

## Early Learning Goal Survey Results (25 viewed/15 started /14 completed/Completion Rate 93.33%/1 dropped out) Average Time to Complete Survey – 24 minutes

GOAL AND INDICATORS	SA/A #/%	D/SD #/%	COMMENTS	REVISED GOAL AND INDICATORS
<b>QUALITY AND ACCESS SECTION A</b>				
<p>1A1.1.a. Create a coordinated spectrum of programs and services with defined roles and responsibilities across agencies, organizations and individuals.</p> <ul style="list-style-type: none"> <li>Existence of a comprehensive plan for an early childhood education system in Arizona that minimizes duplication of services among agencies, organizations and individuals.</li> <li># state agencies and private organizations which have defined goals and objectives which align with the comprehensive state early care and education plan.</li> </ul>	14/93.33%	1/6.67%	<ul style="list-style-type: none"> <li>1st indicator works well</li> <li>2nd indicator needs to have common defined goals and objectives</li> <li>again, this begs the question of who owns, leads, guides, convenes, etc. the conversations around a comprehensive plan. How about "participate in the planning of a coordinated..."</li> <li>measurement of duplication and alignment will be a challenge. What are the units of measure?</li> <li>It almost seems like you could merge the two indicators.</li> <li>We, of course, need not only the # of agencies and organizations but an updated list of who those agencies and organizations are....</li> <li>There should not just be a plan - it should be formally endorsed, with the Governor included</li> </ul> <p>Also, coordination should result in greater efficiencies (e.g. streamlined administration)</p> <p>#2 does not yet capture the qualitative significance and number of goals and objectives - it could too easily be met.</p>	<p>1A1.1.a. Create a coordinated spectrum of programs and services with defined roles and responsibilities across agencies, organizations and individuals.</p> <ul style="list-style-type: none"> <li>Existence of a comprehensive plan, <b>endorsed by the Governor and state agency directors</b>, for an early childhood education system in Arizona that minimizes duplication of services among agencies, organizations and individuals.</li> <li><b>#/% state agencies and private organizations that provide ECE services to children birth to five and their families</b> which have defined goals and objectives that align with the comprehensive state early care and education plan.</li> <li><b>#/% children demonstrating school readiness at kindergarten in all five domains of development.</b></li> </ul>
<p>1A1.1.b. Design the ECE system to ensure access for all children to high quality, culturally responsive early care and education.</p> <ul style="list-style-type: none"> <li>% of children beginning kindergarten with undetected developmental delays or chronic health problems.</li> <li># of children entering kindergarten exiting Part B special education to regular education.</li> <li># of early care and education settings with a Quality First rating of</li> </ul>	12/85.71%	2/14.29%	<ul style="list-style-type: none"> <li>particularly support 3rd indicator reword first one with emphasis on UNDETECTED</li> <li>Is FTF designing THE education system or identifying the priorities of FTF that are components of an overall system?</li> <li>I don't think the goal statement is necessarily about children with special needs as the first two indicators show.</li> <li>For the third bullet, I think noting Quality First ratings is important, but are we going to track those settings who also have national accreditation??</li> <li>#1 sounds challenging to measure. Ever undetected or by kindergarten</li> </ul> <p>We should include sensory problems</p>	<p>1A1.1.b. Design the ECE system to ensure access for all children to high quality, culturally responsive early care and education.</p> <ul style="list-style-type: none"> <li># of early care and education settings with a Quality First rating of 3-5 stars.</li> <li><b>#/% of children enrolled in an early care and education program with a Quality First rating of 3-5 stars.</b></li> <li>#/&amp; of children with disabilities enrolled in an early care and education program with a Quality First rating of 3-5 stars.</li> <li>% of children beginning kindergarten with</li> </ul>

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3-5 stars.			<ul style="list-style-type: none"> <li>Not familiar with Part B on the second bullet. The points others look good.</li> </ul>	<p>undetected developmental delays or chronic health problems.</p> <ul style="list-style-type: none"> <li># of children entering kindergarten exiting Part B special education to regular education.</li> </ul>
<p>1.A1.1.c Identify and align early care and education funding, programs and services to eliminate gaps and prevent unnecessary duplication.</p> <ul style="list-style-type: none"> <li>% of state budget allotted to early care and education quality, access, affordability and professional development activities.</li> <li>% under-enrollment across early childhood education programs with similar missions and offering similar services.</li> <li>#/% of agencies with similar missions that have interagency agreements to promote alignment of services and programs.</li> <li>% respondents to a statewide survey indicating high level of satisfaction with efforts to reduce gaps and duplication of early care and education services and programs.</li> </ul>	10/71.42%	4/28.57%	<ul style="list-style-type: none"> <li>This again assumes that FTF identifies the issues and that other agencies, organizations, etc. will fill the gaps in funding - not realistic. The above seems to focus on state agencies and does not provide inclusive language re: community, private, etc.</li> <li>The first indicator is not related to the goal. The third and fourth indicator is more closely related.</li> <li>Does state budget include appropriated and non-appropriated federal funds or General Fund?</li> </ul> <p>Agreements are process measures. How about number of children served by multiple agencies? (e.g. wrap around)</p> <p>Who would be surveyed? How would changing "players" that allow for long term tracking?</p> <p>Do we know that under-enrollment is "the" problem? Are allotments done correctly?</p> <ul style="list-style-type: none"> <li>Bullet 1: Not sure how budget figures would indicate where efficiencies are.</li> </ul> <p>Other points okay.</p>	<p>1.A1.1.c Identify and align early care and education funding, programs and services to eliminate gaps and prevent unnecessary duplication.</p> <ul style="list-style-type: none"> <li>% under-enrollment across early childhood education programs with similar missions and offering similar services.</li> <li>#/% of public and private agencies with similar missions that have interagency agreements to promote alignment of services and programs.</li> <li>% respondents to a statewide survey indicating high level of satisfaction with efforts to reduce gaps and duplication of early care and education funding, services and programs.</li> </ul>
<p>1A1.1.d Build a system that promotes accountability and quality improvement, monitors programs and is coordinated among ECE agencies and organizations.</p> <ul style="list-style-type: none"> <li># of agencies, programs and organizations that incorporate quality rating into early childhood programs and services.</li> </ul>	10/66.66%	5/33.34%	<ul style="list-style-type: none"> <li>#3 is more relevant for federal indicators - they may be full, but they may fall short of meeting the needs of all families and children</li> <li>I cannot seem to figure out how HS/EHS enrollment relates to the goal statement. It seems to me that the results of licensing visits, HS/EHS triennial reviews, and Quality First assessment scores and/or ratings would inform the goal statement better.</li> <li>Again the word system speaks to a broader role</li> </ul>	<p>1A1.1.d Build a system that promotes accountability and quality improvement, monitors programs and is coordinated among ECE agencies and organizations.</p> <ul style="list-style-type: none"> <li># of agencies, programs and organizations that incorporate quality rating into early childhood programs and services.</li> <li># of statewide agencies funding early care and</li> </ul>

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<ul style="list-style-type: none"> <li># of statewide agencies funding early care and education quality, access and affordability activities that incorporate quality rating into the monitoring process.</li> <li>% Head Start and Early Head Start programs in state at full enrollment.</li> </ul>			<p>and identity than FTF. A system is not defined only by the criteria of a QRIS and full enrollment in specific programs such as Head Start. A SYSTEM is much more.</p> <ul style="list-style-type: none"> <li>Aren't head starts always at full enrollment (and maintaining a waiting list)?</li> <li>The first indicator is okay.</li> <li>I have the same question here: Will national accreditation be lost or tracked???</li> <li>Head Start and Early Head Start do not have a goal of just full enrollment. The goal is to be at full enrollment and to have wait lists. Not really an issue here.</li> <li>Again, these process measures don't focus on outcomes.</li> </ul> <p>The # of agencies and programs changes and is not very precise. What's a program?</p> <p>It's awkward featuring one program, Head Start.</p> <ul style="list-style-type: none"> <li>Third bullet doesn't seem to fit this particular goal.</li> </ul>	<p>education quality, access and affordability activities that incorporate quality rating into the monitoring process.</p> <p><b>% Head Start and Early Head Start programs in state at full enrollment.</b></p>
<p>QUALITY AND ACCESS SECTION B</p>				
<p>1A1.1.e Build an integrated data system that provides data that can be used as part of an evaluation and monitoring system for early care and educations.</p> <ul style="list-style-type: none"> <li># of interagency agreements that allow for the exchange and sharing of data across state, Tribal and other governmental agencies funding or providing early care and education services.</li> <li>#/% of state/Tribal/other government agencies that participate in an integrated data system for early childhood care.</li> </ul>	<p>13/86.67%</p>	<p>2/13.33%</p>	<ul style="list-style-type: none"> <li>Integrated data will come from more sources than just state or tribal entities.</li> <li>The second indicator is best.</li> <li>Again, a process measure. Are there groupings of data elements that we could identify - spending per child, client identifier date, etc.?</li> </ul> <p>Seems to me that we could easily get the majority of public entities to agree, but how would we measure progress?</p>	<p>1A1.1.e Build an integrated data system that provides data that can be used as part of an evaluation and monitoring system for early care and educations.</p> <ul style="list-style-type: none"> <li># of interagency agreements that allow for the exchange and sharing of data across state, Tribal and other governmental agencies funding or providing early care and education services.</li> <li>#/% of state/Tribal/other government agencies that participate in an integrated data system for early childhood care.</li> </ul>

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<p>1B2.2.a Develop quality early learning standards and developmental guidelines and support early childhood providers to align curricula and assessment with the standards.</p> <ul style="list-style-type: none"> <li>Existence of new infant-toddler developmental guidelines for Arizona.</li> <li>#/% of early care and education programs that have at least two staff who have attended training on quality standards.</li> <li>#/% of early care and education programs that implement curricula and assessments aligned with quality standards.</li> </ul>	13/86.67%	2/13.33%	<ul style="list-style-type: none"> <li>2 needs rewording - what if it is a family child care home? There are also other education programs that would address this</li> <li>Add number/percentage of programs who utilize ELS or ELG for daily classroom planning. FYI - Teaching Strategies Gold, the state selected ongoing assessment tool, is already aligned with the AZ ELS. Perhaps a list of aligned curricula and assessment tools would be beneficial for programs to choose from.</li> <li>Missing indicator on providing assistance for the ECE practitioner to take the theoretical knowledge and begin to apply it in the classroom with the support of a coach/mentor, etc.</li> <li>Could we identify the percent of children versus "program"? Is a program a classroom, a site, a provider, a home?</li> </ul> <p>Is there an alignment certification process?</p> <ul style="list-style-type: none"> <li>Maybe add something about programs having mechanisms to orient staff to the standards and guidelines. (They can have trained staff who don't have opportunities to share the info)</li> </ul>	<p>1B2.2.a Develop quality early learning standards and developmental guidelines and support early childhood providers to align curricula and assessment with the standards.</p> <ul style="list-style-type: none"> <li>Existence of new infant-toddler developmental guidelines for Arizona.</li> <li>#/% of early care and education professionals that have attended the approved training on the introduction to the Arizona Early Learning Standards (AZELS) and the Infant-Toddler Developmental Guidelines (ITDG), when completed.</li> <li>#/% of early care and education programs that implement curricula and child assessment aligned with the AZELS and AZ-ITDG.</li> </ul>
<p>1C/D3.3.a Make available quality, affordable and culturally responsive early child education programs to all children and families across Arizona.</p> <ul style="list-style-type: none"> <li>#/% of children ages 5 and younger enrolled in early care and education programs rated at 3 stars or higher in Quality First.</li> <li>#/% of families with children ages five and younger receiving child care subsidies enrolled in programs rated at 3 stars or higher in Quality First.</li> <li>#/% of families that spend 10% or less of their income on early care and</li> </ul>	12/92.30%	1/7.69%	<ul style="list-style-type: none"> <li>The indicator "#/% of families that spend 10% or less of their income on early care and education" is not informative unless it is attached to the quality of care being paid for. You can pay next to nothing for low quality care.</li> <li>There are no indicators reflecting how a program will be assessed as culturally responsive and how making programs available to the families is not noted either.</li> <li>The 10% of income measure will take more definition. I'd like to see parents report quality as a factor but question the validity of such measures. Are there national models for obtaining this information?</li> <li>Just wondering what is the mechanism we would use to identify the number of families which spend 10% or less of their income...</li> </ul>	<p>1C/D3.3.a Make available quality, affordable and culturally responsive early child education programs to all children and families across Arizona.</p> <ul style="list-style-type: none"> <li>#/% of children ages 5 and younger enrolled in early care and education programs rated at 3 stars or higher in Quality First.</li> <li>#/% of families with children ages five and younger receiving child care subsidies enrolled in programs rated at 3 stars or higher in Quality First.</li> <li>#/% of families that spend 10% or less of their income (gross/net) on quality early care and</li> </ul>

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education. <ul style="list-style-type: none"> <li>#/% of early childhood educators who are ethnically and culturally reflective of the state's population of children birth to five.</li> </ul>			<ul style="list-style-type: none"> <li>Maybe something about the numbers of requests for services or waiting lists - which should drop.</li> </ul>	education (those receiving a star rating of 3-5). <ul style="list-style-type: none"> <li>#/% of early childhood educators who are ethnically and culturally reflective of the state's population of children birth to five.</li> </ul>
Regarding the question: 1C/D3.3.a. If you believe any of the additional indicators should be included to this goal, please select all that apply 1. % of families reporting satisfaction with the level of cultural responsiveness of their early care and education program. 2. # of early care and education providers (centers and homes) who are nationally accredited. 3. #/% of families reporting quality as a factor when selecting an early care and educational program.	5/23.32%  6/31.58%  8/42.11%		I'd like to see parents report quality as a factor but question the validity of such measures. Are there national models for obtaining this information?	What should be the threshold for adding these items?
1E4.4.a. Ensure that children in Arizona have access to high quality, safe, nurturing care when using family, friend or neighbor care (FFN) settings that are not regulated by the state. <ul style="list-style-type: none"> <li># of FFN providers receiving equipment, materials, training, mentoring and/or financial supports to improve the safety and quality care.</li> <li># of children 5 years and younger in FFN programs certified by DES-CAA.</li> <li># of FFN providers participating in CACFP.</li> </ul>	12/80%	3/20%	<ul style="list-style-type: none"> <li>Eliminate #2 as that program is self-limiting certified homes and it will not serve as a clear indicator of improving quality</li> <li>Even if the FFN providers are certified, participating in CACFP and/or nationally accredited there is no way to ensure that children will have access to high quality, safe, and nurturing care.</li> <li># of children in DES certified homes does not measure a setting "not regulated by the state."</li> <li>Receiving materials is a weak measure, how many materials? by mail?</li> </ul> <p>#2 sounds like it is a goal to expand the number of children in DES certified versus in licensed or accredited facilities.</p>	No consensus

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<p>2A1.1.a. Build a comprehensive and well-articulated professional development system throughout Arizona that begins with the acquisition of a GED/high school diploma.</p> <ul style="list-style-type: none"> <li>Evidence of a comprehensive professional development plan for Arizona.</li> <li>Evidence of core competencies which people working with children 0-5 need in order to provide quality service.</li> <li>#/% of statewide programs funding ECE professional development activities that collect similar qualitative and quantitative data regarding ECE professionals moving through the educational continuum.</li> <li># of articulation agreements between colleges and universities in the state.</li> </ul>	11/78.57%	3/21.43%	<ul style="list-style-type: none"> <li>Again, is FTF creating the SYSTEM of PD or prioritizing what elements of a system FTF will be responsible for addressing?</li> <li>We not only need the articulation agreements, but also need cooperative working relationships and highly functioning articulation agreements. Paper alone won't do it. Is there an assumption here that in developing the professional development system, we also need work with the family and consumer sciences programs at the high schools, and the tech prep programs?</li> <li>A plan... can we at least say with measurable milestones and a time frame?</li> </ul> <p>"Establishment" of core competencies</p> <p>Is the goal a tracking system?</p> <p>Articulation agreements might not be necessary if there were standard degree requirements and requirements to allow credits to transfer</p> <ul style="list-style-type: none"> <li>I believe it is important for all employees to have a professional development plan to continue learning best practices.</li> </ul>	<p>2A1.1.a. Build a comprehensive and well-articulated professional development system throughout Arizona that begins with the acquisition of a GED/high school diploma.</p> <ul style="list-style-type: none"> <li>Evidence of a comprehensive professional development plan <b>with measurable milestones and a time frame</b> for Arizona.</li> <li>Evidence of core competencies which people working with children 0-5 need in order to provide quality service.</li> <li>#/% of statewide programs funding ECE professional development activities that collect similar qualitative and quantitative data regarding ECE professionals moving through the educational continuum.</li> <li><b># of articulation agreements between colleges and universities in the state. OR</b></li> <li><b>#/% of IHEs that have standard degree requirements which allow credits to transfer from one institution to another.</b></li> <li><b>A method for tracking data about early care and education professionals in Arizona.</b></li> <li></li> </ul>
<p>Regarding the question: 2A1.1.a If you believe the additional indicator should be included to this goal, please select:</p> <p>1. #/% of early care and education professionals at identified levels on an agreed upon professional development continuum from GED/High school diploma to graduate degrees.</p>	9/100%	0/0%		<ul style="list-style-type: none"> <li>#/% of early care and education professionals at identified levels on an agreed upon professional development continuum from GED/High school diploma to graduate degrees.</li> </ul>

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<p>2B/C1.1.b. Provide access to ongoing education and training for all early childhood and education professionals across Arizona to meet professional development requirements and goals.</p> <ul style="list-style-type: none"> <li>• # of early care and education professionals enrolled in T.E.A.C.H., PCPP or other professional development scholarship programs.</li> <li>• #/% of early care and education teachers/caregivers who have a college degree in early childhood education or a related field and/or a CDA credential.</li> <li>• # of early care and education home providers attaining a GED/high school diploma from an accredited institution.</li> <li>• #/% of directors/administrators who have at least an AA degree in early childhood education or related field.</li> <li>• # of relevant administrative training and mentoring opportunities for early care and education administrators.</li> <li>• # of community-based professional development opportunities available by region.</li> </ul>	14/100%	0/0%	<ul style="list-style-type: none"> <li>• I don't think we need all of these.</li> <li>• Numbers participating in the community-based professional development opportunities is also important, not just the number of opportunities.</li> <li>• Would the programs have to be scholarship?</li> </ul> <p>"relevant" "mentoring" and "opportunities" would need much more definition</p> <p>Again, what is the unit of service for an "opportunity"?</p>	<p>2B/C1.1.b. Provide access to ongoing education and training for all early childhood and education professionals across Arizona to meet professional development requirements and goals.</p> <ul style="list-style-type: none"> <li>• # of early care and education professionals enrolled in T.E.A.C.H., PCPP or other professional development scholarship programs.</li> <li>• #/% of early care and education teachers/caregivers who have a college degree in early childhood education or a related field and/or a CDA credential.</li> <li>• # of early care and education home providers attaining a GED/high school diploma from an accredited institution.</li> <li>• #/% of directors/administrators who have at least an AA degree in early childhood education or related field.</li> <li>• # of relevant administrative training and mentoring opportunities for early care and education administrators.</li> <li>• # of community-based professional development opportunities available by region.</li> <li>• #% professionals attending community-based PD by region.</li> </ul>
<p>2D/E2.2.a. Recruit and retain high quality professionals into the early childhood development and health</p>	10/83.34%	2/16.67%	<ul style="list-style-type: none"> <li>• The indicator #/% of students graduating with a degree in early childhood education who remain in the state and field after graduation" should define the length of time they remain in the state.</li> </ul>	<p>2D/E2.2.a. Recruit and retain high quality professionals into the early childhood development and health system who reflect the diversity of the</p>

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<p>system who reflect the diversity of the community in which they practice and are culturally competent.</p> <ul style="list-style-type: none"> <li>• #/% of early care and education programs with at least 50% of staff with 3 or more years of experience.</li> <li>• #/% of early care and education professionals in their current position for 3 years or more.</li> <li>• #/% of students graduating with a degree in early childhood education who remain in the state and field after graduation.</li> <li>• #/% of high school tech prep child development students entering post-secondary early care and education programs.</li> <li>• #/% early care and education staff who participate in 6 hours of professional development in cultural competency.</li> </ul>			<ul style="list-style-type: none"> <li>• Difficult to recruit when there is a very limited pool of early childhood practitioners.</li> <li>• Some of these bullets pertain to "high quality professionals" and some relate to "reflecting diversity of the community...and cultural competence." In some ways it seems like it should be two different goals??? It's all about "recruit and retain" but somewhat confusing.</li> <li>• See previous question about defining a program.</li> </ul> <p>How do we define "professionals"? regulated facilities, FFN, etc.?</p> <p>Do we have a baseline measure for the 3 or more years of experience?</p> <p>Have we talked about a strategy of influencing high school tech programs?</p> <p>Is the 6 hours of cultural competency a onetime activity/</p> <ul style="list-style-type: none"> <li>• It is possible our tech prep program will no longer be funded, so do we want to include it?</li> </ul>	<p>community in which they practice and are culturally competent.</p> <ul style="list-style-type: none"> <li>• #/% of early care and education programs with at least 50% of staff with 3 or more years of experience.</li> <li>• #/% of early care and education professionals in their current position for 3 years or more.</li> <li>• #/% of students graduating with a degree in early childhood education who remain in the state and field after graduation.</li> <li>• #/% of high school tech prep child development students entering post-secondary early care and education programs.</li> <li>• #/% early care and education staff who participate in 6 hours of professional development in cultural competency.</li> <li>• #/% early care and education staff who are proportionally reflective of the diversity of the community in which they work.</li> </ul> <p style="background-color: #90EE90;">Should this goal be split into two goals, as suggested by comments?</p>
<p>Regarding question 2D/E2.2.a: If you believe the additional indicator should be included to this goal, please select:</p> <p>1. #/% early care and education staff who are proportionally reflective of the diversity of the community in which they work.</p>	7/100%	0/0%		
<p>2F2.2.b. Compensate early childhood education professionals across Arizona at a rate commensurate with their education and experience.</p> <ul style="list-style-type: none"> <li>• #/% of early care and education professionals who receive an</li> </ul>	14/100%	0/0%	<ul style="list-style-type: none"> <li>• best indicators</li> <li>• I think the first bullet should say "early care and education professionals with educational background and experience comparable to a kindergarten teacher who receive an average....."</li> <li>• I would add an overall measure of the increase of the average hourly wage. Perhaps it could reference the average Arizona wage increase.</li> </ul>	<p>2F2.2.b. Compensate early childhood education professionals across Arizona at a rate commensurate with their education and experience.</p> <ul style="list-style-type: none"> <li>• #/% of early care and education professionals with educational background and experience comparable to a kindergarten teacher who</li> </ul>

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<p>average hourly wage comparable to a kindergarten teacher in Arizona.</p> <ul style="list-style-type: none"> <li>• #/% of early care and education programs that provide staff with an increase in average hourly wage based upon attainment of a higher level of education and experience.</li> </ul>				<p>receive an average hourly wage comparable to a kindergarten teacher in Arizona.</p> <ul style="list-style-type: none"> <li>• #/% of early care and education programs that provide staff with an increase in average hourly wage based upon attainment of a higher level of education and experience.</li> <li>• % of early care and education professionals who receive cost of living wage increases comparable to the average Arizona wage increase.</li> </ul>