Effective systems of professional standards**

Program, child-level, and educator standards are critical to a robust early childhood PD system. Early educators, PD providers, faculty, and policy-makers must know what young children, and their teachers are expected to know and be able to do; and what constitutes a high-quality program. The NAEYC Blueprint recommends that standards include educator competencies for all early childhood professionals regardless of role or work setting, and that policies regarding standards include language to ensure they are aligned and integrated with licensing and certification requirements across state agencies.

Further, both the Blueprint and NCCIC recommend a tiered system of educator competencies in which higher levels represent increasing knowledge and skill. According to NCCIC, professional standards can help stabilize the workforce when they are used as the basis for credentials and professional milestones. By describing learning progressions across career levels, educator

competencies can also help to eliminate redundancies and gaps, and form the foundation for articulation efforts.

### **Professional standards in other states**

The RTT-ELC required states who proposed improvements to their PD system to either have or develop a system of early childhood standards including a robust Workforce Knowledge and Competency Framework (WFKC). At least 37 states have adopted tiered WFKC frameworks. Some states include a variety of components (such as a career ladder or lattice) within their educator competencies. Others have produced stand-alone materials. California, for example, is developing videos that show educators enacting the competencies in real-life early childhood settings. Colorado has a separate instructors' guide that helps PD providers develop curriculum aligned with the competencies.

### **Arizona's professional standards**

Arizona has a well-developed system of program- and child-level standards and guidelines that include the *Early Learning Standards (AZ-ELS)*, *Infant and Toddler Developmental Guidelines*, and *Program Guidelines for High Quality Early Education: Birth through Kindergarten*. To ensure system integration and alignment, standards and guidelines are incorporated into the *Quality First Ratings Scale*. Educators credentialed through the Arizona Department of Education must meet the teaching competencies required for the credential (i.e., the Early Childhood Certificate [Birth-8] or the Early Childhood Special Education Certificate [Birth-5]). Currently, however, Arizona does not have educator competencies that apply to all sectors serving children Birth-8.

### **Recommendations for Arizona's system of professional standards**

To complete the system of early childhood standards and guidelines, Arizona needs to develop educator competencies. Arizona had previously developed "core knowledge elements" (CKE) for early care and education professionals and a career ladder. The CKE can provide a starting place for developing a robust, tiered WFKC framework that identifies the skills and competencies expected at various levels of a professional's career development. The PDSBWG has recommended developing a new WFKC framework that builds on previous work in Arizona and other states, and aligns with the NAEYC early childhood teacher competencies (see p. 25).

## **Credentials & Qualifications**

### **Effective systems of credentials and qualifications**

States with effective early childhood PD systems have public policies that support continuous professional growth. As with other professions, those who educate young children should be able to plan a sequence of increasing career achievements and have an understanding of the professional possibilities associated with professional growth. According to the NAEYC Blueprint, effective PD systems establish career pathways across sectors for people who provide

services directly to children and to those who work on behalf of children in a variety of roles including administrative and policy roles.

Clear, accessible pathways are essential, but they are not enough. Many early childhood providers chose early care and education because they see it as an occupation that requires little, if any, education or professional development. Many do not see themselves as qualified for, or are uninterested in, college coursework. Even if they are interested in seeking higher education, many are unfamiliar with degree pathways and options. To ensure these characteristics do not create barriers to higher education, early childhood degree programs need to be augmented by intentional outreach and strong student services including accessible, early, high-quality advising and assistance navigating the educational system.

### **Systems of credentials and qualifications in other states**

In addition to traditional K-12 teaching credentials, several states offer professional credentials to early childhood professionals. For example, Florida offers a Child Care and Education Program Director Credential. Florida statute requires the credential for all licensed child care programs. In Wyoming, all directors of centers caring for infants are required to hold an infant/toddler director's credential.

Also in addition to traditional teaching certificates, many states have multi-level credential systems for professionals working with children Birth-5. For example, California has six levels of their Child Development Permit ranging from an assistant permit that requires six college credits in early childhood education through a director's permit that requires a minimum of a bachelor's degree including 24 early childhood education units, and minimum supervision and experience requirements. Pennsylvania has eight levels that include a continuum of PD from entry-level through college coursework. The Pennsylvania Keys to Quality Early Learning Career Lattice is closely integrated with Pennsylvania's quality rating system, Keystone STARS.

### **Arizona's system of credentials and qualifications**

Perhaps the most complex part of Arizona's early childhood PD system is its system of higher education degree pathways. This report highlights only the major issues of a very complex system. Unlike the K-12 public school and higher education systems, Arizona has no system-wide credentials for educators working with children Birth-5. ADE administers a bachelor-level credential for educators teaching children Birth-8 and a special education credential for teaching children Birth-5 with delays or disabilities. Most teachers who obtain these credentials, however, work in public schools, where compensation is substantially better than in non-public Birth-5 settings. For the vast majority of Birth-5 educators, there are no required credentials, beyond a high school diploma, and only minimal training required to meet state child care licensing standards. With few full-time, benefit-bearing Birth-5 positions that pay a salary above poverty-level wages, investing in a college degree simply does not make wise financial sense.

To gain skill and knowledge in early childhood education, and to earn some level of professional status, many early educators opt for the Child Development Associate credential (CDA). The

CDA, which is often confused with a two-year degree, is a national credential administered by the Council on Professional Recognition in Washington, D.C. It is recognized by NAEYC, Head Start, and Quality First. The CDA can be obtained without college coursework for less than \$350. To create an educational pathway that encourages early educators to enroll in college classes, many community colleges have developed coursework that meets CDA requirements, allowing students to earn a CDA as they also work towards an associate's degree. Still, many early educators earn the CDA unattached to college credit.

Even when 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 CDA classes, or they elect not to do so (often because they are academically underprepared to take college math and English). With few exceptions, transferring to one of Arizona's public university without required general education coursework results in students taking far more courses to earn a four-year degree than would have been required if they had followed a degree program of study. The increased time and financial burden can create an insurmountable obstacle for early childhood students, especially those with limited financial resources and time.

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 PD experiences over the years (which may or may not include obtaining a CDA). This situation can contribute to a sense that taking college courses is unnecessary because work experience and PD workshops 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.

Effectively addressing these concerns has been nearly futile as they reflect systemic alignment and articulation problems across Arizona's higher education system. Streamlining the pipeline through Arizona's complex higher education system and ensuring more students can successfully matriculate has been a high priority for many stakeholders for a number of years. In 2010 the Arizona legislature required<sup>3</sup> Arizona's community colleges and universities to streamline articulation between two-year and four-year degree programs. To that end, Arizona's public institutes of higher education have developed a shared course numbering system, and the Arizona's General Education Curriculum (AGEC), a package of general education credits that ABOR universities have agreed to accept to meet four-year degree general education requirements. These recent infrastructure reforms provide an unprecedented opportunity to create streamlined educational pathways for early educators.

### **Recommendations for Arizona's system of degrees and credentials**

The PDSBWG has identified two high-leverage goals to build on recent higher education reforms and streamline educational pathways for early childhood students. First, they recommended adopting or developing a Prior Learning Assessment that would allow those who

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<sup>3</sup> Senate Bill 1186, ARS 15-1824

successfully pass the assessment to receive college credit for existing knowledge (see p. 23). Such an assessment would provide an opportunity for early educators to demonstrate their knowledge and avoid investing in college courses that would not extend their expertise. It also serves as objective feedback to educators about their knowledge and skills: reports from other states that have implemented such a program indicate many who take the assessment are surprised at how much they have yet to learn. The assessment could also help ease students into higher education, promote more intentional and continuous use of PD opportunities, and encourage people to further their education.

Second, the workgroup has recommended developing a new associate's degree (see p. 24). The new degree, an Associate's of Arts in Early Childhood Education (AAECE) would fulfill both the requirements for the CDA and the AGECE. The AAECE would provide an opportunity for students to learn much needed child development and early childhood content early in their degree programs, and have that coursework embedded within a degree that would transfer as a "package" to ABOR universities, providing a way to transfer without losing college credit.

There is also recognition that future work should include developing a more comprehensive system of degrees and credentials, to potentially include, for example, credentials for directors, coaches, and other specialty consultants. Currently, however, the urgent need is to focus on developing these infrastructure pieces that can provide greater opportunities for more early childhood students to obtain college degrees.

## **Data**

### **Effective PD data systems**

A comprehensive early childhood PD system weaves data – their collection, storage, interpretation, and dissemination – through system components; and uses data to create cross-sector linkages. Recent federal and national initiatives have provided states unprecedented opportunities to develop these systems. Over the past decade the US Department of Education has made substantial investments in educational State Longitudinal Data Systems (SLDS). SLDS collect and maintain statewide detailed, high quality, student- and staff-level data. These data are linked across agencies and over time. SLDS are primarily targeted at K-12 systems although some include Birth-5 early childhood data.

Supporting these efforts are two new national non-profit organizations that provide guidance and technical assistance: the Data Quality Campaign<sup>4</sup> (DQC), focused on K-12 systems, and the Early Childhood Data Collaborative<sup>5</sup> (ECDC), focused on data related to children Birth-5. ECDC has identified 10 ECE Fundamentals, designed to allow states to answer six critical policy questions including "How prepared is the early care and education workforce to provide effective education and care for all children." At present no state can answer all six critical early childhood policy questions.

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<sup>4</sup> <http://www.dataqualitycampaign.org/>

<sup>5</sup> <http://www.ecedata.org/>

## **PD data systems in other states**

A lack of data (or access to it) is the primary reason states cannot answer early childhood workforce questions. Unlike public K-12 system (and many other professions), the qualifications or credentials of Birth-5 educators often have no state administrative “home.” Thirty-three states have addressed this problem by establishing early childhood professional registries. In its most basic form, an early childhood professional registry is a repository where professionals can register their credentials and have them verified.

As registries “mature” they grow and include a larger proportion of the total number of early care teachers and providers. New Jersey, for example, has had an operational registry for six years and has 60% of their workforce registered. California is in its pilot phase and has only 1,000 registrations. To increase the number of participants, registries use a combination of strategies. Many states make membership in the registry a condition of state licensing and eligibility for child tuition subsidy; and for eligibility for quality improvement systems or to receive a state-funded college scholarship. Most states with registries also require publicly-funded programs such as Head Starts and public preschools to participate. To encourage more programs and educators to participate, some states add value to their registries by including functions such as a job search engine and a resume-builder. Currently, DQC and ECDC consultants are working with states to integrate workforce data from their registries with their SLDS.

## **Arizona’s PD data system**

At present, ADE houses data on the number of people who hold teaching credentials. The Arizona Department of Health Services (DHS) and Department of Economic Security (DES) each maintain workforce records of the child care homes or centers that meet their professional development requirements for licensing and certification. First Things First maintains information on providers that meet criteria at various levels of the Quality First Rating Scale. Institutes of Higher Education have current and historical program and degree completion information. Currently there is no administrative home for non-state-sponsored credentials. For example, early childhood educators who earn a CDA have no state “home” to house their credential and there is no way for policymakers to know how many CDA-holders reside or work in the state.

Fortunately, exciting data system opportunities are emerging in Arizona. ADE has received two SLDS grants, one awarded in 2007 (\$6 million) and a second awarded in 2012 (\$5 million). ADE used the 2007 grant to construct a data warehouse; the 2012 award will be used for data security, for data “dashboards” that allow transparent access to data, for improved data collection, and for professional development on data use. Current ADE SLDS efforts target the K-12 system, although all certified teachers will be included, including teachers certified to teach children Birth-8, and to teach special education Birth-5.

For data to be woven throughout a Birth-8 PD system, data systems must be developed for those educators who do not hold ADE-administered credentials. At the recommendation of a panel of national experts, over the next several years First Things First will build a comprehensive

administrative database to house a variety of Birth-5 system-essential data. Developing this database at the same time ADE is developing SLDS provides Arizona an unprecedented opportunity to create compatible cross-sector, longitudinal data systems. The long-term goal is to integrate SLDS, early childhood student-, program-, and workforce- level data.

### **Recommendations for Arizona's PD data system**

Recognizing the need for robust workforce data, the PDSBWG has recommended the development of a registry (see p. 26). A high-quality professional registry will ensure FTF and ADE data-system investments will support the needs of early childhood professionals and allow policymakers to answer critical workforce questions. Arizona had an operating registry for five years. The S\*CEEDS registry was established in 2004 with Child Care Development Fund quality set-aside funding, administered by DES, but was discontinued in 2009 due to state budget cuts.

The long-term goal is for the new registry to provide up-to-date information about the state of Arizona's early childhood workforce and integrate workforce data with ADE's SLDS and FTF's administrative database. The registry will also streamline state agency regulatory and quality improvement functions, because multiple personnel from various state agencies would no longer need to manually verify credentials. Streamlining these processes has the potential to improve accuracy and timeliness, while simultaneously reducing redundancy and costs.

## **Funding**

### **Funding effective PD systems**

States use a variety of funding streams, usually targeting specific elements of the system such as scholarships for individual educators to further their education or for SLDS, as discussed above. Because states often do not have comprehensive Birth-8 systems, some elements of the PD system may have sufficient funds, while other elements (especially infrastructure) are under-funded or not funded at all. Because elements in the system affect each other, under-funded system elements can impair the performance of other elements that enjoy sufficient financing. Policy-makers can mistakenly attribute poor-performance to the well-funded program's design or implementation, when inadequate funding of other system elements is a primary cause.

The NAEYC Blueprint recommends that states adopt policies that coordinate use of various funding streams across sectors, direct monies to where they are needed most, and remove barriers to funding, such as educators' lack of awareness of scholarships and compensation incentives. NAEYC recommends funding four areas: individual early childhood professionals; programs and workplaces; compensation incentives; and PD system infrastructure.

### **Funding PD systems in other states**

The most common PD system funding streams are the quality set-aside dollars from the Child Care Development Fund (CCDF), state funds approved by state legislatures, early childhood-

specific public funds (such as California First Five, North Carolina Smart Start, and FTF), and a patchwork of privately-funded endeavors. Some states support specific funding streams by statute. For example, Wyoming statute mandates “educational development scholarships” to child care providers and their staff to support their efforts to earn degrees or credentials, or to attend continuing professional development workshops. Other states rely on non-statutory systems. The Ohio Early Childhood Professional Development Network includes cross-sector representation of the states’ early childhood leadership and oversees the state’s PD system. They coordinate funding streams to efficiently finance the overall system, ensuring all elements are adequately supported.

**Funding Arizona’s PD system**

Like other states, Arizona’s early childhood PD system is supported through a variety of public and private funding streams. Currently, no identified advisory/governance structure oversees the coordinated use of these funds. The funding streams are described below. Federal funds are outlined in Table 1.

Table 1. Sources of Federal PD Funding

Grant Name & Source	Grant Timeframe and Amount	Administrative Home	Funding Use
Quality Set-aside, Child Care Development Block Grant (CCDF)	\$4,724,338.00	AZ Department of Economic Security	Currently used to support community-based PD offered through Child Care Resource and Referral. Previously, Quality Set-aside funds were used to fund Arizona’s Early Childhood Professional Registry.
State Advisory Council (SAC) grant  Short-term grant funded by the American Reinvestment & Recovery Act (ARRA)	\$2,489,746.00	First Things First	Development of <i>Infant-Toddler Guidelines, Early Childhood Program Guidelines</i> ; revision of <i>Early Learning Standards</i> . Statewide PD on standards, administered through ADE.

Grant Name & Source	Grant Timeframe and Amount	Administrative Home	Funding Use
Early Childhood Comprehensive Systems (ECCS)  Three year grant. Current information indicates funding will end 5/30/2013.	\$450,000.00  Three annual awards of approximately \$150,000 each.	First Things First	The PD system-building work recommended by the PDSBWG (see budgets pp. 23-26).
State Longitudinal Data Systems	\$5,954,518.00 2007  \$4,966,706 2012	Arizona Department of Education	Building Arizona's K-12 state longitudinal data system that will include K-12 workforce data (see discussion on data pp. 14-16).
Home visiting	\$36 million 2011-2015	Arizona Department of Health Services	Home Visiting System including PD for home visitors.

First Things First is the primary state funder of early childhood PD in Arizona. There are currently no requirements for early childhood PD financing in Arizona state statute. FTF funds are primarily invested in individuals in the form of scholarships and compensation enhancement programs such as T.E.A.C.H. and FTF Professional REWARDS. Details on these programs can be found in the recently released (*Arizona's Unknown Education Issue: Early Learning Workforce Trends*, FTF 2013). In addition, FTF funds several regional PD strategies including a learning lab that provides a venue for supervised experience for community college students in the Navajo/Apache region, and an innovative communities of practice PD strategy in southern Arizona. As discussed previously, FTF is also investing in a longitudinal data system that will house workforce data and interface with ADE's SLDS (see discussion of data pp. 14-16).

In addition to public investments, private philanthropies, non-profits and industry have invested substantially in Arizona's early childhood PD system. For example, Helios Education Foundation supports the Alliance for Children's Early Success in Northern Arizona and the redevelopment of the University of Arizona's early childhood program curriculum in Pima County. 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. The Boeing Corporation has supported a pilot project designed to extend T.E.A.C.H. scholarships to bachelor-level students. The Virginia G. Piper Charitable Trust is currently collaborating with FTF and ADE to develop and financially support a Kindergarten Developmental Inventory (KDI). Implementation of the KDI will include substantial PD to early childhood teachers as they learn to administer the instrument. Helios and Piper also support The BUILD Initiative that has offered to provide financial support to the PDSBWG during the implementation of the strategic plan.

### **Recommendations for Funding Arizona's PD system**

Arizona has three urgent PD system funding needs: coordination, infrastructure, and sustainability. Currently all monies supporting PD efforts are managed within the administrative home of each separate funding stream. Absent a cross-sector coordinating body, investments, policies, and decisions are made in administrative silos, which inhibit efficiencies of scale. Many individual programs are adequately funded, such as the DES investment of CCDF quality set-aside dollars in Child Care Resource and Referral's community-based training, and FTF's investment in the T.E.A.C.H. scholarship program; however, no on-going funds have been identified to support coordination, infrastructure, and sustainability.

Currently, FTF has identified federal ECCS and SAC grant dollars for PD infrastructure projects, including development of professional competencies and a workforce registry; however, those funds sunset mid-2013. In order to capitalize on current system-opportunities (such as data systems development), it is critical that Arizona's leaders work together to blend funding streams to build and sustain required PD system infrastructure. Providing for sustainability will require an examination of, and formal agreements regarding, current resources from the CCDF quality set-aside and FTF funding; as well as private resources from philanthropic and business partners. As work advances to develop and prepare for implementation of the identified PD infrastructure pieces, the PDSBWG and FTF will work simultaneously to identify funds to sustain the initiatives.

### **Access and Outreach**

#### **Effective access and outreach for PD systems**

To be comprehensive and well-functioning, an early childhood PD system must be easily accessible to the people it is meant to serve. States with effective PD systems have established procedures, resources, and infrastructure that facilitate information dissemination and access (such as a statewide early childhood PD web site).

Because many early childhood providers see early care and education as an occupation that does not require a college education, and may not see themselves as qualified in college, efforts to substantially increase the college-level education of people caring for young children must include strategic, intentional outreach. Many early childhood providers are unfamiliar with degree pathways and options. To minimize barriers to higher education, early childhood degree programs must be augmented by strong student services including accessible, early, high-quality advising to help students navigate the system and identify clear educational and career pathways.

### **Access and outreach for PD systems in other states**

States provide a variety of access and outreach functions as part of the early childhood PD system. Many states have system-level early childhood PD websites. For example, The Center for Early Childhood Professional Development<sup>6</sup> in Oklahoma provides a statewide PD calendar, hosts the Oklahoma Professional Development Registry, contains information about early childhood careers and pathways, links to Oklahoma's Leadership Academy, and houses statewide PD system documents such as early learning standards. The Pennsylvania Keys to Quality website<sup>7</sup> houses a comprehensive career development section including information on degrees and credentials, online learning, and financial aid; and system documents such as professional competencies, early learning standards, and the *Professional Development Record*.

States also provide a variety of supports to help students navigate higher education. For example, staff members of Illinois Gateways to Opportunity match students with local advisors that can best meet their needs. New York offers an online *Career Development Resource Guide* that provides a roadmap for early childhood careers. Vermont developed a *Career Advising Guide*. In nearly all cases materials and information are made available via a widely accessible website.

### **Access and outreach in Arizona's PD system**

Currently, early childhood programs in Arizona implement access and outreach to PD as separate entities. For example, the Arizona Early Intervention Program (AzEIP; a division of DES), oversees and monitors the credentials and PD of its early intervention providers, and disseminates information about its trainings to those involved in their programs via their own dissemination vehicles. AzEIP PD resources are not readily available to the entire early childhood PD system. Similarly, the Arizona Association for the Education of Young Children (AzAEYC) and the Arizona Head Start Association (AHSA) both maintain websites with a calendar of PD opportunities. Although both websites are publicly available, many early childhood professionals are not aware of these organizations or their PD resources.

At present there is no "umbrella" online presence for Arizona's PD system – a "one-stop-shop" where interested educators can see menus of available opportunities. Without such an online presence, it is difficult to widely disseminate systems documents (such as professional competencies) or information (such as which institutes of higher education have early childhood degree programs).

As in other states, many institutes of higher education (IHE) in Arizona recognize the need to provide excellent student services, especially to first-generation college students and others who may feel intimidated by higher education systems. Most community colleges and universities provide math, English and writing tutoring and remedial coursework to help students succeed in their general education courses, and all provide advising to help students navigate their education. But many IHEs have taken a step further to create special supports for early

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<sup>6</sup> [www.cccpd.org](http://www.cccpd.org)

<sup>7</sup> <http://www.pakeys.org/pages/get.aspx?page=Career>

childhood students. For example, schools including Northern Arizona University, Central Arizona College, Chandler-Gilbert Community College, Northland Pioneer College and Pima Community College employ dedicated early childhood advisors to provide intensive support to early childhood students. Pima Community College combines this specialized advisement and tutoring services by embedding tutors in math classes taken by early childhood students. Another example of specialized support for early childhood students is the quarterly newsletter known as the *Navigator* published by the Early Childhood and Human Development program at Rio Salado College which highlights student services and supports as well as sharing information about news and best practices in the early childhood field.

### **Recommendations for access and outreach in Arizona's PD system**

To help build effective system connections, multiple audiences need consistent, widespread access to PD system information. To address this need the PDSBWG has recommended implementing a statewide professional development website (see p. 26) and developing a new professional registry. An Arizona state registry will provide a statewide, centralized mechanism for disseminating information about workshops and community-based PD, and, as described above, provide data on Arizona's early childhood workforce. A registry could also provide a host of PD system functions such as allowing early childhood professionals to register for events and classes, and then confirm their attendance.

The website will contain links to the new registry, institutes of higher education, professional organization websites, Quality First, Child Care Resource & Referral, and opportunities for community-based professional development; and house system documents such as child- and program-level standards the Workforce Knowledge and Competency Framework and information about various career and educational pathways. Although the Internet provides easy access to information for many providers, not everyone has online access, so alternative means of communicating will also be developed.

### **Summary**

The compelling evidence that young children's interactions with adults shape their brains has led to an unprecedented sense of urgency to substantially improve the knowledge and skills of early educators. Critical investments have been made via federal initiatives such as the federal RTTT-ELC grant and educational SLDS grants. At the state level, the Arizona legislature's mandatory streamlining of public institutions of higher education has provided the infrastructure to advance reforms that have languished in a historically fragmented articulation environment. Sustained efforts produced a nearly-complete system of early childhood standards and guidelines. These advancements have created tipping-point momentum among early care and education professionals who are eager to help build a well-functioning Birth-8 early childhood PD system.

To building on this momentum, in July 2012, the PDSWBG organized into three subgroups, each tasked with identifying high-priority system initiatives and developing a two-year strategic plan for advancing the work. The subgroups and their respective initiatives are:

### **Subgroup 1: Degrees and Credentials**

Initiatives (1 & 2):

- Adopt or develop an early childhood Prior Learning Assessment (PLA) that is eligible for college credit;
- Develop an Associates of Arts in Early Childhood Education Degree (AAECE) that can be implemented at any Arizona community college.

### **Subgroup 2: Workforce Knowledge and Competency (WFKC) Framework**

Initiative (3):

- Develop a comprehensive WFKC framework and disseminate/integrate across PD system.

### **Subgroup 3: Registry and Website Subgroup**

Initiatives (4 & 5):

- Design, develop, and launch an early childhood PD website and a workforce registry.

The Two-Year Strategic Plan, which follows, describes each initiative, the major deliverables and timelines, and the funding sources for each.

## Arizona Early Childhood Professional Development System Two-Year Strategic Plan

Subgroup and Initiatives	Timeline of Major Deliverables	Budget and Funding
Subgroup 1		
<p>Initiative 1: Prior Learning Assessment (PLA)</p>	<p>Planning Phase Jan – Dec 2013 Jan – Jun 2013</p> <ul style="list-style-type: none"> <li>▪ Identify current successful PLA’s in other states.</li> <li>▪ Develop an implementation plan including a cost analysis, budget, &amp; proposal that identifies benefits for participating institutes of higher education.</li> <li>▪ Develop sustainable funding plan.</li> </ul> <p>Jul – Dec 2013</p> <ul style="list-style-type: none"> <li>▪ Develop funding proposals and submit to identified potential funders.</li> <li>▪ Identify community colleges for three- (or four) phase implementation.</li> </ul> <p>Implementation Phase Jan – Dec 2014 Jan – Jun 2014</p> <ul style="list-style-type: none"> <li>▪ Develop specific work plans for Phase 1 implementation.</li> </ul> <p>Jul – Dec 2014</p> <ul style="list-style-type: none"> <li>▪ Implement with Phase 1 colleges.</li> </ul>	<p>Planning Phase Jan – June 2013: Project manager/facilitation \$30,000 Expert technical assistance 5,000 <u>Meeting costs</u> 5,000 Total \$40,000</p> <p>Funding source(s): Early Childhood Comprehensive Systems and State Advisory Council Grants, administered by FTF.</p>

<b>Subgroup and Initiatives</b>	<b>Timeline of Major Deliverables</b>	<b>Budget and Funding</b>
<p>Initiative 2: Associate's of Arts in Early Childhood Education (AAECE)</p>	<p>Planning Phase Jan – Sep 2013</p> <ul style="list-style-type: none"> <li>▪ Convene top community college and ABOR university decision-makers. Present plan and solicit support for initiative;</li> <li>▪ Convene a workgroup of community college and ABOR university faculty;</li> <li>▪ AAECE workgroup, with support by PDSBWG Subgroup 1, FTF staff, and consultant, draft an AAECE plan to present to respective curriculum committees;</li> <li>▪ PDSBWG Subgroup 1, FTF staff, and consultant draft articulation agreement and vet through AAECE workgroup and top community college and ABOR university decision-makers.</li> </ul> <p>Institutionalization Phase Sep 2013 – May 2014</p> <ul style="list-style-type: none"> <li>▪ AAECE faculty guide AAECE through curriculum adoption process at their respective institutions;</li> <li>▪ Appropriate articulation agreement and/or MOU signed by community colleges and university representatives.</li> </ul>	<p>Planning Phase Jan – Sep 2013: Project manager/facilitation \$30,000 <u>Meeting costs</u> 15,000 Total \$45,000</p> <p>Funding source(s): Early Childhood Comprehensive Systems and State Advisory Council Grants, administered by FTF.</p>

Subgroup and Initiatives	Timeline of Major Deliverables	Budget and Funding								
Subgroup 2										
Initiative 3: Workforce Knowledge & Competency (WFKC) Framework	<p>Phase 1: Develop WFKC Framework Jan-Sep 2013</p> <ul style="list-style-type: none"> <li>▪ Develop WFKC outline/structure with PDSBWG – Jan-Feb 2013</li> <li>▪ Develop initial draft – Feb-Mar 2013</li> <li>▪ Hold statewide focus groups to vet initial draft – Apr-May 2013</li> <li>▪ Develop plan for appropriate approvals/adoptions/review – Jan-Apr 2013</li> <li>▪ Develop dissemination &amp; integration plan – Mar-Jun 2013</li> <li>▪ Prepare 50% final draft &amp; vet with PDSBWG – Jul 2013</li> <li>▪ Prepare remaining final draft &amp; vet with PDSBWG – Aug 2013</li> <li>▪ Distribute revised final draft to stakeholders via online survey with intentional efforts to collect feedback from those w/o Internet access – Aug-Sep 2013</li> <li>▪ Finalize WFKC Framework – Oct 1, 2013</li> </ul>	<p>Phase 1 Jan – Sep 2013:</p> <table border="0"> <tr> <td>Project manager</td> <td style="text-align: right;">\$25,000</td> </tr> <tr> <td>WFKC Writers</td> <td style="text-align: right;">40,000</td> </tr> <tr> <td><u>Meeting costs</u></td> <td style="text-align: right;"><u>20,000</u></td> </tr> <tr> <td><b>Total</b></td> <td style="text-align: right;"><b>\$85,000</b></td> </tr> </table> <p>Funding source(s): Early Childhood Comprehensive Systems and State Advisory Council Grants, administered by FTF.</p>	Project manager	\$25,000	WFKC Writers	40,000	<u>Meeting costs</u>	<u>20,000</u>	<b>Total</b>	<b>\$85,000</b>
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<p>Phase 2: Oct – Dec 2013</p> <ul style="list-style-type: none"> <li>▪ Begin initial phase of dissemination plan including posting on PD website &amp; distributing copies to early childhood faculty.</li> </ul>	<p>FTF staff will support dissemination activities.</p>									

Subgroup and Initiatives	Timeline of Major Deliverables	Budget and Funding																								
Subgroup 3																										
Initiatives 4 & 5: Early Childhood PD Website & Registry	<p>Phase 1: Planning Jan-Mar 2013</p> <ul style="list-style-type: none"> <li>▪ Conduct survey of potential website &amp; registry users;</li> <li>▪ Release RFI for registry &amp; vet results with PDSBWG;</li> <li>▪ Identify the administrative home for the website &amp; registry;</li> <li>▪ Design ongoing website &amp; registry staffing plan &amp; identify funding for sustainability;</li> <li>▪ Secure relevant approvals for staffing plan &amp; funding, &amp; relevant MOU's;</li> <li>▪ Procure website designer.</li> </ul> <p>Phase 2: Development Mar-Jul 2013</p> <ul style="list-style-type: none"> <li>▪ Draft website design &amp; content;</li> <li>▪ Vet website design &amp; content with PDSBWG;</li> <li>▪ Procure Registry System Developer;</li> <li>▪ Finalize website design &amp; content;</li> </ul> <p>Phase 3: Implementation Aug 2013 – July 2014</p> <ul style="list-style-type: none"> <li>▪ Preview website Summit 2013 (Aug).</li> <li>▪ Website beta launch Sep 2013;</li> <li>▪ Website full launch Nov 2013;</li> <li>▪ Registry IT build – Aug 2013-Mar 2014;</li> <li>▪ Hire staff or RFGA staffing of registry according to plan – Jan 2014;</li> <li>▪ Registry beta launch – Jun 2014</li> <li>▪ Registry full launch – Summit 2014 (Aug).</li> </ul>	<p>Phases 1, 2 &amp; start of 3*; Jan – Sep 2013:</p> <table border="0"> <tr> <td>Project manager</td> <td style="text-align: right;">\$25,000</td> </tr> <tr> <td>End-user survey</td> <td style="text-align: right;">20,000</td> </tr> <tr> <td>Website design/content/MISC</td> <td style="text-align: right;">75,000</td> </tr> <tr> <td colspan="2"><hr/></td> </tr> <tr> <td>Registry IT build</td> <td style="text-align: right;">\$150,000</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">\$270,000</td> </tr> </table> <p>Funding source(s): Early Childhood Comprehensive Systems and State Advisory Council Grants, administered by FTF.</p> <p>Estimated annual costs:</p> <table border="0"> <tr> <td>Personnel</td> <td style="text-align: right;">\$500,000</td> </tr> <tr> <td>Per-person registry costs</td> <td style="text-align: right;">20,000</td> </tr> <tr> <td>Continuing IT development</td> <td style="text-align: right;">50,000</td> </tr> <tr> <td>Maintenance/hosting fees</td> <td style="text-align: right;">15,000</td> </tr> <tr> <td colspan="2"><hr/></td> </tr> <tr> <td>Total</td> <td style="text-align: right;">\$585,000</td> </tr> </table> <p>Funds to implement, operate, and sustain the registry will need to be identified.</p>	Project manager	\$25,000	End-user survey	20,000	Website design/content/MISC	75,000	<hr/>		Registry IT build	\$150,000	Total	\$270,000	Personnel	\$500,000	Per-person registry costs	20,000	Continuing IT development	50,000	Maintenance/hosting fees	15,000	<hr/>		Total	\$585,000
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## Appendix A

### 2012 Arizona Professional Development System-Building Workgroup Member Roster

Janet Brite  
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Dawn Craft  
Arizona Association for the Education of  
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Barb Milner  
Arizona Infant Toddler Institute

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