

## FTF STRATEGY TOOLKIT

### GOAL AREA: Professional Development

**FTF Priority: 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.

#### Goal Area Overview:

Since research has shown that well-educated and highly skilled early childhood teachers are strongly linked with high quality and optimal child outcomes at entry into kindergarten, First Things First will lead the effort to develop a comprehensive and well-articulated professional development system within Arizona. This system will ensure that more early care and education professionals have access to education and training to achieve degrees, credentials and specialized skills to promote children’s cognitive, social, emotional and physical development. As a result of higher educational attainment and specialized in-service training, professional compensation will increase and more staff will remain in the field of early care and education.

Strategies	Strategy Workgroup and Leads	Policy Staff	Grants and Contracts Specialist
Scholarships TEACH	Professional Development Workgroup: Marla Chamberlain and Alicia Smith	Alicia Smith	Teri Lippens
FTF Professional REWARD\$	Professional Development Workgroup: Marla Chamberlain and Alicia Smith	Alicia Smith	Jeanne Weeks
Scholarships non-TEACH	Professional Development Workgroup: Marla Chamberlain and Alicia Smith	Alicia Smith	
Community-Based ECE Training	Professional Development Workgroup: Marla Chamberlain and Alicia Smith	Alicia Smith	
Director Mentoring/Training	Professional Development Workgroup: Marla Chamberlain and Alicia Smith	Alicia Smith	
Consultation: Language & Communication	Professional Development Workgroup: Marla Chamberlain and Alicia Smith	Allison Landy	
Recruitment into Field	Professional Development Workgroup Marla Chamberlain and Alicia Smith	Alicia Smith	

## GOAL AREA: PROFESSIONAL DEVELOPMENT

### STRATEGY NAME: SCHOLARSHIPS T.E.A.C.H.

<b>GOAL:</b> <ul style="list-style-type: none"> <li>• <b>First Things First will build a skilled and well prepared early childhood development workforce</b></li> <li>• <b>First Things First will increase retention of the early care and education workforce</b></li> <li>• <b>First Things First will enhance specialized skills of the early childhood development and health workforce to promote the healthy social-emotional development of young children</b></li> </ul>
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STRATEGY SUMMARY	EVIDENCE / RESEARCH	CONSIDERATIONS FOR IMPLEMENTATION AND COST	COST
<p>Teacher Education and Compensation Helps (T.E.A.C.H.) Arizona is a statewide scholarship program for the early care and education teachers, directors and family child care providers working in licensed or regulated programs. The scholarship requires the employer and the scholarship recipient to each pay 10% of the tuition and course work related fees, and the program, through state or regional funding, to pay 80% of the tuition costs. The T.E.A.C.H. Early Childhood® Scholarship:</p> <ul style="list-style-type: none"> <li>• funds coursework leading to a degree, certificate of completion or national CDA credential;</li> <li>• supports release time, books, tuition, and a bonus for successful fulfillment of the annual T.E.A.C.H. contract</li> <li>• supports employers (sponsors) with staff retention by obtaining a commitment from scholarship recipients (scholars) to remain with the sponsoring employer for a specified</li> </ul>	<p>There is research evidence that higher levels of teacher education and qualification are tied to higher quality care and education. Further, the National Association for the Education of Young Children (NAEYC) is refining its conceptual framework for Early Childhood Professional Development, which identifies key principles of an effective professional development system. The 1993 version may be found at:</p> <p><a href="http://www.naeyc.org/files/naeyc/file/positions/PSCONF98.PDF">http://www.naeyc.org/files/naeyc/file/positions/PSCONF98.PDF</a></p> <p>The Child Care Bureau and the Office of Planning, Research and Evaluation (OPRE), both within the Administration for Children and Families, U.S. Department of Health and Human Services, fund a number of research efforts that address the effectiveness, results, and implications of a variety of early care and education professional development interventions, initiatives, and approaches. Emergent findings and their implications may</p>	<ul style="list-style-type: none"> <li>• Two T.E.A.C.H. scholarships are available for enrolled Quality First (QF) center-based programs and one scholarship is available for every two enrolled QF home-based programs.</li> <li>• Tuition (courses) and fees (e.g. student program, health and wellness, technology and recreation) at state institutions of higher education are anticipated to increase for the academic 2011-2012 year; the percentage is likely to be announced during the 2011 spring semester.</li> <li>• Capacity at the local institutions of higher education, both in the academic departments and in administration, needs to be considered in choosing to invest in additional scholarships</li> </ul>	<p>T.E.A.C.H. is funded by statewide QF, regional expansion QF and regional T.E.A.C.H. only allocations.</p> <p>The cost of QF <u>T.E.A.C.H.</u> scholarship is:</p> <ul style="list-style-type: none"> <li>• \$2000 per family child care home</li> <li>• \$3300 per center</li> </ul> <p>The cost of a <u>regional TEACH only</u> scholarship is:</p> <ul style="list-style-type: none"> <li>• \$3300</li> </ul>

<p>period of time (for successfully attaining the CDA, a scholar must commit to remaining with the employer for 6 months; for coursework leading to/and attainment of the Certificate of Completion and the AA degree, a scholar must commit to remaining with the employer for 1 year)</p> <ul style="list-style-type: none"> <li>• promotes cooperative partnerships among individuals, employers, and higher education institutions</li> </ul> <p>Scholars may not concurrently receive a T.E.A.C.H. and a Professional Career Pathways Project (PCPP) scholarship and must apply for Federal Financial Aid</p> <p>A pilot BA scholarships is being conducted during FY 2011; it will be developed for possible implementation in FY2012</p> <p>T.E.A.C.H. specialists, assigned to a specified regional area, conduct Outreach and marketing</p>	<p>be found on the NCCIC (National Child Care Information and Technical Assistance Center) website:</p> <p><a href="http://nccic.acf.hhs.gov/poptopics/pd_research_findings.html">http://nccic.acf.hhs.gov/poptopics/pd_research_findings.html</a></p> <p>Despite a substantial body of research evidence on the importance of teacher education on the quality of early learning programs, public policy does not fully recognize the value of well-educated, professional, early education teachers. Policy recommendations include designing programs that enable current early education teachers to get a four-year degree:</p> <p>Barnett, W. S. (December 2004). Better teachers, better preschools: Student achievement linked to teacher qualifications. <i>Preschool Policy Matters</i>.</p> <p>Online: <a href="http://nieer.org/resources/policybriefs/2.pdf">http://nieer.org/resources/policybriefs/2.pdf</a></p>	<ul style="list-style-type: none"> <li>• Extensive outreach and engagement of scholars <u>and</u> their employers may be needed during recruitment. There is a greater likelihood of a scholar's academic success when a worksite supervisor encourages and supports the scholar.</li> <li>• The current economic climate may present financial barriers to sponsor participation; both financial and administrative waivers are available that release the sponsor from paying the bonus or offering release time to scholars. However, sponsors must pay their 10% of the tuition and course work related fees. The scholar agrees to these modifications to the T.E.A.C.H. scholarship and also to honoring the commitment to remain employed with the sponsoring employer for the required period of time. Regional Partnership Councils do not pay for waived scholarship features.</li> </ul>	
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**Policy Specialist: Alicia Smith**

**Professional Career Pathways Project (PCPP) and Teacher Education and Compensation Helps (T.E.A.C.H.)  
Comparison**

Professional Career Pathways Project	Criterion	T.E.A.C.H. ® Arizona
<p>Available to <b>any</b> individual who:</p> <ul style="list-style-type: none"> <li>• Is currently working with children ages birth – five in a licensed, certified, or tribally regulated center-based program</li> <li>• Is a regulated family group home, or family child care provider</li> <li>• Is an unregulated family care provider or a volunteer; however preference is given to regulated providers</li> <li>• Must identify a Pathway (Goal) and pursue the Early Care and Education (ECE) coursework to accomplish that Pathway</li> <li>• Must complete all courses paid for by the PCPP with a grade of “C” or better to be eligible for continued funding</li> </ul>	<p><b>Eligibility</b></p>	<p>Available to <b>early care and education teachers, directors and family child care providers</b> who:</p> <ul style="list-style-type: none"> <li>• are at least 18 years of age</li> <li>• have a high school diploma or GED</li> <li>• are employed in the state of Arizona or work in an eligible Tribal program where 50% of the children, birth to age 5, are Arizona residents</li> <li>• work in a licensed, certified, or tribally regulated center, family child care home or group home</li> <li>• work a minimum of 30 hours each week directly with young children, birth to age 5, or work as a director of a center that serves children ages birth – 5 (Associates Degree Scholarship)</li> <li>• work a minimum of 20 hours a week directly with young children ages birth – 5 (CDA Assessment Scholarship)</li> <li>• have the sponsorship of the center/program or family child care home/group home which employs them</li> <li>• earn \$20.00 or less per hour</li> <li>• must complete coursework with a grade of “C” or better to be eligible for additional scholarship; scholar may have to pay cost of repeating a course</li> </ul>
<p>Offered at community colleges throughout Arizona, for Early Childhood Education classes only</p>	<p><b>Accessibility</b></p>	<p>Offered at community colleges that have early childhood programs that lead to the Associates degree; for Early Childhood Education or Child Development programs of study. All required General Education, and Developmental coursework is covered through the T.E.A.C.H. scholarship</p>
<p>Eligible individuals are able to take <b>up to 6 credits in Early Childhood Education each semester</b> and <b>up to 12 credits per school year</b></p>	<p><b>Credits</b></p>	<p>Scholarship recipients must commit to take a <b>minimum of nine (9) credits and a maximum of 15 credits hours per year</b></p>

**Professional Career Pathways Project (PCPP) and Teacher Education and Compensation Helps (T.E.A.C.H.)  
Comparison**

Professional Career Pathways Project	Criterion	T.E.A.C.H. ® Arizona
<ul style="list-style-type: none"> <li>• <b>All tuition and registration</b> fees are covered for the approved credits</li> <li>• <b>CDA applications fee (\$325.00) is paid</b> for eligible participants (who have taken at least one course funded by PCPP), depending on funding source</li> <li>• <b>CDA Mentor Service for eligible participants</b>, depending on funding source</li> </ul>	<p align="center"><b>Tuition &amp; Services Offered</b></p>	<ul style="list-style-type: none"> <li>• Early Care and Education <b>Center Teaching and Administration Director staff</b> – The <b>employer (sponsor) and the scholarship recipient (scholar) each pay 10% of the tuition and course related fees</b> and the <b>T.E.A.C.H. program pays 80%</b> of the tuition and course related fees</li> <li>• <b>Family Child Care Providers</b> – The scholarship recipient <b>pays 10%</b> of the tuition and course related fees and the <b>T.E.A.C.H. Program pays 90%</b></li> <li>• <b>Center and Group Home Owners</b> – The scholarship recipient <b>pays 20%</b> of the tuition and course related fees and <b>T.E.A.C.H. pays 80%</b></li> </ul>
<p>Early childhood educators receive a <b>\$10.00 per credit stipend for textbooks</b></p>	<p align="center"><b>Book stipend</b></p>	<p><b>Scholar pays 10% of the cost of books and T.E.A.C.H. program pays 90%; scholar retains all books</b></p>
<p>Early childhood educators may use the PCPP Grant <b>at any local participating</b> community college</p>	<p align="center"><b>Usage</b></p>	<ul style="list-style-type: none"> <li>• May be use <b>at any community college with an Early Childhood Associates Degree program and an agreement with T.E.A.C.H.</b></li> <li>• At this time there are <b>no agreements at Dine’ College or Estrella Mountain, Gateway or Chandler-Gilbert Community Colleges</b></li> </ul>
<p>Early childhood <b>educators receive advisement in conjunction with enrollment</b> into the program. A coordinated plan of study is on file for each student</p>	<p align="center"><b>Advisement</b></p>	<p>T.E.A.C.H. Specialists, assigned to a specified regional area, may provide suggestions on course enrollment but <b>refer scholars to campus advisory and early care and education staff</b></p>
<p>Each participating college provides support for the PCPP’s implementation at their college. PCPP funding is used for tuition, registration fees, and book stipends. Central Arizona College administers the grant for the Arizona Department of Economic Security – Child Care Administration. <b>Individual colleges do not receive any administrative dollars; however there is an administrative costs included in the unit costs</b></p>	<p align="center"><b>Administrative costs</b></p>	<p><b>Administrative costs are included in the unit costs</b> that have been established for each of the various funding allocations (Quality First statewide, Quality First regional expansion and regional T.E.A.C.H. only)</p>
<p><b>No commitment</b> to remain with the employer</p>	<p align="center"><b>Commitment</b></p>	<p>Must remain with sponsoring employer for <b>6-12 months</b>, depending on the type of scholarship received</p>

## Scholarships T.E.A.C.H. Data Reporting Requirements

First Things First reporting requirements and progress monitoring are aligned with First Things First Goals, Key Measures, and Standards of Practice. The purpose of First Things First data submission and monitoring is to determine the extent to which each program has accomplished the stated goals, key measures, targeted service number, and activities outlined in the standards of practice.

Grantees will be provided with data reporting requirements by First Things First. There are five main components to these requirements:

- Unit of Service
- Performance Measures
- Data Reporting Template
- Data Reporting Instruction
- Frequently Asked Questions

The data reporting template is the set of data the grantee submits on a quarterly basis; the instructions support that data submission. Units of Service and performance measures outline how the quarterly data submissions will be evaluated according to the contracted deliverables and standards of practice for that contract. Frequently asked questions present answers to common reporting, evaluation, policy, and performance questions.

### Definitions:

**NOTE:** Because of the scope and complexity of the **Scholarships TEACH** program, there are additional program monitoring requirements for the administrative home. The following measurement information is related to the TEACH program overall, not all monitoring requirements are presented here.

### Unit of Service and related Target Service Number

A Unit of Service is a FTF designated indicator of performance specific to each FTF strategy. It is composed of a unit of measure and a number (Target Service Number).

A Unit of Measure/Service can be a target population and/or a service/product that a grantee is expected to serve as part of an agreement. Target Service Number represents the number of units (e.g. target population) proposed to be served or number of products/services proposed to be delivered during the contract year.

For example, for the FTF strategy Home Visitation the FTF Unit of Service is “number of families served” and a Target Service Number of 50 represents the number of families the program proposes to serve during the contract period. All FTF applicants must clearly state in the proposal a target service number for each strategy specific Unit of Service.

For **Scholarships TEACH**, the unit of service is:

**Total number of participating scholars**

**Performance Measures**

Performance Measures measure (1) key indicators of performance (i.e. Unit of Service); (2) basic implementation of strategy; (3) alignment of program activities to strategy specific standards of practice, (4) performance or progress toward pre-established strategic goals. Performance measures may include the level or type of program activities conducted (e.g. serving families/children through home visits) and/or the direct services and products delivered by a program (e.g., providing scholarships).

For **Scholarships TEACH**, performance measures are:

**Total number of participating scholars/proposed service number**

Total number of scholars completing a CDA/proposed service number

Total number of scholars completing AA/proposed service number

**Data Reporting Templates**

Data reporting templates are the tools utilized to gather data to assess grantee Performance Measures.

Data reporting for **Scholarships TEACH** is through regular updates from the **Scholarships TEACH** data system.

**Data Reporting Instructions**

Data reporting for **Scholarships TEACH** is through regular updates in the **Scholarships TEACH** data system.

**Frequently Asked Questions**

Frequently Asked Questions present answers to common reporting, evaluation, policy, and performance questions.

For **Scholarships TEACH**, the frequently asked questions are:

Data reporting for **Scholarships TEACH** is through regular updates in the TEACH data system.

## GOAL AREA: PROFESSIONAL DEVELOPMENT

### STRATEGY NAME: FIRST THINGS FIRST PROFESSIONAL REWARD\$

<p><b>GOAL:</b></p> <ul style="list-style-type: none"> <li>• <b>First Things First will build a skilled and well prepared early childhood development workforce</b></li> <li>• <b>First Things First will increase retention of the early care and education workforce</b></li> <li>• <b>First Things First will enhance specialized skills of the early childhood development and health workforce to promote the healthy social-emotional development of young children</b></li> </ul>			
STRATEGY SUMMARY	EVIDENCE / RESEARCH	CONSIDERATIONS FOR IMPLEMENTATION AND COST	COST
<p>FTF Professional REWARD\$, a compensation and retention strategy for the early care and education workforce, acknowledges and rewards progressive education, educational attainment and commitment to continuous employment at a qualified early care and education setting that provides services to children birth through age 5. The Administrative Home, Valley of the Sun United Way, functions under the direction of FTF to administer FTF Professional REWARD\$ in collaboration with the councils funding the awards.</p> <p>The incentives are offered twice each fiscal year, with each enrollment period open to applicants who may have received the incentive previously as well as new applicants. Applicants must meet specific criteria and receive an incentive based upon a tiered reimbursement scale containing 9 levels.</p>	<p>The median hourly salary of Arizona early care and education teachers is \$9.75 or \$20,280 annually as reported in <a href="#">“A Decade of Data: The Compensation and Credentials of Arizona’s Early Care and Education Workforce” (2008)</a>.</p> <p>Low wages present a major barrier to encouraging high-quality, well-educated, and well-trained personnel to enter and remain in the field. As described in the report, <a href="#">Building Bright Futures:</a></p>	<p>As a new strategy within the bundle of FTF signature programs, REWARD\$ has been well received within the early care and education community. In SFY 2010 and 2011 11 Regional Councils have allocated funding for this strategy; there is capacity within the Administrative Home, Valley of the Sun United Way, to increase the number of awards in the initial 11 Regional Partnership Councils, there is not the capacity to expand to additional Regional areas. In SFY 2012 this strategy could be expanded to new Regional areas.</p> <p>There are eligibility requirements for both the applicant and the applicant’s employer. Applicants must work at a program, with children birth to age 5,</p>	<p><b>SFY 2011:</b> Administrative cost--<b>\$290.00</b></p> <p>Average incentive award--<b>\$2,000.00</b></p> <p><b>TOTAL--\$2,290.00</b></p> <p><b>SFY 2012:</b> Administrative cost--<b>\$350.00</b></p> <p>Average incentive award--<b>\$2,000.00</b></p> <p><b>TOTAL--\$2,350.00</b></p>

<p>REWARD\$ provides enrollment opportunities twice each fiscal year. This means that an individual who is eligible to apply may receive an award during each of the enrollments. Regional Councils should consider this in determining the number of incentive awards to fund, and indicate the total number of awards to be funded inclusive of these two enrollments.</p>	<p><a href="#"><u>Arizona's Early Childhood Opportunities (2009)</u></a>, limited resources are available to assist with wage increases. Financial barriers to improved wages include: lower than market rate DES subsidies, few incentives to hire and retain highly qualified staff, and communities where child care costs are at the limit of what the market can bear.</p>	<p>that demonstrate a commitment to quality by either (1) being an enrolled Quality First participant program working towards quality improvement, or (2) being accredited, by a national organization recognized by either the Arizona Department of Education or the Arizona Department of Economic Security-Child Care Administration, at a level which equals a 3-5 star rating in Quality First, or (3) currently on the waiting list for Quality First participation and never declined participation in the Quality First program.</p> <p>Regional Councils also should be aware that once the <b>total</b> number of incentives has been awarded, a balance may still exist in their funded allocation. Additional awards, at that point, would require additional administrative funding.</p>	
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Policy Specialist: Alicia Smith

### **Additional Guidelines for Allocating Funding for FTF Professional REWARD\$**

Regional Partnership Councils choosing to fund FTF Professional REWARD\$ should specify both an allotment (dollar) amount and an approximate number of incentives to be awarded (target service number) during the fiscal year. The total allotment should be calculated based upon the unit cost described below\*.

Another factor to be considered is that there are two application periods in a fiscal year: one in the fall and one in the spring. During funding plan development, a Council should determine the number of incentive awards to be made and then specify whether the total number of awards is to be made during the fall application period or whether 50% of the awards are to be made in each of the two application periods (fall and spring) of the fiscal year.

When a Regional Partnership Council still has funds remaining, after the target service number has been reached, the Council may designate this funding for additional REWARD\$ incentives. Since the Agreement with the Administrative Home specifies the dollar amount allocated for this strategy, the Regional Partnership Council does not need to take any further formal Council action as:

- a. No approval is needed to spend a funding amount that has been initially allocated and approved by the Board, and
- b. The Regional Partnership Council may utilize the remaining balance of its allocated funding as carry forward to fund REWARD\$ eligible participants during a subsequent application period.

The Regional Partnership Council would determine the number of additional REWARD\$ professionals who could be funded from the remaining balance of the initially allocated amount (see Options for Councils Regarding Unexpended Funds for REWARD\$).

- The number of additional REWARD\$ professionals will be determined by dividing the remaining balance by the unit cost established by FTF Finance.
- The unit cost will include an administrative amount and an incentive award amount for each additional award.
- The Council will specify the number of additional REWARD\$ professionals for the current application period and/or the additional number of professionals to be funded during the subsequent application period.

**\*SFY 2012 UNIT COST: For SFY 2012 the REWARD\$ amount for each additional award is \$2,350 which includes an administrative cost of \$350.00 and an award amount of \$2,000**

### **Options for Councils Regarding Unexpended Funds for REWARD\$**

When a Regional Partnership Council has reached 75% of its targeted service number during an application period, the FTF Professional REWARD\$ Administrative Home will notify the Regional Coordinator in writing, with copies to the Regional Manager, the FTF Senior Policy Specialist, and the appropriate Finance staff.

- The notification will indicate the target service number for the application period, the number and percentage of eligible applications received to date, and the approximate funding amount remaining.
- It will then solicit feedback and direction regarding how the Regional Council wishes to use any anticipated unexpended allocated funds.
- The Regional Council will have three options:

**OPTION 1:**

Fund additional incentives, beyond the target service number, for the current application period. The Council, via the Regional Coordinator, will specify the number of additional incentive awards (and the calculations for the cost) that is to be made, using the calculations provided by FTF Finance.

**OR**

**OPTION 2:**

Apply a specified percentage (i.e., 0 - 100%) of the unexpended funds to the current application period.

**OR**

**OPTION 3:**

Apply a specified percentage (i.e., 0 - 100%) of the unexpended funds to the next application period.

Within 5 business days of receipt of the notification, the Regional Coordinator will respond in writing, with a copy to the Regional Manager, the FTF Senior Policy Specialist, and the appropriate Finance staff. The response will specify which one of the three options above the Council has chosen.

## FTF Professional REWARD\$ Data Reporting Requirements

First Things First reporting requirements and progress monitoring are aligned with First Things First Goals, Key Measures, and Standards of Practice. The purpose of First Things First data submission and monitoring is to determine the extent to which each program has accomplished the stated goals, key measures, targeted service number, and activities outlined in the standards of practice.

Grantees will be provided with data reporting requirements by First Things First. There are five main components to these requirements:

- Unit of Service
- Performance Measures
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### Definitions:

#### Unit of Service and related Target Service Number

A Unit of Service is a FTF designated indicator of performance specific to each FTF strategy. It is composed of a unit of measure and a number (Target Service Number).

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For example, for the FTF strategy Home Visitation the FTF Unit of Service is “number of families served” and a Target Service Number of 50 represents the number of families the program proposes to serve during the contract period. All FTF applicants must clearly state in the proposal a target service number for each strategy specific Unit of Service.

For **FTF Professional REWARD\$**, the unit of service is:

**Total number of incentive awards distributed**

## Performance Measures

Performance Measures measure (1) key indicators of performance (i.e. Unit of Service); (2) basic implementation of strategy; (3) alignment of program activities to strategy specific standards of practice, (4) performance or progress toward pre-established strategic goals. Performance measures may include the level or type of program activities conducted (e.g. serving families/children through home visits) and/or the direct services and products delivered by a program (e.g., providing scholarships).

For **FTF Professional REWARD\$**, performance measures are:

**Total number of incentive awards distributed/proposed service number**

Total number of scholars participating in REWARD\$/proposed service number

Total number of scholars at each REWARD\$ tier/proposed service number

Total number of scholars progressing to a higher REWARD\$ tier/total participants

## Data Reporting Templates

Data reporting templates are the tools utilized to gather data to assess grantee Performance Measures. All FTF grantees submit data on a quarterly basis through designated data reporting templates.

For **FTF Professional REWARD\$**, the data reporting template is:

In development

## Data Reporting Instructions

Data reporting instructions support data submission through the data reporting template.

For **FTF Professional REWARD\$**, the data reporting instructions are:

In development

## Frequently Asked Questions

Frequently Asked Questions present answers to common reporting, evaluation, policy, and performance questions.

For **FTF Professional REWARD\$**, the frequently asked questions are:

In development

## GOAL AREA: PROFESSIONAL DEVELOPMENT

### STRATEGY NAME: SCHOLARSHIPS NON-TEACH

<b>GOAL:</b> <ul style="list-style-type: none"> <li>• First Things First will build a skilled and well prepared early childhood development workforce</li> <li>• First Things First will increase retention of the early care and education workforce</li> <li>• FTF will enhance specialized skills of the early childhood development and health workforce to promote the healthy social-emotional development of young children</li> </ul>			
STRATEGY SUMMARY	EVIDENCE / RESEARCH	CONSIDERATIONS FOR IMPLEMENTATION AND COST	COST
<p><b>Purpose:</b> This strategy focuses on providing scholarships for college-credit coursework as a method for the early care and education workforce to gain access to higher education. The goal of the scholarships is to enable an individual to take coursework leading to credentials and degrees by making it possible for them to afford the expense of going to school.</p> <p><b>Strategy Provisions:</b></p> <ul style="list-style-type: none"> <li>• Scholarships can only be awarded to individuals attending an accredited institution of higher education or a Tribal College with authority/authorization to provide services within Arizona (e.g. Navajo Technical College), and that has an established Early Care and Education (ECE) program that             <ol style="list-style-type: none"> <li>1. Provides students with academic advisement, by an Early Care and</li> </ol> </li> </ul>	<p>There is research evidence that higher levels of teacher education and qualification are tied to higher quality care and education. Further, the National Association for the Education of Young Children (NAEYC) is refining its conceptual framework for Early Childhood Professional Development, which identifies key principles of an effective professional development system. The 1993 version may be found at:</p> <p><a href="http://www.naeyc.org/files/naeyc/file/positions/PSCONF98.PDF">http://www.naeyc.org/files/naeyc/file/positions/PSCONF98.PDF</a></p> <p>The Child Care Bureau and the Office of Planning, Research and Evaluation (OPRE), both</p>	<p><b>All Scholarships:</b></p> <ul style="list-style-type: none"> <li>• Tuition (courses) and fees (e.g. student program, health and wellness, technology and recreation) at state institutions of higher education are anticipated to increase for the academic 2011-2012 year; the percentage is likely to be announced during the spring semester, 2011</li> <li>• Two statewide scholarship programs, PCPP and T.E.A.C.H., already exist; they provide a variety of options for teachers and directors, and their employers</li> <li>• Capacity at the local institutions of higher education, both in the academic departments and in administration, needs to be considered in choosing to invest in additional scholarships</li> <li>• Extensive outreach and engagement of scholars <u>and</u> their employers may be needed during recruitment. Outreach will require engaging not only the recipients of the scholarships but their employers, since there is a greater likelihood of scholar's academic success when a supervisor can additionally encourage and support the scholar, especially at the worksite</li> <li>• Ideally will link to retention and compensation</li> </ul>	<p>Scholarship costs vary depending upon the institution, the degree program and the type of administration. Private colleges and universities often charge higher fees.</p>

<p>Education faculty or advisor;</p> <ol style="list-style-type: none"> <li>2. Offers coursework that leads to a degree in early care and education;</li> <li>3. Demonstrates that its ECE students are making adequate progress.</li> </ol> <p>*of the 21 public community colleges in AZ only  <b>Chandler Gilbert, Gateway and Estrella Mountain</b> Community College offer no degree in early care and education; all <b>three state universities offer degrees in early care and education (NAU offers the BS in Career and Technical Education - Early Childhood Education)</b></p> <p><b>Professional Career Pathways Project (PCPP):</b></p> <p>PCPP is a scholarship program offered at community colleges throughout Arizona for Early Childhood Education classes. Central Arizona College (CAC) is the Administrative Home for PCPP, through funding from the Department of Economic Security-Child Care Administration.</p> <p>To be eligible for PCPP priority is given individuals employed in center-based programs, family child care provider homes or family group homes. While participants may also be volunteers or non-paid workers in an early care and education program, these workers are not given priority.</p> <p>The program pays tuition and registration fees for:</p> <ul style="list-style-type: none"> <li>• Specific courses in Early Childhood Education, including those leading to the</li> </ul>	<p>within the Administration for Children and Families, U.S. Department of Health and Human Services, fund a number of research efforts that address the effectiveness, results, and implications of a variety of early care and education professional development interventions, initiatives, and approaches. Emergent findings and their implications may be found on the NCCIC (National Child Care Information and Technical Assistance Center) website:</p> <p><a href="http://nccic.acf.hhs.gov/popto pics/pd_research_findings.html">http://nccic.acf.hhs.gov/popto pics/pd_research_findings.html</a></p> <p>Barnett, W. S. (December 2004). Better teachers, better preschools: Student achievement linked to teacher qualifications. <i>Preschool Policy Matters</i>,</p> <p>Online:  <a href="http://nieer.org/resources/policybriefs/2.pdf">http://nieer.org/resources/policybriefs/2.pdf</a></p>	<p>efforts, such as Professional REWARD\$</p> <ul style="list-style-type: none"> <li>• Many scholars in the early care and education workforce will need assistance in balancing home, work and school.</li> <li>• Current economic climate may prevent scholars from participating</li> </ul> <p><b>Professional Career Pathways Project (PCPP):</b></p> <p>Capacity for expansion—</p> <ul style="list-style-type: none"> <li>• Current PCPP staff includes: one Program Specialist, one Office Assistant and one Preceptor. This will not be sufficient to manage a program expansion. If participation in the PCPP increases to more than 3,000 units per year, additional staff will be needed.</li> <li>• The initial development of the “Unit Rate” basis for services did not anticipate some of the necessary IT personnel, as well as marketing, outreach and postage will need to be calculated into the unit cost.</li> <li>• Several colleges have increased their tuition for 2010-2011. Some colleges have added</li> </ul>	<p>The unit rate for PCPP services, used by Central Arizona College to calculate cost is currently being revised; see “Considerations for Implementation and Cost.”</p>
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<p>Child Development Associate (CDA) credential, Community College Certificate of Completion and Associate of Applied Science degree in Early Childhood Education.</p> <ul style="list-style-type: none"> <li>PCPP does not pay for the General Education courses required for graduation.</li> </ul>		<p>additional “course fees” that the PCPP now pays. These need to be added to the “Unit Rate” calculation.</p> <ul style="list-style-type: none"> <li>Contact the Policy Specialist to better understand a “unit” of service and other elements of this program.</li> </ul> <p>System Building--</p> <ul style="list-style-type: none"> <li>Participants, who receive another grant or scholarship to attend college or have access to other professional development funds, may not be eligible to use the PCPP Grant. The PCPP contact at each campus has additional information. <a href="http://www.centralaz.edu/documents/ECE/CollaboratingColleges.pdf">http://www.centralaz.edu/documents/ECE/CollaboratingColleges.pdf</a></li> <li>PCPP recipients must be DES certified.</li> <li>Participants may not have a TEACH and PCPP scholarship concurrently.</li> </ul>	
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**Policy Specialist: Alicia Smith**

**FIRST THINGS FIRST**  
**Scholarships other than TEACH**  
**CDA, Associate in Arts and Associate in Science Degrees**  
**Standards of Practice**

Research has demonstrated that young children perform better when their teachers have a quality education which includes college coursework in early care and education and are well compensated. In Arizona less than half of all teachers of young children have either two or four year degrees. Of those that do, few have degrees in child development or early childhood education. Early care and education professionals often make little more than minimum wage and receive few or no benefits. Low wages present a major barrier to encouraging high-quality, well-educated, and well-trained personnel to enter and remain in the field. High turnover rates, up to 50 percent in many centers, significantly impact continuity of care and create attachment difficulties for children.

Scholarships for college-credit coursework are one method of creating access to higher education for a low-income workforce that lacks the financial means to afford college. Scholarships enable the early childhood workforce to take coursework leading to credentials and degrees by making it possible for them to afford the expense of going to school.

**Scholarships must adhere to the following qualifications:**

- Scholarships can only be awarded for an accredited Arizona public institution of higher education.
- The College or University must have an established Early Care and Education (ECE) program that provides academic advisement to its students by an Early Care and Education faculty or advisor, and that offers coursework that leads to a degree in early care and education.
- The college must demonstrate that its ECE students are making adequate progress towards receiving their degrees/certificates. Adequate progress is defined as successfully completing 67 percent of courses enrolled during one academic school year.

**Agencies disbursing college credit scholarships will:**

- Develop criteria for scholarship awards and establish recruitment processes for potential scholars.
- Ensure scholarship applicants are at least 18 years of age and have a high school diploma or GED, or are high school students currently participating in an early care and education course of study through their high schools.
- Ensure that individuals receiving scholarships either work, volunteer or live in the region.
- Identify outreach and access opportunities for engaging potential scholarship applicants.

- Ensure that every scholarship recipient works with an Early Childhood Education advisor or faculty member to develop an individual professional development education pathway/plan and pursues, at an appropriate rate, the early care and education coursework that accomplishes that pathway/plan.
- Make available financial aid assistance, or utilize financial aid advisors at local colleges and universities to provide financial aid assistance to scholarship recipients.
- Confirm that each scholarship recipient has exhausted other forms of financial aid including completion of Federal Financial Aid Program (FAFSA).
- Ensure official written letters/notices of denial or ineligibility/unavailability of additional educational funding sources are submitted (and on file) by scholarship applicants prior to scholarship award.
- Process requests and distribute funding in a timely manner.
- Ensure that scholarship recipients complete a college placement test.
- Conduct scholarship application reviews and make scholarship award recommendations.
- Ensure that all coursework meet the requirements for either the National Child Development Associate (CDA) credential and/or the certificate of completion or 2-year degree in early childhood education. .
- Ensure scholarship recipients enroll in and complete courses paid for by the scholarship with a grade of “C” or better, and provide documentation of grades received for all coursework paid for through the scholarship in order to remain eligible for continued funding.
- Ensure scholarship recipients must pay for any coursework that must be retaken because of failure to achieve a minimum grade of “C” or for withdrawing after the refundable add/drop period.
- Provide the Regional Partnership Council with reports outlining awards made and written updates for each semester indicating the numbers, and amount of scholarships awarded.
- “To address cultural competency objectives, early childhood practitioners /early childhood service providers shall ensure that children and families receive from all staff members effective, understandable, and respectful care that is provided in a culturally competent manner- a manner compatible with their cultural beliefs and practices and preferred language. Early childhood practitioners /early childhood service providers should ensure that staff at all levels and across all disciplines receive ongoing education and training in culturally and linguistically appropriate service delivery. Early childhood practitioners/early childhood service providers should develop participatory, collaborative partnerships with communities and utilize a variety of formal and informal mechanisms to facilitate community and family-centered involvement to ensure that services are delivered in a manner that is consistent with the National Standards on Culturally and Linguistically Appropriate Services and/or the National Recommendations on Cultural and Linguistic Competence for the National Association for the Education of Young Children.”  
<http://minorityhealth.hhs.gov/templates/browse.aspx?lvl=2&lvlID=15> ;  
<http://www.naeyc.org/positionstatements/linguistic>

## Scholarships non-TEACH Data Reporting Requirements

First Things First reporting requirements and progress monitoring are aligned with First Things First Goals, Key Measures, and Standards of Practice. The purpose of First Things First data submission and monitoring is to determine the extent to which each program has accomplished the stated goals, key measures, targeted service number, and activities outlined in the standards of practice.

Grantees will be provided with data reporting requirements by First Things First. There are five main components to these requirements:

- Unit of Service
- Performance Measures
- Data Reporting Template
- Data Reporting Instruction
- Frequently Asked Questions

The data reporting template is the set of data the grantee submits on a quarterly basis; the instructions support that data submission. Units of Service and performance measures outline how the quarterly data submissions will be evaluated according to the contracted deliverables and standards of practice for that contract. Frequently asked questions present answers to common reporting, evaluation, policy, and performance questions.

### Definitions:

#### Unit of Service and related Target Service Number

A Unit of Service is a FTF designated indicator of performance specific to each FTF strategy. It is composed of a unit of measure and a number (Target Service Number).

A Unit of Measure/Service can be a target population and/or a service/product that a grantee is expected to serve as part of an agreement. Target Service Number represents the number of units (e.g. target population) proposed to be served or number of products/services proposed to be delivered during the contract year.

For example, for the FTF strategy Home Visitation the FTF Unit of Service is “number of families served” and a Target Service Number of 50 represents the number of families the program proposes to serve during the contract period. All FTF applicants must clearly state in the proposal a target service number for each strategy specific Unit of Service.

For **Scholarships non-TEACH**, the unit of service is:

**Total number of participating scholars**

## Performance Measures

Performance Measures measure (1) key indicators of performance (i.e. Unit of Service); (2) basic implementation of strategy; (3) alignment of program activities to strategy specific standards of practice, (4) performance or progress toward pre-established strategic goals. Performance measures may include the level or type of program activities conducted (e.g. serving families/children through home visits) and/or the direct services and products delivered by a program (e.g., providing scholarships).

For **Scholarships non-TEACH**, performance measures are:

### **Total number of participating scholars/ proposed service number**

Total number of participating scholars progressing towards or completing educational goals / number of participating scholars

Total number of participating scholars completing CDA/ proposed service number

## Data Reporting Templates

Data reporting templates are the tools utilized to gather data to assess grantee Performance Measures. All FTF grantees submit data on a quarterly basis through designated data reporting templates.

For **Scholarships non-TEACH**, the data reporting template is:

In development

## Data Reporting Instructions

Data reporting instructions support data submission through the data reporting template.

For **Scholarships non-TEACH**, the data reporting instructions are:

In development

## Frequently Asked Questions

Frequently Asked Questions present answers to common reporting, evaluation, policy, and performance questions.

For **Scholarships non-TEACH**, the frequently asked questions are:

In development

## GOAL AREA: PROFESSIONAL DEVELOPMENT

### STRATEGY NAME: COMMUNITY-BASED EARLY CHILDHOOD EDUCATION (ECE) TRAINING

<b>GOAL:</b> <ul style="list-style-type: none"> <li>• First Things First will build a skilled and well prepared early childhood development workforce</li> <li>• First Things First will increase retention of the early care and education workforce</li> <li>• FTF will enhance specialized skills of the early childhood development and health workforce to promote the healthy social-emotional development of young children</li> </ul>			
STRATEGY SUMMARY	EVIDENCE / RESEARCH	CONSIDERATIONS FOR IMPLEMENTATION AND COST	COST
<p>The Community-Based ECE Training strategy provides a variety of options for engaging the early care and education workforce in high quality professional development, including:</p> <ul style="list-style-type: none"> <li>• college coursework</li> <li>• single day and multiple day seminars, workshops or trainings</li> </ul> <p>The intent of the professional development is to enhance:</p> <ul style="list-style-type: none"> <li>• classroom skills</li> <li>• knowledge in the early care and education field</li> <li>• leadership and administration skills</li> </ul> <p>Participants may be new employees to the early care and education field requiring basic knowledge and skill</p>	<p>Research demonstrates that the most effective types of professional development approaches include content-based as well as hands-on sessions, and one-on-one mentoring or coaching.</p> <p>An Ohio Department of Education (January 2006) report entitled <i>Critical Issues in Early Educator Professional and Workforce Development</i> supports the correlation between teachers/administrators education and training, and program quality.</p> <p>Additionally, research over time has found that formal</p>	<p>There is currently no formalized process for awarding college credit for community-based early care and education training/professional development. This will be an area that will require relationship building at the community college level and could require extensive time to develop. The expectation is that the process would begin during year one of funding and then progress towards award of credit.</p> <p>Trainers/facilitators must meet the qualifications established by the institutions of higher education from which credit will be sought. Credit awarded</p>	<p>Costs will be localized and dependent upon qualifications of trainers, type of training, materials, travel, etc.</p> <p>Examples of the per person costs, depending on the model and approach:</p> <ul style="list-style-type: none"> <li>• \$373 for a model that brings various members in the early care and education community and business leaders together for a comprehensive series of workshops, classes and guest speakers</li> <li>• \$440 for a model that includes components such as workshops, training tier levels, mentoring, conferences, guest speakers as well as incentive and reward programs for participating individuals who are eligible to</li> </ul>

<p>development through pre-service training or those already in the field looking to improve and expand upon their knowledge through in-service training.</p> <p>To demonstrate that professional practice has been improved as a result of professional development, early care and education community-based models should document participant outcomes through:</p> <ul style="list-style-type: none"> <li>• a pre and post assessment,</li> <li>• documentation of achievement of milestones, or</li> <li>• a follow-up site visit by a mentor or coach</li> </ul> <p>It is expected that Grantees will work with institutions of higher education, that provide services to the regional area, to begin a process during year one funding that will lead to the eventual award of college credits for the community-based training.</p>	<p>professional development is related to increased quality care; however, experience without formal training has not been found to be related to quality care....and the value of applying theory to practice is critical to a successful community-based professional development strategy.</p> <p>Galinsky, E.C., Howes, S., &amp; Shinn, M. <i>The study of children in family care and relative care.</i> 1994, New York: Families and Work Institute; Kagan, S.L., &amp; Newton, J.W. Public policy report: For-profit and non-profit child care: Similarities and differences. <i>Young Children</i>, 1989, 45, 4-10; Whitebook, M., Howes, C., &amp; Phillips, D. <i>Who cares? Child care teachers and the quality of care in America</i> 1989, Oakland, CA: Child Care Employee</p>	<p>should articulate to certificate of completion or the degree requirements.</p> <p>Note that the Standard of Practice for Professional Development Community-based early care and education strategies, contain specific criteria dependent upon the focus of the particular training opportunity offered (i.e. training for early care and education professionals, for mentoring/coaching, and for conference scholarships).</p>	<p>earn college credits for coursework completed</p> <ul style="list-style-type: none"> <li>• \$779 for a model that uses high tech support such as teleconferences and webinars coupled with individual workshops and local area conferences.</li> </ul>
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**Policy Specialist: Alicia Smith**

# FIRST THINGS FIRST

## Community-Based Professional Development for Early Care and Education Professionals Standards of Practice

Because young children, including infants and toddlers, spend so much time in early care and education settings outside their own homes, it is especially important to ensure that the professionals responsible for their early care and education have the tools and skills to promote learning and healthy social and emotional development, and know how to help when development is not progressing as it should. The preparation and ongoing professional development of early educators is a fundamental component of a high quality early learning system. The education and training of teachers and administrators is strongly related to early childhood program quality, and program quality predicts development outcomes for children.<sup>1</sup>

However, early care and education professionals are often nontraditional learners who benefit from a range of professional development supports. First Things First recognizes the need to provide a variety of options to engage early care and education professionals in professional development. In addition to college coursework, other formats of professional development can encourage individuals who have been away from formal schooling to return to the classroom.

While community-based professional development has not been well evaluated, it does provide another logical stepping stone to more formal and credit bearing professional development. Participants will be encouraged and supported to eventually continue their education through college credit coursework and/or participation in T.E.A.C.H and *Quality First!* All professional development opportunities will be required to show successful outcomes, either through an assessment process, achievement of milestones, or a follow-up visit by a mentor or coach to determine if professional practice has been changed based upon what was learned.

First Things First invites innovative and creative ways to provide high quality professional development to the early care and education workforce in Arizona. The broad nature of this strategy allows stakeholders to collaborate in a variety of innovative and creative ways to increase access to quality community-based professional development opportunities. Models of community-based professional development may focus on enhancing leadership and administrative skills among child care administrators in order to enhance program quality. Additionally, grantees may pursue other approaches to professional development, such as the use of cohorts for participants, single day seminars, or multi-day trainings that are held over the course of several months. While these programs come in different forms, they have a common goal of increasing the level of preparation and skill of early care and education providers, and encouraging them to pursue certification and college degrees in the field.

Research demonstrates that the most effective types of professional development approaches include content-based workshops as well as hands-on, one-on-one mentoring or coaching, also referred to as “consultation.”

A national, multi-state evaluation on consulting as professional development concluded that on-site consultation resulted in improvements for both center-based care as well as family child care on factors on Harms’ environmental rating scales.<sup>2</sup> Further, formal professional development is related to increased quality care;

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<sup>1</sup> Ohio Department of Education (January 2006). *Critical Issues in Early Educator Professional and Workforce Development*. Columbus: OH. This paper was funded by the Department under the Commission of the School Readiness Solutions Group, and was developed by Jana Fleming.

<sup>2</sup> Paulsell et al, 2008, *Lessons for Policy and Programs*.

however, experience without formal training has not been found to be related to quality care. Therefore, the value of applying theory to practice is a key element of community-based professional development.<sup>3</sup>

While each First Things First funded community-based professional development program may be uniquely designed, they all have a valuable role to play in meeting the complex needs of early care and education professionals, families, and communities across the State of Arizona. First Things First focuses on programs and services that provide children with the best opportunities for school and life success.

First Things First funded programs may supplement but not supplant other state expenditures on, and federal monies received for early childhood development and health programs. Funding decisions are based upon a robust process of review to ensure programs are supported by research, value the family and use approaches considered to be best practice.

Applicants in regions that contain federally-designated tribal areas must describe their outreach activities for early care and education providers within tribal communities.

### **Qualifications for Trainers/Instructors:**

- Instructors should be knowledgeable about and possess experience in working with both adult learners and young children birth to age five.
- Instructor must have experience in early childhood education, elementary education with a concentration in early childhood, child and family studies, or a closely related field in order to meet the qualifications of adjunct faculty at the local community college. Supervisors must meet or exceed these requirements with at least two years of program management experience. If programs experience hardship in recruitment efforts, they must notify and consult with First Things First.
- Instructors should possess appropriate credentials and experience in conducting professional development activities.
- Demonstrated knowledge and skills that reflect current best practices and research that are aligned with Early Childhood Education standards for children and professionals.
- Minimum five years experience working with young children (combination of classroom and supervisory experience)
- Experience working with adult learners and diverse cultures
- Bilingual English/Spanish preferred

### **Community Based Professional Development programs delivering professional development opportunities will be required to ensure that opportunities are designed and implemented according to the following principles:**

- Professional development opportunities to early care and education professionals are based upon a culture of trust and respect.
  - Clearly define program objectives to ensure comprehension, engagement, and retention.
  - Create opportunities for and act upon formal and informal feedback ensuring that input shapes on-going decision-making.
  - Encourage honest, open communication between participants and instructors.
  - Maintain confidentiality, being respectful of program participants.

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<sup>3</sup> Galinsky, E.C., Howes, S., & Shinn, M. *The study of children in family care and relative care*. 1994, New York: Families and Work Institute; Kagan, S.L., & Newton, J.W. Public policy report: For-profit and non-profit child care: Similarities and differences. *Young Children*, 1989, 45, 4-10; Whitebook, M., Howes, C., & Phillips, D. *Who cares? Child care teachers and the quality of care in America* 1989, Oakland, CA: Child Care Employee Project.

- Is culturally responsive
- Sessions should be based on current research, core areas of competency, and early learning standards.
  - Curriculum should incorporate and reflect the theoretical framework that informs practice in the classroom.
- Sessions should be responsive to the needs of the region's early care and education professionals.
- Participants should be afforded opportunities for practical application of the theoretical foundation to real-life classroom activities and situations.
  - Experiences should be relevant to the participant's background and current role and provide a pathway leading to a specific goal such as a Child Development Associate (CDA) or other.
- Sessions should involve adult active learning techniques for participants.
- Professional development should include opportunities for on-site technical assistance, mentorship, and/or supervision.
- An assessment should be implemented (either formal or informal) of the outcomes for each participant before a certificate of completion is awarded.

**Providers of community-based professional development opportunities for early care and education professionals will:**

- Increase the availability of and participation in high quality professional development opportunities for those working with or preparing to work with children birth through age five.
- Provide high quality professional development opportunities through innovative and creative approaches.
- Develop outreach and recruitment practices that engage and retain participants.
- Track individual's progress in obtaining the skills necessary to be qualified to care for children.
- Provide resource and referral information to participants on the healthy development of young children; and resources available in the community such as early literacy programs, family support agencies, and physical and oral health resources.
- Provide resource and referral information to participants relative to degree and certification programs in early care and education (and related fields), and higher education scholarships.
- Identify and coordinate with existing training opportunities within the region.
- Conduct trainings based on best practices and research, giving consideration to:
  - Utilizing subject matter experts (visiting faculty, published authors, researchers, etc.) to enhance training content and delivery;
  - The frequency and sequence of training sessions;
  - Having specific identified outcomes that participants must achieve and assessing those outcomes for each participant before documentation of completion is awarded.
- Provide professional development sessions that are interactive, model desired behaviors, and address the multiple learning styles of adult learners.
  - Topics should address the core competency areas identified by the National Council for Professional Recognition. At a minimum, topics must include:
    - Understanding the 5 domains of early childhood development, including early childhood special education
    - Observing, documenting, and assessing children's behaviors
    - Ensuring safe and healthy learning environments
    - Upholding ethical and professional standards
    - Utilizing developmentally appropriate practices
    - Advancing physical and intellectual competence
    - Supporting social/emotional development and using positive guidance techniques
    - Establishing respectful, positive, and productive relationships with families

- Ensuring a well-run purposeful program responsive to child and family needs
  - Additional training topics may include, but are not limited to:
    - Sensory integration, behavioral health, and special needs
    - Role of creativity in learning
    - Role of materials in the classroom
    - Role of the arts in cognitive and social emotional growth and development
    - Role of the environment and environmental design in children’s learning
    - Role of the teacher/educator as researcher
    - Significance of play
    - Written and oral communication skills of providers
- Design and implement an assessment process to determine the extent to which the training has enhanced the knowledge and professional practice of program participants.
- Ensure that community-based trainings meet requirements of the National Council for Professional Recognition (for the Child Development Associate), and the standard requirements for transfer of credit to a certificate or degree in early care and education (or a related field) at the community colleges. In order to facilitate the process for approval of college credit for community-based trainings, grantees will need to identify one representative to participate in a statewide advisory committee that will inform First Things First regarding the requirements for the approval of college credit. First Things First will create the advisory committee once grantees have been identified. The advisory committee may meet either in person or by other means of communication such as telephonically, live meeting, etc.
- Maintain flexibility and responsiveness to emerging issues in the community and the early childhood field.
  - Recruit staff from the community who has extensive knowledge of community resources.
  - Recruit staff that reflect the cultural and ethnic experiences and language of the participants, and integrate their expertise into the program.
  - Develop a collaborative, coordinated response to community needs.
  - Be accessible for program participants.
  - Ensure a manageable classroom size and appropriate staffing patterns.
- Ensure the provision of high-quality professional development opportunities through experienced and responsive staff.

**For those grant opportunities that include mentoring/coaching for administrators/practitioners, grantees will, as applicable, need to:**

- Establish a mentoring program that includes effective/proven components of mentoring and that views mentoring as a “core component of professional development—a replacement for less effective training modalities, rather than an additional service.”<sup>4</sup>
- Identify selection criteria for mentors/coaches and participating administrators/practitioners
- Include roles, responsibilities, and expectations of mentors/coaches and participating administrators/practitioners
- Develop cohorts of participants
- Create a clear and multi-direction communication system
- Develop individualized professional development plans
- Establish mechanisms that support on-going professional development and support for mentors and participants
- Provide mentoring/coaching, to administrators, that supports leadership development and administrative competency

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<sup>4</sup> [http://ccf.edc.org/PDF/MentorRG\\_Eng.pdf](http://ccf.edc.org/PDF/MentorRG_Eng.pdf)

- Provide mentoring/coaching, to practitioners, that supports development of self confidence and self-efficacy in teaching (a belief in one's ability to be effective with children and families)
- Develop on-site or near-site trainings for center administrators that address fiscal administration, systems management, human resource development, and related administrative skills/tasks
- Design an evaluation process to assess system efficacy

**For those grant opportunities that include conference scholarships, grantees will, as applicable, need to:**

- Ensure that trainings offered at conferences meet requirements of the National Council for Professional Recognition (for the Child Development Associate).
- Include opportunities for providers to meet with each other to develop relationships that will provide support that extends beyond the conference schedule.
- Include innovative methods to remove barriers and increase child care provider participation. This may include scholarship and/or travel stipends to remove financial barriers to attendance.
- Be responsible for reviewing requests and making scholarship/travel stipend awards.

In no way will scholarships or stipends supplant other professional development resources and opportunities that exist in the region.

Providers of community based professional development are expected to partner with First Things First during all stages of planning and implementation, and with local early care and education professionals and other early care and education stakeholders in developing and marketing the program. They will also be required to demonstrate a willingness to work with First Things First Regional Partnership Councils via the Regional Coordinator structure and the systems of communications established by First Things First. In order to document progress towards successful implementation and the achievement of specified goals and outcomes, programs will also be required to function within the framework of First Things First evaluation efforts.

To address cultural competency objectives, early childhood practitioners/early childhood service providers shall ensure that children and families receive from all staff members effective, understandable, and respectful care that is provided in a culturally competent manner- a manner compatible with their cultural beliefs and practices and preferred language. Early childhood practitioners/early childhood service providers should ensure that staff at all levels and across all disciplines receive ongoing education and training in culturally and linguistically appropriate service delivery. Early childhood practitioners/early childhood service providers should develop participatory, collaborative partnerships with communities and utilize a variety of formal and informal mechanisms to facilitate community and family-centered involvement to ensure that services are delivered in a manner that is consistent with the National Standards on Culturally and Linguistically Appropriate Services and/or the National Recommendations on Cultural and Linguistic Competence for the National Association for the Education of Young Children.

References:

National Association for the Education of Young Children (1993). *A Conceptual Framework for Early Childhood Professional Development*.

Pennsylvania BUILD Initiative (November 2004). *Building an Early Childhood Education and Care Professional Development System: Where are We? What are the Next Steps?* Pennsylvania Department of Education.

# Professional Development Community-Based Training Early Childhood Education Data Reporting Requirements

First Things First reporting requirements and progress monitoring are aligned with First Things First Goals, Key Measures, and Standards of Practice. The purpose of First Things First data submission and monitoring is to determine the extent to which each program has accomplished the stated goals, key measures, targeted service number, and activities outlined in the standards of practice.

Grantees will be provided with data reporting requirements by First Things First. There are five main components to data reporting:

- Unit of Service
- Performance Measures
- Data Reporting Template
- Data Reporting Instruction
- Frequently Asked Questions

The data reporting template captures the set of data the grantee submits on a quarterly basis; the instructions support that data submission. Units of Service and performance measures outline how the quarterly data submissions will be evaluated according to the contracted deliverables and standards of practice for that contract. Frequently asked questions present answers to common reporting, evaluation, policy, and performance questions.

## Definitions:

### Unit of Service and related Target Service Number

A Unit of Service is a FTF designated indicator of performance specific to each FTF strategy. It is composed of a unit of measure and a number (Target Service Number).

A Unit of Measure/Service can be a target population and/or a service/product that a grantee is expected to serve as part of an agreement. Target Service Number represents the number of units (e.g. target population) proposed to be served or number of products/services proposed to be delivered during the contract year.

For example, for the FTF strategy Home Visitation the FTF Unit of Service is “number of families served” and a Target Service Number of 50 represents the number of families the program proposes to serve during the contract period. All FTF applicants must clearly state in the proposal a target service number for each strategy specific Unit of Service.

For **Professional Development Community-Based ECE Training**, the unit of service is:

**Total number of early care and education professionals receiving professional development**

## Performance Measures

Performance Measures measure (1) key indicators of performance (i.e. Unit of Service); (2) basic implementation of strategy; (3) alignment of program activities to strategy specific standards of practice, (4) performance or progress toward pre-established strategic goals. Performance measures may include the level or type of program activities conducted (e.g. serving families/children through home visits); the direct services and products delivered by a program (e.g., providing scholarships) and/or the alignment of implementation with FTF standards of practice.

For **Community-Based ECE Training**, performance measures are:

**Total number of early care and education professionals receiving professional development/  
proposed service number**

Total number of professional development sessions conducted/proposed service number

## Data Reporting Templates

Data reporting templates are the tools utilized to gather data to assess grantee Performance Measures. All FTF grantees submit data on a quarterly basis through designated data reporting templates.

For **Community-Based ECE Training**, the data reporting template is:

Professional Development- Community Based Training					
<b>User Completing Report</b>					
<b>Reporting Period</b>	Month	Year			
	October	2009			
<b>Regional Partnership Council</b>					
<b>Status</b>					
<b>Date Completed</b>					
DATA ENTRY					
Grantee may add as many columns as there are Sessions in each reporting period					
<b>TRAINING SESSIONS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>*Name of Training Session</b>	medium text				

*Topic of Training Session	Advance cognitive competence	To establish and maintain a safe environment			
*Number of Trainers	999				
<b>Qualifications of Trainer/s : For each trainer add the following (Note: Nicole, this section is for information on each individual trainer, so they should be able to enter more than one trainer's info)</b>					
*Name of the trainer	medium text				
*Number of years of experience in the following:					
Early childhood education	999				
Elementary education with a concentration in early childhood	999				
Child and family studies	999				
Closely related field in order to meet the qualifications of adjunct faculty at the local community college.	999				
Working with adult learners	999				
Working in diverse cultures	999				
*Minimum 5 years experience working with young children (classroom and/or supervisory)	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No
*Bilingual (English/Spanish)	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No
*Bilingual (English/Native)	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No

Language)					
*Trainer's Degree	Associate's Degree	Associate's Degree	Associate's Degree	Associate's Degree	Associate's Degree
Indicate Major (Nicole- they indicate major for degree chosen)	textbox-medium text				
*State Credentials - (If Yes, name of state and name of credential)	Yes/No				
State	textbox-medium text				
Name of Credential	textbox-medium text				
*Professional Credentials (If Yes, please enter the name of credential)	Yes/No				
Name of Credential	textbox-medium text				
*Description of Session	longer text				
*Session format	Teleconference	Face to Face	Face to Face	Face to Face	Face to Face
*Session duration	1 hour				
*Session venue	Faith-based organizations				
*Date of Session	date				
*Session Location - City	short text				
*Session Location - Zip	drop down of funded RPC				
*Target audience	Family Child Care Providers				

*Number of Participants Enrolled in this Session	999				
*Number of Participants Attending this Session	999				
*College credit offered as part of this session	Yes/No				

Enter data here ONLY if you have more than 1 trainer in the training session held.

**\*\*Additional Trainer's Data-- Please enter information here on training sessions that had more than 1 trainer (2nd Trainer).**

*Name of the trainer					
*Number of years of experience in the following:					
Early childhood education					
Elementary education with a concentration in early childhood					
Child and family studies					
Closely related field in order to meet the qualifications of adjunct faculty at the local community college.					
Working with adult learners					
Working in diverse cultures					
*Minimum 5 years experience working with					

young children (classroom and/or supervisory) - Yes/No					
*Bilingual (English/Spanish) Yes/No					
*Bilingual (English/Native Language) Yes/No					
*Trainer's Degree					
Major					
*State Credentials - Yes/No (If Yes, name of state and name of credential)					
State					
Name of Credential					
*Professional Credentials - Yes/No (If Yes, please enter the name of credential)					
Name of Credential					

### Data Reporting Instructions

Data reporting instructions support data submission through the data reporting template.

For **Professional Development Community-Based ECE Training**, the data reporting instructions are:

#### **INFORMATION**

Your data report is always due on the 20<sup>th</sup> day of the month following the end of each quarter. Each quarterly submission will include information for the entire quarter broken out by month. Each data report submitted will include information for the entire preceding quarter.

1<sup>st</sup> Quarter – July-September – Report due October 20

2<sup>nd</sup> Quarter – October-December – Report due January 20

3<sup>rd</sup> Quarter – January-March – Report due April 20  
4<sup>th</sup> Quarter – April- June – Report due July 20

- Data should be only reported for services funded by First Things First.
- Data should be reported for each Regional Partnership Council area in which contracted services are provided. For example, if your community based training program is contracted to provide services in both Central Maricopa and Northeast Maricopa regions, two separate reports must be submitted.

## **OVERVIEW**

- For each reporting period, enter all data for all Regional Partnership Council areas served.
- For each quarter, **data should be tallied for each month of service.**
- Your final data submission for the quarter cannot be completed until you complete all monthly reports.

## **DIRECTIONS FOR DATA ENTRY**

**\*Any data field with an asterisk mark is required, you cannot skip it.**

### ***Training Session data fields***

1. **\*Name of Training Session:** In this data field you will enter the name of the session.
2. **\*Topic of Topic Session:** This data field has multiple choice fields for a session topic. You can choose more than one topic. If none of the topics applies to the training session you are conducting, please choose **“Other (please specify)”** box and enter (type in) the topic of your session in the text box provided under the Other (Please Specify)” option.
3. **\*Number of Trainers:** In this data field you will enter the number of trainers who offered training in this specific session.

### ***Qualification of Trainers (for each trainer, please enter the following information):***

4. **\*Name of the trainer:** In this data field you will enter the name of each trainer(s) at the training session.
5. **\*Number of years of experience:** In this data field you will enter in the number of years of experience each trainer has. For example, a trainer has 5 years of experience in early childhood education then the number 5 will be entered here.
6. **\*Minimum 5 years experience working with young children (Yes/No):** you will answer either YES or NO if the trainer has a minimum of 5 years experience working with children in either a classroom and/or supervisory position.

7. **\*Bilingual in English/Spanish (Yes/No):** you will answer either Yes or No on whether the trainer is bilingual in English and Spanish.
8. **\*Bilingual (English/Native Language):** you will answer either Yes or No on whether the trainer is bilingual in English and Native Language(s).
9. **\*Trainer's Degree:** this data field has a multiple choice drop down menu and you can choose more than one from a list of degrees for each trainer and indicate the major. (Associate's, Bachelor's, Master's, Masters in Education, PhD (Doctor of Philosophy)).
  - **Degree Major:** \_\_\_\_\_
10. **\*State Credentials (Yes/NO):** this data field is YES or No question, if you answer YES, then you must type in the state and the name of the credential. For example, State: AZ; Credential: Teaching Certificate
  - **State** \_\_\_\_\_
  - **Name of Credential** \_\_\_\_\_
11. **\*Professional Credentials (Yes/No):** this data field is YES or No question, if you answer YES, then you must type in the name of the credential. For example, Certification in Early Childhood.
  - **Name of Credential:** \_\_\_\_\_
12. **\*Description of Session:** In this text field you will enter a brief description about the training session. Example: For the **Name of Training Session:** 'Newborn care', the **Description** could be- 'Learning to care for your newborn'.
13. **\*Session Format:** This data field is a drop down menu. You can choose either '**Face to Face**' or '**Web-based**' or '**Teleconference**' option. If you choose "**Other (please specify)**"- then you need to enter the format of your session in the text box provided under the Other (Please Specify)" option.
14. **\*Session Duration:** This data field is a drop down menu. You can choose only one choice that best applies for your session. The choices are: less than an hour, 1 hour, 2 hours, 3 hours, or more than 3 hours.
15. **\*Session Venue:** This data field is a drop down menu. You can choose either one of the **listed** options or the '**other (please specify)**' option. If you choose "**Other (please specify)**"- then you need to enter the venue at which your session took place in the text box provided under the Other (Please Specify)" option. Example: Library.
16. **\*Date of Session:** For this data field you will report the date your session took place. You can either enter a date directly into the data field or chose a date from the calendar (icon is next to the box).
17. **\*Session Location – City:** In this data field you will enter the **City** name at which the session took place. Example: City – Phoenix.
18. **\*Session Location – Zip:** This data field is a drop down menu of zip codes for the funded RPC. You can choose only one zip code.
19. **\*Target Audience:** This data field is a drop down menu. You can choose either one of the **listed** options or the '**other (please specify)**' option. If you choose "**Other (please specify)**"- then you need to enter the target audience of your session in the text box provided under the Other (Please Specify)" option. The choices are Family Child Care Providers, Early Child Care Teachers, Early Child Care Directors and Other.

20. **\*Number of Participants enrolled in this session:** In this data field you will enter the total number of participants enrolled in the training session based on the type of target audience. For example: 15 Family Child Care Providers were enrolled.
21. **\*Number of Participants attending this session:** In this data field you will enter the total number of participants who attended the session. For example: 15 Family Child Care Providers were enrolled but only 10 attended the session, then the number 10 will be entered here.
22. **\*College credit offered as part of this session:** in this data field you will answer either Yes or No on whether college credit was offered as part of the training session.

### **Frequently Asked Questions**

Frequently Asked Questions present answers to common reporting, evaluation, policy, and performance questions.

For **Professional Development Community-Based ECE Training**, the frequently asked questions are:

In development

## GOAL AREA: PROFESSIONAL DEVELOPMENT

### STRATEGY NAME: DIRECTOR MENTORING / TRAINING

<b>GOAL:</b> <ul style="list-style-type: none"> <li>• First Things First will build a skilled and well prepared early childhood development workforce</li> <li>• First Things First will increase retention of the early care and education workforce</li> <li>• FTF will enhance specialized skills of the early childhood development and health workforce to promote the healthy social -emdtional development of young children</li> <li>• First Things First will improve access to quality early care and education programs and settings*</li> </ul>			
STRATEGY SUMMARY	EVIDENCE / RESEARCH	CONSIDERATIONS FOR IMPLEMENTATION AND COST	COST
<p>This strategy focuses on enhancing administrative, leadership, and business skills of early childhood education administrators.</p> <p><b>Strategy Provisions:</b></p> <ul style="list-style-type: none"> <li>• Mentoring /coaching strategy which views mentoring as a core component of professional development and which supports leadership development and the enhancement of administrative capacities of child care providers</li> <li>• On-site consultation addressing administrative functions, including high quality programming for children and families, staff development and human resources practices, program operations, and community engagement. Engagement with</li> </ul>	<p>National Association for the Education of Young Children (1993). <i>A Conceptual Framework for Early Childhood Professional Development</i>. This document is currently being revised and updated.</p> <p><a href="http://www.naeyc.org/files/naeyc/file/policy/ecwsi/psconf98.pdf">http://www.naeyc.org/files/naeyc/file/policy/ecwsi/psconf98.pdf</a></p> <p><i>Building an Early Childhood Professional Development System</i> (2010)</p> <p><a href="http://www.nga.org/Files/pdf/1002EARLYCHILDPROFESSIONALDEVELOPMENT.PDF">http://www.nga.org/Files/pdf/1002EARLYCHILDPROFESSIONALDEVELOPMENT.PDF</a></p> <p>Bloom, P.J. &amp; Sheerer, M. (1992).</p>	<p>Various models include:</p> <ul style="list-style-type: none"> <li>• The Arizona Early Education Emergent Leaders (through Southwest Human Development)</li> <li>• Arizona Directors Academy or AZDAc (through Rio Salado College)</li> </ul> <p>A number of communities have local Directors Networks, consisting of regularly scheduled meetings for early care and education program directors and family care providers. Networks, are typically administered by local community agencies such as United Way or Southwest Human Development and exist in the West and East Valleys of Maricopa County; Pinal County; and North, South and Central Pima County. A director’s network (“Now and Forever,” also exists in the Osborne School District in Phoenix, for directors at child care centers with children also enrolled in preschool programs in the school district.</p> <p><b>System-building issues:</b></p>	<p>Costs could range from \$9,100 - \$10,000, depending on the model and, intensity. Directors Networks are funded through allocations from the local community agency.</p>

<p>national experts in the field of early childhood development and education</p> <ul style="list-style-type: none"> <li>• Opportunities for early care providers to network, sharing information and experiences, and engaging in dialogue with colleagues</li> <li>• Development and implementation of individualized professional development plans culminating in the presentation of a year-long leadership project</li> <li>• On-going training and support for mentors and participants</li> <li>• Mentoring/coaching to practitioners that supports self-confidence and self-efficacy in early care and education (a belief in one’s ability to be effective with children and families)</li> <li>• Facilitation of potential college credits for community-based trainings</li> </ul>	<p>The Effects of Leadership Training on Child Care Program Quality. <i>Early Childhood Research Quarterly</i>, 7, 579-594.  <a href="http://www.cde.ca.gov/sp/cd/re/documents/leadershipmatters.doc">www.cde.ca.gov/sp/cd/re/documents/leadershipmatters.doc</a></p> <p>Pavia, Louise; Nissen, Hannah; Hawkins, Carol; Monroe, Mary Ellen; Filimon-Demyen, Debra (2003). <i>Mentoring early childhood professionals</i>. Journal of Research in Childhood Education.</p>	<ul style="list-style-type: none"> <li>• This strategy may be a duplication of community based professional development strategies already in place and existing Directors Networks; these however, do not offer college credits.</li> <li>• Given the complexity of ensuring college credit for community-based trainings, this component may not be realized until the second or third year of funding. The focus for this first year should be on the steps to ensure that there are standards for the training sessions that will meet requirements for transfer to colleges and universities. Similarly, trainer qualifications should be in place in the first year to ensure such transfers.</li> <li>• Consideration needs to be given to the education level and qualifications of the trainer in coordination with the institutions of higher education being approached about awarding college credits (generally the higher the level of the coursework –upper division or lower division-- the higher the educational qualifications are for the trainer).</li> </ul>	
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**\*NOTE: This goal is from the Quality and Access Goal Area in the FTF Roadmap.**

**Policy Specialist: Alicia Smith**

# FIRST THINGS FIRST

## Director Mentoring

### Standards of Practice

Researchers and policy makers across the country are beginning to focus more on enhancing leadership and administrative skills among child care administrators in order to enhance program quality. Research has consistently found that having established and effective administrative practices are crucial for ensuring high-quality outcomes for children and families (Bloom 1989, 1996; Whitebook, Howes & Phillips, 1990). Without quality systems in place at the organizational level, high-quality interactions and learning environments at the classroom level cannot be sustained. Research tells us that the Director shapes the work environment for the teaching staff who, in turn, provide the critical link to children's developmental outcomes (Bloom & Sheerer, 1992; Phillips, Mekos, Scarr, McCartney & Abbott-Shim, 2000; Talan & Bloom, 2004). However, there are very few programs in the State of Arizona that provide specialized training and support to child care directors and administrators in a systematic manner. Arizona is not unique in its lack of leadership development programs. Although the call for specialized training for early care and education Directors and Administrators was made several decades ago (Bloom & Sheerer, 1992), many states are only just now beginning, in a systematic way, to include specialized leadership development for directors (NAEYC, 2010).

Goffin and Washington in their book, *Ready or Not: Leadership Choices in Early Care and Education* (2007), argue that in order to resolve the field's ever-shifting challenges, especially in the context of new realities – such as increasing public scrutiny and cut backs in state funding – it is necessary to move beyond reliance on a handful of individual leaders and key stakeholders and toward the creation of a community of diverse leaders.

The target populations that would benefit from successful implementation of these strategies are early care and education directors, family child care providers, and others in program leaderships roles working directly with staff who are working with children birth through age five and their families.

#### **Programs implementing Director Mentoring will:**

- Establish a mentoring program that includes effective/proven components of mentoring and that views mentoring as a core component of professional development — a replacement for less effective training modalities, rather than an additional service.
- Identify selection criteria for mentors/coaches and participating administrators/practitioners.
- Identify roles, responsibilities, and expectations of mentors/coaches and participating administrators/practitioners, including job descriptions, and other written documents.
- Develop cohorts of participants.

- Create a clear and multi-direction communication system between mentors and participants.
- Develop and implement individualized professional development plans that include specific outcomes for the protege.
- Establish mechanisms that support on-going professional development and support for mentors and participants:
  - Provide opportunities for mentors to improve mentoring/coaching skills through readings, peer dialogue and reflective practices and targeted activities that improve practice.
  - Provide mentoring/coaching to administrators that supports leadership development and administrative competency.
  - Provide mentoring/coaching to practitioners that supports and builds self confidence and self-efficacy in teaching (a belief in one’s ability to be effective with children and families).
- Develop sessions for center administrators that address fiscal administration, systems management, human resource development, and related administrative skills/tasks.
- Design an evaluation process to assess system efficacy which should include but is not limited to the following evaluation components to ensure quality programming:
  - Pre and post test using measurement scales/questions that have been proven valid, and/or
  - Pre and post qualitative interview with specific questions that show causal relationships, to assist in the assessment of the quality of the services and/or programming
- “To address cultural competency objectives, early childhood practitioners/early childhood service providers shall ensure that children and families receive from all staff members effective, understandable, and respectful care that is provided in a culturally competent manner- a manner compatible with their cultural beliefs and practices and preferred language. Early childhood practitioners/early childhood service providers should ensure that staff at all levels and across all disciplines receive ongoing education and training in culturally and linguistically appropriate service delivery. Early childhood practitioners/early childhood service providers should develop participatory, collaborative partnerships with communities and utilize a variety of formal and informal mechanisms to facilitate community and family-centered involvement to ensure that services are delivered in a manner that is consistent with the National Standards on Culturally and Linguistically Appropriate Services and/or the National Recommendations on Cultural and Linguistic Competence for the National Association for the Education of Young Children.”

<http://minorityhealth.hhs.gov/templates/browse.aspx?lvl=2&lvlID=15> ;  
<http://www.naeyc.org/positionstatements/linguistic>

**Qualifications for a Director Mentor will include:**

- Demonstrated knowledge and skills that reflect current best practices and research in Early care and Education.
- Possession of the minimum qualifications of adjunct faculty at a community college in early care and education or related field.
- A minimum of five years experience working with young children (with a combination of classroom and supervisory experience).
- Experience in providing adult education and knowledge of adult learning styles.
- Bilingual English/Spanish proficiency is preferred.
- Have demonstrated competencies or training in cultural competency.
- Demonstrated knowledge of the core values spelled out in the NAEYC Code of Ethical Conduct for early childhood adult educators and commit themselves to the following two core values:
  - To respect the critical role of a knowledgeable, competent, and diverse early childhood care and education workforce in supporting the development and learning of young children.
  - To base practice on current and accurate knowledge of the fields of early childhood education, child development, adult development and learning, as well as other relevant disciplines.

**Director Mentoring programs delivering professional development opportunities will be required to ensure that opportunities are designed and implemented according to the following principles:**

- Materials and sessions should be based on current research, core areas of competency, and early learning standards; and should be responsive to emerging issues in the community and the early childhood field.
- Curriculum should incorporate and reflect the theoretical framework that informs practice in the classroom/program and should including such topics as cultural competence and setting professional goals. Participants should be afforded opportunities for practical application of the theoretical foundation to real-life classroom/program activities and situations. Experiences should be relevant to the participant's background and current role.
- The length of employment and experience/education of staff are reflective of high quality staffing, therefore, instructors/mentors are required to possess:
  - appropriate credentials and experience in conducting professional development activities.
  - Demonstrated knowledge and skills that reflect current best practices and research in Early Care and Education.
  - Experience in early childhood education, elementary education with a concentration in early childhood, child and family studies, or a closely related field in order to meet the qualifications of adjunct faculty at the local community college.

- A minimum of five years experience working with young children ages birth through five, including a combination of classroom and supervisory experience. Experience working with adult learners and the ability to utilize active adult learning techniques.
- Bilingual English/Spanish preferred.
- Supervisors must meet or exceed these requirements with at least two years of program management experience. If programs experience hardship in recruitment efforts, they must notify and consult with First Things First.
- Sessions should engage participants as adult active learners and should employ adult active learning methodologies.
- Professional development should include opportunities for on-site technical assistance, mentoring, and supervision.
- An assessment should be implemented (such as a pre/post assessment) of the outcomes of the individual professional development plan before a certificate of completion is awarded.

References:

Bloom, P.J. (1989). *Early Childhood Job Satisfaction Survey*. Evanston IL: Early Childhood Professional Development Project, National Louis University.

Bloom, P.J. (1996). *Early Childhood Work Environment Survey*. Wheeling IL: National Louis University.

Bloom, P.J. & Sheerer, M. (1992). The Effects of Leadership Training on Child Care Program Quality. *Early Childhood Research Quarterly*, 7, 579-594.

Goffin, S. & Washington, V. (2007). *Ready or not: Leadership choices in early care and education*. NY: Teachers College Press.

NAEYC (2010). Summary of NAEYC-recognized ECE leadership programs. Retrieved January 26, 2010, from <http://www.naeyc.org/getinvolved/fellowship/recognized>.

National Association for the Education of Young Children (1993). *A Conceptual Framework for Early Childhood Professional Development*.

Pennsylvania BUILD Initiative (November 2004). *Building an Early Childhood Education and Care Professional Development System: Where are We? What are the Next Steps?* Pennsylvania Department of Education.

Phillips, D., Mekos, D., Scarr, S., McCartney, K., & Abbott-Shim, M. (2000). Within and Beyond the Classroom Door: Assessing Quality in Child Care Centers. *Early Childhood Research Quarterly*, 15, 475-496.

Talan, T., & Bloom, P. J. (2004). *Program Administration Scale: Measuring Early Childhood Leadership and Management*. New York: Teachers College Press.

Whitebook, M., Howes, C., & Phillips, D. A., (1990) *Who Cares?: Child Care Teachers and the Quality of Care in America*, Washington D.C.: Center for Child Care Workforce.

## Director Mentoring/Training Data Reporting Requirements

First Things First reporting requirements and progress monitoring are aligned with First Things First Goals, Key Measures, and Standards of Practice. The purpose of First Things First data submission and monitoring is to determine the extent to which each program has accomplished the stated goals, key measures, targeted service number, and activities outlined in the standards of practice.

Grantees will be provided with data reporting requirements by First Things First. There are five main components to these requirements:

- Unit of Service
- Performance Measures
- Data Reporting Template
- Data Reporting Instruction
- Frequently Asked Questions

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### Definitions:

#### Unit of Service and related Target Service Number

A Unit of Service is a FTF designated indicator of performance specific to each FTF strategy. It is composed of a unit of measure and a number (Target Service Number).

A Unit of Measure/Service can be a target population and/or a service/product that a grantee is expected to serve as part of an agreement. Target Service Number represents the number of units (e.g. target population) proposed to be served or number of products/services proposed to be delivered during the contract year.

For example, for the FTF strategy Home Visitation the FTF Unit of Service is “number of families served” and a Target Service Number of 50 represents the number of families the program proposes to serve during the contract period. All FTF applicants must clearly state in the proposal a target service number for each strategy specific Unit of Service.

For **Director Mentoring/Training**, the unit of service is:

**Total number of participating professionals**

## Performance Measures

Performance Measures measure (1) key indicators of performance (i.e. Unit of Service); (2) basic implementation of strategy; (3) alignment of program activities to strategy specific standards of practice, (4) performance or progress toward pre-established strategic goals. Performance measures may include the level or type of program activities conducted (e.g. serving families/children through home visits) and/or the direct services and products delivered by a program (e.g., providing scholarships).

For **Director Mentoring/Training**, performance measures are:

**Total number of participating professionals/ proposed service number**

Total number of professional development sessions conducted/proposed service number

Hours of 1:1 mentoring provided/proposed service number

## Data Reporting Templates

Data reporting templates are the tools utilized to gather data to assess grantee Performance Measures. All FTF grantees submit data on a quarterly basis through designated data reporting templates.

For **Director Mentoring/Training**, the data reporting template is:



Evaluation Report

CONTRACT DATES

9/1/2009  
TO  
6/30/2010

Address:

Contract ID:

[View Reporting Instructions and FAQ](#)

DIRECTOR MENTORING/TRAINING

GENERAL INFORMATION

User Completing Report

AZTF

Reporting Period

Month Year  
6 2010

Regional Partnership Council

South Phoenix

Status

In Progress

Date Completed

Director Mentoring/Training Activity

Did you conduct Training Sessions during this reporting period?\*

Yes  No

If Yes, please enter information about your director mentoring/training activities below. Enter as many as apply.

Session Name	Session Description	Session Date	Session City
<p><b>Training Session Name*</b></p> <input type="text"/>	<p><b>Topic of Training Session*</b> Select all that apply.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> To establish and maintain a safe environment</li> <li><input type="checkbox"/> To establish and maintain a healthy environment</li> <li><input type="checkbox"/> To establish and maintain a learning environment</li> <li><input type="checkbox"/> Advance physical competence</li> <li><input type="checkbox"/> Advance cognitive competence</li> <li><input type="checkbox"/> Advance communication competence</li> <li><input type="checkbox"/> Advance creative competence</li> <li><input type="checkbox"/> Support social and emotional development</li> <li><input type="checkbox"/> Support and provide positive guidance</li> <li><input type="checkbox"/> Establish positive and productive relationships with families</li> <li><input type="checkbox"/> Ensure a well-run, purposeful program management</li> <li><input type="checkbox"/> To maintain a commitment to professionalism</li> <li><input type="checkbox"/> Other (Please Specify)</li> </ul> <input type="text"/>		
<p><b>Description of Session*</b></p> <input type="text"/>			
<p><b>Session Format*</b></p>	<p><input checked="" type="radio"/> One on one training/ Mentoring</p>		

Select One

- Small group training
- Other (Please Specify)

**Session Duration\***

Select One

<Select Session Duratio

**Session Venue\***

Select One

- School (public, charter, and private)
- Faith-based organizations
- Community Center
- Libraries
- University/College
- Early Childhood Settings
- Community-based Agency (ies)- please indicate the name of the agency
- Other (Please Specify)

**Date of Session\***

**Session Location - City\***

**Session Location - Zip\***

<Select Zip Code>

**Target Audience\***

Select or Specify

- Early Child Care Directors
- Other (Please Specify)

**Number of Directors Enrolled in this Session**

**Number of Directors Attending this Session**

**Number of Other (Please Specify) Enrolled in this Session**

**Number of Other (Please Specify) Attending this Session**

**Number Of Trainers\***

**INSTRUCTIONS:**

You must **SAVE** your Training Session entry in order to allow the entry of a Trainer(s).

**Validation:** The number of Trainers entered must match the Number of Trainers identified in the Training Session in order to set your data template to Completed status to submit to FTF.

To return to the main entry page, click Cancel.

Save Training Session    Cancel

Trainer Name		
--------------	--	--

## Data Reporting Instructions

Data reporting instructions support data submission through the data reporting template.

For **Director Mentoring/Training**, the data reporting instructions are:

### **INFORMATION**

Your data report is always due on the 20<sup>th</sup> day of the month following the end of each quarter. Each quarterly submission will include information for the entire quarter broken out by month. Each data report submitted will include information for the entire preceding quarter.

- 1<sup>st</sup> Quarter – July-September – Report due October 20
- 2<sup>nd</sup> Quarter – October-December – Report due January 20
- 3<sup>rd</sup> Quarter – January-March – Report due April 20
- 4<sup>th</sup> Quarter – April- June – Report due July 20

- Data should be only reported for services funded by First Things First.
- Data should be reported separately for each Regional Partnership Council area in which contracted services are provided. For example, if your program is contracted to provide services in both Central Maricopa and Northeast Maricopa regions, two separate reports must be submitted.

### **OVERVIEW**

- For each reporting period, enter all data for all Regional Partnership Council areas served.
- For each quarter, **data should be tallied for each month of service.**
- Your final data submission for the quarter cannot be completed until you complete all monthly reports.

## DIRECTIONS FOR DATA ENTRY

**\*Any data field with an asterisk mark is required; you cannot skip it.**

### **Director Mentoring/Training Activity**

**A. Did you conduct Training Sessions during this reporting period? Yes or No**

*If Yes, please enter information about your director mentoring/training activities by clicking on [+ Add Training Session](#).*

*Enter the following data fields for each session.*

### **B. Director Mentoring/Training Sessions**

*Training session data fields*

1. **\*Name of training session:** In this data field you will enter the name of the session.
2. **\*Topic of session:** This data field has drop down menu. You can choose more than one topic, if you do so, then please add a row and copy the drop down box and

choose another topic. If none of the topics applies to the training session you are conducting, please choose “**Other (please specify)**” and add a row below this field and enter (type in) the topic of your session.

3. **\*Description of session:** In this text field you will enter a brief description about the training session.
4. **\*Session format:** This data field is a drop down menu. You can choose either ‘**One on One**’ or ‘**small group**’. If you choose “**Other (please specify)**”- then you need to enter the format of your session in a row added under this field.
5. **\*Session duration:** This data field is a drop down menu. You can choose only one choice that best applies for your session. The choices are: **less than an hour, 1 hour, 2 hours, 3 hours, or more than 3 hours.**
6. **\*Session venue:** This data field is a drop down menu. You can choose either one of the **listed** options or the ‘**other (please specify)**’ option. If you choose “**Other (please specify)**”- then you need to add a row under this field enter the venue at which your session took place for this specific session.
7. **\*Session date:** For this data field you will report the date your session took place using the following format: mm/dd/yyyy.
8. **\*Session location – City:** In this data field you will enter the **City** at which the session took place. Example: City – Phoenix.
9. **\*Session location – Zip:** In this data field you will enter the zip code of where the training session occurred. For example: Phoenix, Zip Code: 85012
10. **\*Target audience:** This data field is a drop down menu. You can choose either one of the **listed** options or the ‘**other (please specify)**’ option.
11. **\*Number of directors enrolled in this session:** In this data field you will enter the total number of directors enrolled in the training session based on the type of target audience. For example: 15 Early Child Care Directors enrolled.
12. **\*Number of directors attending:** In this data field you will enter the total number of directors who attended the session. For example: 15 ECC Directors were enrolled but only 10 attended the session, then the number 10 will be entered here.
13. **\*Number of “Others” enrolled in this session:** In this data field you will enter the total number of ‘Other’ enrolled in the training session.
14. **\*Number of “Others” attending:** In this data field you will enter the total number of ‘Other’ who attended the session
15. **\*Number of trainers:** In this data field you will enter the number of trainers who offered training in this specific session.

### Frequently Asked Questions

Frequently Asked Questions present answers to common reporting, evaluation, policy, and performance questions.

For **Director Mentoring/Training**, the frequently asked questions are:

In development

## GOAL AREA: PROFESSIONAL DEVELOPMENT

### STRATEGY NAME: CONSULTATION: LANGUAGE AND COMMUNICATION

<b>GOAL: FTF will build a skilled and well-prepared early childhood development workforce.</b>			
<b>STRATEGY SUMMARY</b>	<b>EVIDENCE / RESEARCH</b>	<b>CONSIDERATIONS FOR IMPLEMENTATION AND COST</b>	<b>COST</b>
<p>Early educators must possess the appropriate skills and confidence to incorporate effective teaching practices for the children in their care. Not only should early educators be able to employ effective teaching strategies, they should also be prepared to identify possible developmental delays and refer families to the necessary interventions as early as possible. Language and communication consultation programs focus on professional development opportunities for early educators who spend significant amounts of time with young children, including infants and toddlers. This model facilitates appropriate and effective teaching practices that promote children’s language and communication development, as well as how early educators identify possible language development delays.</p> <p>The emphasis of this strategy is to enhance language functioning and communication skills in young children, rather than an independent focus on literacy development or therapeutic interventions. The intent of this strategy is to provide education, consultation, and mentoring for teachers and families regarding children’s language and communication development. This strategy addresses the issue of increasing professional development among early childhood educators as well as identifying language development problems through ongoing instruction, consultation, and mentoring for teachers in centers and caregivers in regulated homes.</p>	<p>Bloom, P.J. &amp; Sheerer, M. (1992). The Effects of Leadership Training on Child Care Program Quality. <i>Early Childhood Research Quarterly</i>, 7, 579-594.</p> <p>Hart, B. and Risley, T.R. (1995). <i>Meaningful Differences in the Everyday Experience of Young American Children</i>. Baltimore: Paul H. Brookes Publishing Co.</p> <p>National Association for the Education of Young Children (1993). <i>A Conceptual Framework for Early Childhood Professional Development</i>.</p>	<p>This model provides for a consultant to work directly with early care and education staff. As such, councils must weigh the community’s interest in adding another consultant to the options currently available. For example, does this region already fund Mental Health Consultation, Special Needs Inclusion Consultation, or Infant-Toddler Consultation.</p> <p>Providers receiving services under this strategy will be required to meet the quality commitment policy of FTF. For example, a provider must be a participant in Quality First, be accredited or demonstrate a commitment to quality as outlined in the policy.</p>	<p>Councils should plan approximately 10,000/provider for a comprehensive strategy to include on-site mentoring, off-site training, and parent education.</p> <p>Minimum recommended amount to cover components, administration and personnel is 100,000.00</p>

**Policy Specialist: Allison Landy**

# FIRST THINGS FIRST

## Consultation: Language and Communication Standards of Practice

Research indicates a strong correlation between early language development and future literacy skills as well as social and emotional development. Specifically, the seminal research study conducted by Betty Hart and Todd R. Risley (1995) highlighted the importance of early language development among young children. Based on their monthly observations of young children from the age of nine months to 36 months, the authors found that the amount of words children hear from a very young age significantly affects their own development in several aspects. Not only do children learn vocabulary and language patterns through interactions with parents and other caregivers, but these interactions also influence their emotional and social development. Infants learn about communication and social skills, as well as develop a sense of security, when their parents sustain social interactions such as smiling and responding vocally.

Hart and Risley also concluded that in addition to the amount of words children hear, the content of these interactions also affects children's social and emotional development. Parents who talk more often to their children use more complex and sophisticated language, which contributes to their children's intellectual development. This "extra talk" also tends to contain more affirmations, which contributes to children's positive self-esteem. Further, the authors found that the children who received exposure to more words and affirming content had larger vocabularies and more sophisticated verbal and literacy skills as measured by third grade tests.

Because many young children, including infants and toddlers, spend so much time in early care and education settings outside their own homes, the professionals who are responsible for their care must possess the tools and skills to promote language and communication development, and know how to assist when development is not progressing as it should. The research literature indicates a strong correlation between the amount of time children speak with a parent or other adult and later literacy skills. In addition, as noted above, the nature of the verbal interactions and the sophistication of the language also influence language development. In turn, the early language and communication skills that children develop influence their future academic achievement. For these reasons, early educators must possess the appropriate skills and confidence to incorporate effective teaching practices for the children in their care. Not only should early educators be able to employ effective teaching strategies, they should also be prepared to identify possible developmental delays and refer families to the necessary interventions as early as possible.

Language and communication consultation programs should focus on professional development opportunities for early educators who spend significant amounts of time with young children, including infants and toddlers. This helps facilitate appropriate and effective teaching practices among early educators, as well as early identification of possible language development delays

Research demonstrates that the most effective types of professional development approaches include content-based workshops as well as hands-on, one-on-one mentoring or coaching, also referred to as “consultation.” Critical components of this form of professional development include:

- The use of effective and proven components of mentoring;
- Clear selection criteria for mentors/coaches and participating administrators/ practitioners;
- Identification of roles, responsibilities, and expectations of mentors/coaches and participating administrators/practitioners, including job descriptions, and other written documents;
- A clear and multi-direction communication system between mentors and participants;
- Individualized professional development plans that include specific outcomes for the participant;
- Mechanisms that support on-going professional development and support for mentors and participants;
- Opportunities for mentors to improve mentoring/coaching skills through readings, peer dialogue and reflective practices and targeted activities that improve practice.
- Mentoring/coaching to administrators that supports leadership development and administrative competency.
- Mentoring/coaching to practitioners that supports and builds self-confidence and self-efficacy in teaching (a belief in one’s ability to be effective with children and families).

The emphasis of this strategy is to enhance language functioning and communication skills in young children, rather than an independent focus on literacy development or therapeutic interventions. The intent of this strategy is to provide education, consultation, and mentoring for teachers and families regarding children’s language and communication development. This strategy addresses the issue of increasing professional development among early childhood educators as well as identifying language development problems through ongoing instruction, consultation, and mentoring for teachers in centers and caregivers in regulated homes.

### **Programs implementing Language and Communication Consultation will:**

- Facilitate curricular development regarding language and communication development for early care and education providers
- Mentor staff and educate parents in order to enrich language, communication, and literacy growth for all children
- Educate early care and education professionals to identify “red flags” regarding delays in language and communication development
- Provide parent education and facilitate referrals, as needed, for formal state-funded screening and/or intervention services
- Demonstrate a sound understanding of Developmentally Appropriate Practice in early childhood programs and identify how these principles will be incorporated into the proposed program
- Demonstrate a sound understanding of the Arizona Early Learning Standards, particularly those related to language and literacy and describe how these Standards will be incorporated in the proposed activities
- Demonstrate an understanding of how language and literacy skills apply to the other categories of standards.
- Provide assurance that each person providing direct services has received the Arizona Department of Education approved training in the Arizona Early Learning Standards or describe plans to receive this training
- Ensure staff members possess knowledge and expertise in conducting program assessment, in particular the use of the Classroom Assessment Scoring System (CLASS) to assess language and communication instruction in early childhood settings. Observers are expected to conduct the entire CLASS assessment, but can focus on the Instructional Support Domain (Concept Development, Quality of Feedback, and Language Modeling) when creating service plans with the provider
- Incorporate specific activities that support providers’ development of curricula that enhance language and communication skills among young children in their programs
- Create a service plan for each provider based on program assessment that identifies specific activities that will be conducted, frequency and duration of activities, specific areas of focus for each provider and related goals/objectives, and other areas as necessary

- Provide and implement activities that will target both the providers and families of children in the programs
- Provide a description of how the program assessment will be used to support identification of provider needs in the area of language instruction and how the assessment will be used in the professional development process
- Demonstrate a sound understanding of the principles of effective coaching and mentoring and use of reflection and self-assessment
- Assist providers and parents in making referrals and follow up on those activities when children are identified as having a potential developmental delay through screening and provide support to families when a child is not identified as eligible for services

**Program activities should be designed and implemented according to the following principles:**

- All program activities should be based upon a culture of trust and respect.
- Clearly define program objectives to ensure comprehension, engagement, and retention
- Create opportunities for formal and informal feedback and act upon it; ensure that input shapes decision-making
- Encourage honest, open communication
- Maintain confidentiality and respect for program participants
- Activities should be based on current research, developmentally appropriate practice, and the Arizona Early Learning Standards.
- Program assessment occurs on an ongoing basis to determine the effectiveness of consulting/mentoring activities, specifically related to improvement in children's language development.
- Personnel providing coaching and mentoring are fully trained and reliable assessors of program strengths and needs.
- Instructors should possess appropriate credentials and experience in conducting professional development activities. Applicants should assure that those providing direct services will hold at a minimum, a bachelor's degree in early childhood development or other closely related field. Related fields include speech language communications, infant-toddler mental health, or early

childhood special education. Training sessions should involve active learning techniques for participants.

- Instructors should be knowledgeable about and possess experience in working with both adult learners and young children birth to age five.
- Activities should be culturally responsive (e.g. incorporate families' cultural traditions of singing and storytelling as a means for language and communication development).
- Services proposed should be provided with enough intensity and duration to assure that changes are made and sustainable.

To address cultural competency objectives, early childhood practitioners/early childhood service providers shall ensure that children and families receive from all staff members effective, understandable, and respectful care that is provided in a culturally competent manner- a manner compatible with their cultural beliefs and practices and preferred language. Early childhood practitioners/early childhood service providers should ensure that staff at all levels and across all disciplines receive ongoing education and training in culturally and linguistically appropriate service delivery. Early childhood practitioners/early childhood service providers should develop participatory, collaborative partnerships with communities and utilize a variety of formal and informal mechanisms to facilitate community and family-centered involvement to ensure that services are delivered in a manner that is consistent with the National Standards on Culturally and Linguistically Appropriate Services and/or the National Recommendations on Cultural and Linguistic Competence for the National Association for the Education of Young Children.

<http://minorityhealth.hhs.gov/templates/browse.aspx?lvl=2&lvlID=15>; <http://www.naeyc.org/positionstatements/linguistic>

#### References:

Bloom, P.J. & Sheerer, M. (1992). The Effects of Leadership Training on Child Care Program Quality. *Early Childhood Research Quarterly*, 7, 579-594.

Hart, B. and Risley, T.R. (1995). *Meaningful Differences in the Everyday Experience of Young American Children*. Baltimore: Paul H. Brookes Publishing Co.

National Association for the Education of Young Children (1993). *A Conceptual Framework for Early Childhood Professional Development*.

## Professional Development- Consultation: Language and Communication Data Reporting Requirements

First Things First reporting requirements and progress monitoring are aligned with First Things First Goals, Key Measures, and Standards of Practice. The purpose of First Things First data submission and monitoring is to determine the extent to which each program has accomplished the stated goals, key measures, targeted service number, and activities outlined in the standards of practice.

Grantees will be provided with data reporting requirements by First Things First. There are five main components to these requirements:

- Unit of Service
- Performance Measures
- Data Reporting Template
- Data Reporting Instruction
- Frequently Asked Questions

The data reporting template is the set of data the grantee submits on a quarterly basis; the instructions support that data submission. Units of Service and performance measures outline how the quarterly data submissions will be evaluated according to the contracted deliverables and standards of practice for that contract. Frequently asked questions present answers to common reporting, evaluation, policy, and performance questions.

### Definitions:

#### Unit of Service and related Target Service Number

A Unit of Service is a FTF designated indicator of performance specific to each FTF strategy. It is composed of a unit of measure and a number (Target Service Number).

A Unit of Measure/Service can be a target population and/or a service/product that a grantee is expected to serve as part of an agreement. Target Service Number represents the number of units (e.g. target population) proposed to be served or number of products/services proposed to be delivered during the contract year.

For example, for the FTF strategy Home Visitation the FTF Unit of Service is “number of families served” and a Target Service Number of 50 represents the number of families the program proposes to serve during the contract period. All FTF applicants must clearly state in the proposal a target service number for each strategy specific Unit of Service.

For **Professional Development- Consultation: Language and Communication**, the target service units are:

- Total number of early care and education center based providers served**
- Total number of early care and education home based providers served**

## Performance Measures

Performance Measures measure (1) key indicators of performance (i.e. Unit of Service); (2) basic implementation of strategy; (3) alignment of program activities to strategy specific standards of practice, (4) performance or progress toward pre-established strategic goals. Performance measures may include the level or type of program activities conducted (e.g. serving families/children through home visits) and/or the direct services and products delivered by a program (e.g., providing scholarships).

For **Professional Development- Consultation: Language and Communication**, performance measures are:

**Total number of early care and education center based providers served/proposed service number**

**Total number of early care and education home based providers served/proposed service number**

Total number of early care and education professionals receiving professional development/proposed service number

Total number of professional development sessions offered/proposed service number

## Data Reporting Templates

Data reporting templates are the tools utilized to gather data to assess grantee Performance Measures. All FTF grantees submit data on a quarterly basis through designated data reporting templates.

For **Professional Development- Consultation: Language and Communication**, the data reporting template is:



Evaluation Report

CONTRACT DATES  
 7/1/2010  
 TO  
 7/31/2010

TEST PRODUCTION AGENCY (APPS)  
 Address: Parter Address Agency Details  
 Test City, AZ 85032  
 Contract ID: GRA-STATE-10-0218-01

[View Reporting Instructions and FAQ](#)

CONSULTATION - LANGUAGE AND COMMUNICATION

GENERAL INFORMATION

User Completing Report: AZFTF\mshahi  
 Reporting Period: Month 7, Year 2010  
 Regional Partnership Council: State  
 Status: In Progress  
 Date Completed:

Please select the type of program(s) you serve:  
 Center based child care providers  
 Home based child care providers  
 Both

Number of Center based Child Care providers served this period:   
 Number of Home based Child Care providers served this period:

Number of Children Served by Age Group: If none, please enter zero	Center based child care providers		Home based child care providers
	Birth-12 months	<input type="text"/>	<input type="text"/>
13-24 months	<input type="text"/>	<input type="text"/>	<input type="text"/>
25-36 months	<input type="text"/>	<input type="text"/>	<input type="text"/>
37-48 months	<input type="text"/>	<input type="text"/>	<input type="text"/>
49-60 months	<input type="text"/>	<input type="text"/>	<input type="text"/>
61-71 months	<input type="text"/>	<input type="text"/>	<input type="text"/>

Number of children identified for a Child Focus Team Observation by: If none, please enter zero	Center based child care providers		Home based child care providers
	Birth-12 months	<input type="text"/>	<input type="text"/>
13-24 months	<input type="text"/>	<input type="text"/>	<input type="text"/>

25-36 months	<input type="text"/>	<input type="text"/>
37-48 months	<input type="text"/>	<input type="text"/>
49-60 months	<input type="text"/>	<input type="text"/>
61-71 months	<input type="text"/>	<input type="text"/>

**Number of children identified for a Referral for outside screening by:\***  
If none, please enter zero

**Center based child care providers**

**Home based child care providers**

Birth-12 months	<input type="text"/>	<input type="text"/>
13-24 months	<input type="text"/>	<input type="text"/>
25-36 months	<input type="text"/>	<input type="text"/>
37-48 months	<input type="text"/>	<input type="text"/>
49-60 months	<input type="text"/>	<input type="text"/>
61-71 months	<input type="text"/>	<input type="text"/>

**Of the children identified, number of children referred for outside screening:\***  
If none, please enter zero

**Center based child care providers**

**Home based child care providers**

Birth-12 months	<input type="text"/>	<input type="text"/>
13-24 months	<input type="text"/>	<input type="text"/>
25-36 months	<input type="text"/>	<input type="text"/>
37-48 months	<input type="text"/>	<input type="text"/>
49-60 months	<input type="text"/>	<input type="text"/>
61-71 months	<input type="text"/>	<input type="text"/>

**Number of CLASS assessments completed\***

**Total number of training sessions held for providers\***

**Total number of mentoring sessions held for providers\***

**Did your program conduct any training sessions for parents?\***

Yes  No

If Yes, how many trainings were conducted?

**Number of TALK line calls received by:\***

If none, please enter zero

Center based child care providers

Home based child care providers

Parents

Other-Please Specify

**Did you conduct any trainings or mentoring sessions this reporting period?\***  Yes  No

If Yes, please enter information about your Training/Mentoring activities below.

Training/Mentoring Activity		
-----------------------------	--	--

## Data Reporting Instructions

Data reporting instructions support data submission through the data reporting template.

For **Professional Development- Consultation: Language and Communication**, the data reporting instructions are:

### **INFORMATION**

Your data report is always due on the 20<sup>th</sup> day of the month following the end of each quarter. Each quarterly submission will include information for the entire quarter broken out by month. Each data report submitted will include information for the entire preceding quarter.

- 1<sup>st</sup> Quarter – July-September – Report due October 20
- 2<sup>nd</sup> Quarter – October-December – Report due January 20
- 3<sup>rd</sup> Quarter – January-March – Report due April 20
- 4<sup>th</sup> Quarter – April- June – Report due July 20

- Data should be only reported for services funded by First Things First.
- Data should be reported for each Regional Partnership Council area in which contracted services are provided. For example, if your community based training program is contracted to provide services in both Central Maricopa and Northeast Maricopa regions, two separate reports must be submitted.

### **OVERVIEW**

- For each quarter, **data should be tallied for each month of service.**
- Your final data submission for the quarter cannot be completed until you complete all monthly reports.

### **DIRECTIONS FOR DATA ENTRY**

**\*Any data field with an asterisk mark is required, you cannot skip it.**

***Please select the type of program(s) you serve: Choose Center based child care providers, or Home Based Child Care Providers, or Both.***

1. ***\*Number of providers being served:*** In this data field you will enter the number of programs being served by center-based child care provider and/or home-based child care provider.
2. ***\*Number of children served by age group:*** In this data field you will enter the number of children birth-5 years of age being served by center-based child care provider and/or home-based child care provider and by age breakouts.
  - ***Birth-12 months***
  - ***13-24 months***

- 25-36 months
  - 37-48 months
  - 49-60 months
  - 61-72 months
3. **\*Number of Children identified for a:** In this data field you will enter the number of children (0-5 yrs) identified at the center-based child care provider and/or home-based child care provider for the following by age breakouts:
    - a. **Child focus team observation**
    - b. **Referral for outside screening**
      - Birth-12 months
      - 13-24 months
      - 25-36 months
      - 37-48 months
      - 49-60 months
      - 61-72 months
  4. **\*Of the children identified, number referred to outside screening:** In this data field you will enter the total number of children (0-5 yrs) referred to outside screening at the center-based child care provider and/or home-based child care provider.
  5. **\*Number of CLASS assessments completed:** In this data field you will enter the number of CLASS assessments completed by center-based child care provider and/or home-based child care provider.
  6. **\*Total number of training sessions held for providers:** In this data field you will enter the total number of training sessions held by center-based child care provider and/or home-based child care provider.
  7. **\*Total number of mentoring sessions held for providers:** In this data field you will enter the total number of mentoring sessions held by center-based child care provider and/or home-based child care provider.
  8. **\*Did your program conduct any training sessions for parents? YES or NO:** In this data field you will enter either **YES or NO**. If yes, you must answer the following:
    - If **Yes**, how many trainings were conducted? \_\_\_\_
  9. **\*Number of TALK line calls received by:** In this data field you will enter the number of TALK line calls received by the following categories:
    - Center based child care providers \_\_\_\_
    - Home based child care providers \_\_\_\_
    - Parents \_\_\_\_
    - Other, (please specify \_\_\_\_\_) \_\_\_\_

### **Training/Mentoring Session data fields**

**Did you conduct any trainings or mentoring sessions this reporting period? YES or NO.** In this data field you will enter either **YES or NO**. If yes, please enter information about your training/mentoring activities below.

1. **\*Name of Training/Mentoring Session:** In this data field you will enter the name of the training/mentoring session.

2. **\*Description of Session:** In this data field you will enter a brief description about the training session.
3. **\*Session Format:** This data field is a drop down menu. You can choose either ‘One on One’ or ‘Small Group’ or ‘Large Group’ option. If you choose “Other (please specify)”- then you need to enter the format of your session in a row added under this field.
4. **\*Session Duration:** This data field is a drop down menu. You can choose only one choice that best applies for your session. The choices are: less than an hour, 1 hour, 2 hours, 3 hours, or more than 3 hours.
5. **\*Session Venue:** This data field is a drop down menu. You can choose either one of the listed options or the ‘other (please specify)’ option. If you choose “Other (please specify)”- then you need to enter the venue at which your session took place in the text box provided under the Other (Please Specify)” option. Example: Library.
6. **\*Session Date:** For this data field you will report the date your session took place.
7. **\*Session Location – City:** In this data field you will enter the **City** at which the session took place. Example: City – Phoenix.
8. **\*Session Location – Zip:** In this data field you will enter the zip of where the training/mentoring session occurred.
9. **\*Number of Trainers/Consultants:** In this data field you will enter the number of trainers/consultants in the training/mentoring session.
10. **Qualifications of Trainers/Consultants:** In this data field you will enter the qualifications of trainers/consultants in the training/mentoring session. Please list only the highest degree attained.

#### **\*Target Audience:**

11. **Select all that apply:** This data field allows you to select the target audience(s) of the training/mentoring session.
12. **Number of Center based staff enrolled in this session:** In this data field you will enter the total number of center based staff enrolled in the training session based on the type of target audience. For example: 15 parents were enrolled.
13. **Number of Center based staff attending:** In this data field you will enter the total number of center based staff who attended the session.
14. **Number of Home based staff enrolled in this session:** In this data field you will enter the total number of home based staff enrolled in the training session based on the type of target audience.
15. **Number of Home based staff attending:** In this data field you will enter the total number of home based staff who attended the session.
16. **\*Number of Early Child Care Directors enrolled in this session:** In this data field you will enter the total number of early child care directors enrolled in the training session based on the type of target audience.
17. **Number of Early Child Care Directors attending:** In this data field you will enter the total number of early child care directors who attended the session.

18. **Number of Parents enrolled in this session:** In this data field you will enter the total number of parents enrolled in the training session based on the type of target audience.
19. **Number of Parents attending:** In this data field you will enter the total number of parents who attended the session.
20. **Other (please specify) enrolled in this session:** If none of the listed audience applies, please choose other and type in your audience for the session here and enter the number enrolled.
21. **Other audience attending:** In this data field you will enter the number of Other audience that attended the training session.

### Frequently Asked Questions

Frequently Asked Questions present answers to common reporting, evaluation, policy, and performance questions.

For **Professional Development- Consultation: Language and Communication**, the frequently asked questions are:

In development

## GOAL AREA: PROFESSIONAL DEVELOPMENT

### STRATEGY NAME: RECRUITMENT INTO THE FIELD

**GOAL:**

- **First Thing First will build a skilled and well prepared early childhood development workforce**
- **First Things First will increase retention of the early care and education workforce**
- **FTF will enhance specialized skills of the early childhood development and health workforce to promote the healthy social-emotional development of young children**

STRATEGY SUMMARY	EVIDENCE / RESEARCH	CONSIDERATIONS FOR IMPLEMENTATION AND COST	COST
<p>This strategy supports the development of a professional development program for college coursework, by recruiting individuals into the early care and education workforce. By creating a “grow your own” workforce, this scholarship program assists the region in moving toward the creation of a skilled, prepared, more highly qualified child care workforce who would eventually work in Quality First centers and may choose to continue college course work with a T.E.A.C.H. scholarship.</p> <p>Programs target individuals who want to pursue degrees in the early childhood field. Priority may be given to targeted populations based upon regional needs, including Early Childhood Development students; recent high school graduates; non-traditional students who are not working in the early care and education field and do not qualify for T.E.A.C.H. and Professional Career Pathways Project scholarship programs; high school students interested in early childhood education; or teen parents who are completing high school, have their high school diploma or are enrolled in technical school.</p> <p>Scholarships made available to the target population must be used toward early childhood education course work, general education coursework, or developmental coursework.</p> <p>As part of their coursework, participants observe and intern in a</p>	<p>The following sources expand on the correlation between quality child care and wages, education, and retention of teachers:</p> <p>“Staffing Recruiting and Retention in Early Childhood Care and Education and School-Age Care”, Minnesota Department of Children, Families and Learning, April 2001  <a href="http://www.wilder.org/download.0.html?report=1097&amp;summary=1">http://www.wilder.org/download.0.html?report=1097&amp;summary=1</a></p> <p>"Demographic Characteristics of Early Childhood Teachers and Structural Elements of Early Care and Education in the United States", G. Saluja, D. M. Early and R. M. Clifford, Early Childhood Research and Practice, Spring 2002.</p>	<p>Regional Councils, community colleges, non-profits and local clubs are listed as potential partners in the process of awarding scholarships.</p> <p>Systems to ensure that participants are not concurrently enrolled in the Professional Career Pathways Project and/or the TEACH scholarship program will need to be implemented. In addition, programs administering this strategy are required to confirm that each participant has exhausted other forms of financial aid including completion of application for Federal Financial Aid.</p> <p>Each Council will establish criteria for successful applicants; however, the grantee will conduct the application reviews and make scholarship award recommendations.</p> <p>Preference is given to participants who agree to remain in the early childhood field (preference would be that scholarship recipients work in the classroom) within the regional area for a specified period of time- to</p>	<p>Costs range per scholarship type and region, and may be determined by calculating:</p> <ul style="list-style-type: none"> <li>• Tuition</li> <li>• Fees</li> <li>• Books</li> <li>• Materials</li> <li>• Supplies</li> <li>• Administration of the program, which may include staff time and related expenses associated with coordinating observation and internship placements.</li> </ul>

Quality First or accredited child care setting as determined by their coursework or professional development program. This on-site experience provides an opportunity for participants to see the advantages of working in high quality settings that recognize and reward educational attainment.

Another goal of the strategy may be to attract individuals into the field who are highly educated in other areas, but given the present economic recession, are open to exploring career opportunities in the early care and education field. The intent of these recruitment strategies are to encourage those, who are newly recruited, to remain in the field beyond the immediate economic downturn.

This strategy also provides opportunities to work with existing regional Career and Technical Education (Tech Prep) Programs/ Consortiums to recruit applicants. Tech Prep is a career-oriented curricular and instructional program that begins in high school and continues through at least two years of postsecondary education at a community college or trade school. Tech Prep incorporates both school-based and work-based instruction in a comprehensive curriculum. Tech Prep also offers students challenging coursework and the ability to relate school activities to future college and workforce requirements.

**Strategy provisions:**

- Expand access to early childhood courses for non-traditional populations including secondary education students, teen parents, unemployed workers, dislocated workers, displaced homemakers and workforce re-entry adults.
- Develop flexible delivery models that build interest, bridge skill gaps, and provide for work-based learning experiences.
- Provide workforce education and development services including career advising and counseling, collaborating with Early Care and Education industry/employers to design responsive training and educational

<http://www.factsinaction.org/pageone/p1feb03.htm>

“Low Wages = Low Quality Solving the Real Preschool Teacher Crisis” [National Institute for Early Education Research \(NIEER\), 2003](#)

[A Matter of Degrees: Preparing Teachers for the Pre-K Classroom \(2010\)](#)

The US Department of Education has additional information on Tech Prep Education at: <http://www2.ed.gov/programs/techprep/index.html>

be determined by the Council- following completion of the credential/degree program. Ensuring participants’ service time commitment in the identified region after the award may be challenging.

<p>programming, as well as developing and administering supervised opportunities for participants to observe and interact with children in an early care and education setting such as through an internship and/or apprenticeship program.</p> <ul style="list-style-type: none"> <li>• Collaborate with employers needing skilled workers, workers in need of retraining, and individuals new to the workforce who need marketable skills.</li> <li>• Collaborate with other scholarship programs such as Teacher Education And Compensation Helps (T.E.A.C.H.) or Professional Career Pathways Project (PCPP) to determine eligible students, ensuring that participants have exhausted other forms of financial aid including Pell grants, PCPP and TEACH scholarships, etc.</li> <li>• Ensure scholarship recipients have taken or commit to take a minimum number of credit hours (to be determined by regional council) within one (1) year at a community college and enter into employment or volunteering for a period of time (to be determined by regional council) at an early care and education program.</li> <li>• Ensure that participants are be required to maintain a grade of “C” or better in order to remain eligible for additional scholarship awards.</li> <li>• Ensure participants agree to service time commitment in the identified region.</li> <li>• Ensure that every participant has an individual plan that advises them into the most appropriate research based educational options and assists them to move through that education at an appropriate rate</li> </ul>			
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## **FIRST THINGS FIRST**

### **Professional Development: Recruitment into the Field**

### **Standards of Practice**

Regional Partnership Councils have identified a critical need to encourage new professionals to enter the field of early care and education. Currently programs throughout the state are unable to find substitutes, fill teacher vacancies, and find highly qualified staff. Major factors contributing to the shortage of qualified personnel in the early care and education workforce include low compensation, lack of benefits, and the resulting high turnover rate among staff.

Research strongly suggests that the quality of child care is tied to wages, education, and retention of teachers.<sup>1</sup> Providers with higher levels of education tend to be paid more, and higher-paid teachers tend to remain in the same job for a longer period of time. One way for Arizona to create a more highly qualified early childhood workforce is to recruit a cadre of non-traditional workers into the field who are supported, with scholarships, to achieve higher education in Early Childhood Education (ECE). Scholarships, made available to high school students, recent high school graduates and nontraditional students such as older students, career transitioning and dislocated workers, stay-at-home parents, and returning college students, would be offered as incentives to those who do not qualify for the T.E.A.C.H.® ARIZONA Scholarship Program or the Professional Career Pathways Project (PCPP), because they are not employed in early care settings already. These individuals would be encouraged to take courses to prepare them to enter the early childhood workforce. As part of their coursework, they would be required to observe and intern in a Quality First or accredited child care setting to be determined by the coursework or professional development program. This recruitment effort provides an opportunity to present, to potential participants, the advantages of working in high quality settings that recognize and reward educational attainment. Another goal is to attract individuals into the field who may be highly educated in other areas but who may be, given the present economic recession, open to exploring career opportunities in ECE. The intent of these recruitment strategies would be to encourage new recruits to remain in the field beyond any immediate economic crisis situation.

In a recent study, researchers at Indiana University explored the link between educational attainment and teacher's beliefs about early childhood education. They found when teachers had a higher education level, regardless of the major area of study; they were more likely to support developmentally appropriate practices. The researchers did find, however, that teachers with course work specific to working with young children were more likely to support child-initiated learning, such as allowing children to select some of their own activities, valuing active exploration in children's learning, and respecting students' individual differences when planning curricula. Based on these findings, researchers have suggested that while it is important to provide specific professional development courses to child care providers, it may be more important to recruit highly-educated individuals to the field. The ability to recruit highly-qualified teachers is strongly tied to the ability to compensate them adequately.<sup>2</sup>

#### **Research Notes**

<sup>1</sup> *Demographic Characteristics of Early Childhood Teachers and Structural Elements of Early Care and Education in the United States*, " G. Saluja, D. M. Early and R. M. Clifford, *Early Childhood Research and Practice*, Spring 2002

<sup>2</sup> *Staffing recruiting and retention in early childhood care and education and school-age care*, Minnesota Department of Children, Family & Learning, April 2001

<sup>3</sup> *Recruiting and Training Preschool Teachers, Caregivers, First 5 LA Champions for our children*, November 2005, [www.first5la.org](http://www.first5la.org)

An investment in workforce development that focuses on high quality staff recruitment represents a major first step in ensuring we have an adequate supply of qualified caregivers and teachers who can give our children the early learning boost they need to succeed in school and in life.<sup>3</sup>

Current salaries in early care and education, not only in Arizona, but nationally, do not traditionally support recruitment of highly educated individuals into the field. However, the high unemployment rate resulting from the present economic situation may provide an opportunity to attract those with education in other fields into ECE. At the same time, First Things First wants to recruit recent high school graduates, who are entering the workforce at a very difficult time, to consider careers in early care and education. In order to be successful, recruits should be fully aware and knowledgeable about the requirements and opportunities for continuing educational advancement and they need to have experience in high quality settings with young children.

Workforce Education and Development programs provide options for students to enter the work force or retrain for a new career. Typically they offer short-term certificates and associate degree programs which meet student and employer needs. Many of these programs offer internships that provide experience and valuable career contacts. Programs often have an industry advisory committee which meets periodically during the year to provide input and review programs to ensure that curriculum reflects industry need.

A work-based learning experience course, often called an internship or apprenticeship, provides the opportunity for Workforce Education and Development participants to gain work experience while earning college credits. The goal of an internship is to allow the student to develop employable skills that will benefit their employer from the moment they start the job.

**Programs Implementing Recruitment into the Field Strategies will implement the following best practices:**

- Develop and conduct recruitment strategies to non-traditional populations including secondary education students, unemployed workers, dislocated workers, displaced homemakers and workforce re-entry adults
- Develop flexible delivery models that build interest, bridge skill gaps, and provide for work-based learning experiences
- Provide workforce education and development services including career advising and counseling, collaborating with Early Care and Education industry/employers to design responsive training and educational programming, as well as developing and administering supervised opportunities for participants to observe and interact with children in an early care and education setting such as through an internship and/or apprenticeship program
- Administer scholarships to the Early Care and Education community

- Collaborate with employers needing skilled workers, workers in need of retraining, and individuals new to the workforce who need marketable skills
- To address cultural competency objectives, early childhood practitioners /early childhood service providers shall ensure that children and families receive from all staff members effective, understandable, and respectful care that is provided in a culturally competent manner- a manner compatible with their cultural beliefs and practices and preferred language. Early childhood practitioners /early childhood service providers should ensure that staff at all levels and across all disciplines receive ongoing education and training in culturally and linguistically appropriate service delivery. Early childhood practitioners/early childhood service providers should develop participatory, collaborative partnerships with communities and utilize a variety of formal and informal mechanisms to facilitate community and family-centered involvement to ensure that services are delivered in a manner that is consistent with the National Standards on Culturally and Linguistically Appropriate Services and/or the National Recommendations on Cultural and Linguistic Competence for the National Association for the Education of Young Children.”

<http://minorityhealth.hhs.gov/templates/browse.aspx?lvl=2&lvlID=15>  
; <http://www.naeyc.org/positionstatements/linguistic>

**Programs funded by First Things First for the recruitment of professionals into the early care and education field shall perform the following within the region funded:**

1. Develop, in collaboration with First Things First, criteria for early care and education workforce development programs and scholarship awards adhering to the best practices indicated above
2. Access labor market information that enables response to changes and opportunities in the Early Care and Education field within the regional marketplace, targeting where there might be shortages within a particular geographic area or area of need
3. Partner with industries to develop new programs, with priority given to collaborative regional strategies for Early Care and Education workforce and economic development.
4. Enhance enrollment through the development of programs that demonstrate the linkages between learning and employment.
5. Provide rapid response to employer requests and or specific needs
6. Develop additional flexible delivery models to meet evolving student, worker and industry needs including:
  - creating a teacher workforce pipeline of new teachers by partnering with colleges to recruit, prepare and retain Early Care and Education teachers; including the recruitment of non-traditional populations such as secondary students, unemployed workers, dislocated workers, displaced homemakers and workforce re-entry adults.
  - developing and implementing “Grow your own” programs which tend to target paraprofessionals and classroom aides already working in child care programs

- working with directors, administrators and owners to tailor preparation programs to the specific needs and resources in their communities.
  - raising students' interest in Early Care and Education as a career; building interest and developing strategies to begin teacher recruitment before college through career fairs, education clubs, and early exposure to teacher preparation programs while in secondary school.
7. Develop a recruitment process to identify outreach and access opportunities for potential participants
  8. Participate in First Things First programmatic and performance evaluations and data collection efforts
  9. Work with other scholarship programs (T.E.A.C.H. Arizona, Professional Career Pathways Project) to determine eligibility, ensuring that participants document that they have exhausted other forms of financial aid including Pell, grants, PCPP and T.E.A.C.H. scholarships, etc.
  10. Process applications and award scholarships in a timely manner
  11. Ensure scholarship recipients have taken or commit to take a minimum number of credit hours (to be determined by regional council) within one (1) year at a community college
  12. Ensure that every participant has an individual educational plan that advises them regarding the most appropriate research based educational options and assists them to move through that education at an appropriate rate
  13. Make available financial aid assistance, or utilize financial aid advisors at local community colleges, to provide financial aid assistance to scholarship recipients
  14. Provide the Regional Partnership Council with reports outlining awards made and written updates for each semester indicating the numbers, and amount of scholarships awarded
  15. Require all scholarship recipients participating in program to participate in an internship or observe in either a Quality First or accredited child care setting within the funding region
    - a. Programs are to develop partnerships with regional Quality First programs or accredited child care settings to determine the length and components of the internship/apprenticeship.
    - b. All scholarship recipients will be required to participate in this.
  16. If appropriate to a specific region's funding strategy, create and implement a monitoring system that tracks recipient's fulfillment of service /internship commitment to the funding region
  17. Require scholarship recipients to achieve a grade of "C" or above in approved coursework on their Individual Educational Plans, in order to maintain eligibility. These scholarship recipients, as well as those who withdraw from a course after the add/drop period has ended, will need to re-establish eligibility. To re-establish eligibility, the recipient will be required to take either the same course or another course designated on the educational plan; the course can be of equal or higher credit value; the recipient will be obligated to pay for the course and show course completion documentation of a grade of "C" or above.

**When implementing the Scope of Work, programs will:**

1. Provide services to students and employers that are based upon a culture of trust and respect
  - a. Clearly define program objectives to ensure comprehension, engagement, and retention
  - b. Create opportunities for formal and informal feedback; ensure that input shapes program decision-making
  - a. Encourage honest, open communications
2. Build collaborative partnerships with employers, students and community colleges to meet the needs of the communities to provide an educated early care and education workforce
3. Programs are expected to partner with First Things First during all stages of planning and implementation, and with agencies and other early care and education stakeholders in developing and marketing the program
4. Coordination and collaboration must occur within a region and across regions utilizing this recruitment strategy. First Things First staff and Regional Councils will identify opportunities for collaboration and coordination with successful applicants who become grantees. Successful applicants will work initially with Regional Coordinators to develop, implement and market the services outlined and to coordinate across regions, as First Things First deems necessary
5. Programs are expected to attend meetings and workgroups in the region being served in order to identify, develop and implement mechanisms related to coordination and collaboration. Successful applicants will also participate in cross-regional and statewide activities that may include additional workgroups and meetings. These meetings should utilize “live meeting,” Interactive TV and teleconference technologies, as necessary, to minimize travel and travel costs
6. Programs will also be required to demonstrate a willingness to work with First Things First Regional Partnership Councils via the Regional Coordinator structure and the systems of communications established by First Things First. In order to document progress towards successful implementation and the achievement of specified goals and outcomes, programs will also be required to function within the framework of First Things First evaluation efforts.
7. Develop evaluative and monitoring processes that are collaborative, ongoing, and that include input from students, employers and instructors
8. Demonstrate program effectiveness by meeting and addressing First Things First performance measures, outcomes and key measures
9. Identify outreach, engagement and retention practices for participants and employers
10. Ensure that wages and benefits for own program staff are adequate for supporting and retaining high quality staff, in order to ensure consistency among participant/scholar and program staff/instructor relationships, and program integrity
11. Establish an effective, consistent supervisory process that supports staff members providing services and supports to participating scholars and employers, in order to ensure maximum accountability to scholars, employers, funders and the community

## Professional Development- Recruitment into Field Data Reporting Requirements

First Things First reporting requirements and progress monitoring are aligned with First Things First Goals, Key Measures, and Standards of Practice. The purpose of First Things First data submission and monitoring is to determine the extent to which each program has accomplished the stated goals, key measures, targeted service number, and activities outlined in the standards of practice.

Grantees will be provided with data reporting requirements by First Things First. There are five main components to these requirements:

- Unit of Service
- Performance Measures
- Data Reporting Template
- Data Reporting Instruction
- Frequently Asked Questions

The data reporting template is the set of data the grantee submits on a quarterly basis; the instructions support that data submission. Units of Service and performance measures outline how the quarterly data submissions will be evaluated according to the contracted deliverables and standards of practice for that contract. Frequently asked questions present answers to common reporting, evaluation, policy, and performance questions.

### Definitions:

#### Unit of Service and related Target Service Number

A Unit of Service is a FTF designated indicator of performance specific to each FTF strategy. It is composed of a unit of measure and a number (Target Service Number).

A Unit of Measure/Service can be a target population and/or a service/product that a grantee is expected to serve as part of an agreement. Target Service Number represents the number of units (e.g. target population) proposed to be served or number of products/services proposed to be delivered during the contract year.

For example, for the FTF strategy Home Visitation the FTF Unit of Service is “number of families served” and a Target Service Number of 50 represents the number of families the program proposes to serve during the contract period. All FTF applicants must clearly state in the proposal a target service number for each strategy specific Unit of Service.

For **Professional Development- Recruitment into Field**, the unit of service is:

**Total number of participating professionals**

## Performance Measures

Performance Measures measure (1) key indicators of performance (i.e. Unit of Service); (2) basic implementation of strategy; (3) alignment of program activities to strategy specific standards of practice, (4) performance or progress toward pre-established strategic goals. Performance measures may include the level or type of program activities conducted (e.g. serving families/children through home visits) and/or the direct services and products delivered by a program (e.g., providing scholarships).

For **Professional Development- Recruitment into Field**, performance measures are:

**Total number of participating professionals/ proposed service number**

Total number of participating professionals progressing towards or completing educational goals / total number of participants

Total number of participants completing an individual early education career plan/pathway upon entry into program / total number of participants

## Data Reporting Templates

Data reporting templates are the tools utilized to gather data to assess grantee Performance Measures. All FTF grantees submit data on a quarterly basis through designated data reporting templates.

For **Professional Development- Recruitment into Field**, the data reporting template is:



## Evaluation Report

CONTRACT DATES  
7/1/2010  
TO  
7/31/2010

### TEST PRODUCTION AGENCY (APPS)

Address: Parter Address Agency Details  
Test City, AZ 85032  
Contract ID: GRA-STATE-10-0218-01

[View Reporting Instructions and FAQ](#)

## PROFESSIONAL DEVELOPMENT RECRUITMENT

### GENERAL INFORMATION

**User Completing Report** AZFTF\zeval  
**Reporting Period** Month Year  
7 2010  
**Regional Partnership Council** State  
**Status** In Progress  
**Date Completed**

### Recruitment Activity

**Did you recruit any participants during this reporting period?\***  Yes  No  
 If Yes, please enter information below.

**Number of participants recruited during reporting period?\***  
 If none, please enter zero.

Number of High School Students	<input type="text"/>
Number of Volunteers	<input type="text"/>
Number of Parents	<input type="text"/>
Number of Home-Based Child Care Providers	<input type="text"/>
Other(Please Specify)	<input type="text"/>

**Name of program for which you are recruiting participants.\***  
 Enter as many as apply.

Name	Number Of Participants Enrolled		
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### Financial Assistance

Did any participants apply for financial assistance during this reporting period?\*

Yes  No

If Yes, please enter information below.

**Number of participants applying for financial assistance:**

If none, please enter zero.

Number Applying for Federal Aid

Number Applying for State Aid

Number Applying for Tribal Aid

Number Applying for TEACH

Number Applying for PCPP

Other(Please Specify)

## Data Reporting Instructions

Data reporting instructions support data submission through the data reporting template.

For **Professional Development- Recruitment into Field**, the data reporting instructions are:

### INFORMATION

Your data report is always due on the 20<sup>th</sup> day of the month following the end of each quarter. Each quarterly submission will include information for the entire quarter broken out by month. Each data report submitted will include information for the entire preceding quarter.

- 1<sup>st</sup> Quarter – July-September – Report due October 20
- 2<sup>nd</sup> Quarter – October-December – Report due January 20
- 3<sup>rd</sup> Quarter – January-March – Report due April 20
- 4<sup>th</sup> Quarter – April- June – Report due July 20

- Data should be only reported for services funded by First Things First.
- Data should be reported separately for each Regional Partnership Council area in which contracted services are provided. For example, if your program is contracted to provide services in both Central Maricopa and Northeast Maricopa regions, two separate reports must be submitted.

### OVERVIEW

- For each quarter, **data should be tallied for each month of service.**
- Your final data submission for the quarter cannot be completed until you complete all monthly reports.

## DIRECTIONS FOR DATA ENTRY

**\*Any data field with an asterisk mark is required, you cannot skip it.**

### **Data fields**

1. **Did you recruit any participants during this reporting period? YES or NO**
  - **Number of Participants Recruited during this reporting period?** In these data fields you will enter the total number of participants recruited based on the type of target audience.
  - The choices are High School Students \_\_\_\_\_
  - Volunteers \_\_\_\_\_
  - Parents \_\_\_\_\_
  - Home-based child care providers \_\_\_\_\_

- Other \_\_\_\_\_
2. **\*Name of program for which you are recruiting participants:** In this text field you can enter the names of the programs for which you are recruiting for. **You can enter more than one program.**
  3. **Number of Participants Enrolled into the Program during reporting period** In this data field you will enter the total number of participants enrolled in each program for recruitment into the field.
  4. **\*Did any participants Disenroll during the reporting period? YES OR NO**
  5. **\*Reason for disenrollment:** In this data field, you will breakout the total number of disenrollment by reason for disenrollment. The choices are:
    - a. Completion of program\_\_\_\_\_
    - b. Transfer to institution of higher education\_\_\_\_\_
    - c. Transfer to another program\_\_\_\_\_
    - d. Relocated from service area\_\_\_\_\_
    - e. Withdrew\_\_\_\_\_
    - f. Dropped out\_\_\_\_\_
    - g. Reason unknown
    - h. Other, please specify\_\_\_\_\_
  6. **Number of participants completing an individual early education career plan/pathway upon entry into program:** In this data field you will enter the number of participants completing an individual early education career plan/pathway.
  7. **\*Does program offer college credit?** In this data field you will choose either **Yes or No** on whether college credit was offered as part of the training session.
  8. **\*As part of service commitment, are participants volunteering at a child care center?** In this data field you will choose either **Yes or No** on whether participants are volunteering at a child care center. If you answered YES, you must fill out the next data field.
    - a. **Number of participants volunteering at a child care center as part of their service commitment:** In this data field, you enter the total number of participants volunteering at a child care center for this reporting period.
  9. **\* Did any participants apply for financial assistance during this reporting period? Yes or No**
  10. **\*Number of participants applying for financial assistance:** In this data fields you will breakout the total number of participants applying for financial assistance by type of assistance.
    - a. Federal Aid (FAFSA)\_\_\_\_\_
    - b. State Aid\_\_\_\_\_
    - c. Tribal Aid\_\_\_\_\_
    - d. TEACH\_\_\_\_\_
    - e. PCPP\_\_\_\_\_
    - f. Other (please specify)\_\_\_\_\_

## **Frequently Asked Questions**

Frequently Asked Questions present answers to common reporting, evaluation, policy, and performance questions.

For **Professional Development- Recruitment into Field**, the frequently asked questions are:

In development