



Early Learning Indicators

May 24, 2011



FIRST THINGS FIRST

FTF Role: Early Care and Education System Development and Implementation - Convene partners and provide leadership in the development and implementation of a comprehensive early care and education system that is aligned both across the spectrum of settings and with the full continuum of the educational system.

Goal 1. Create a coordinated spectrum of programs and services with defined roles and responsibilities across agencies, organizations and individuals.

<u>How much did we do?</u>	<u>How well did we do it?</u>
<p data-bbox="765 629 1180 672" style="text-align: center;"><u>Is anyone better off?</u></p> <p data-bbox="320 743 1566 843">#/% children demonstrating school readiness at kindergarten in all five domains of development</p>	
<p data-bbox="784 992 1161 1035" style="text-align: center;"><u>System Development</u></p> <p data-bbox="320 1043 1619 1172">Existence of a comprehensive plan, endorsed by the Governor and state agency directors, for an early childhood education system in Arizona that minimizes duplication of services among agencies, organizations and individuals</p> <p data-bbox="320 1229 1619 1358">#/% state agencies and private organizations that provide ECE services to children birth to five and their families which have defined goals and objectives that align with the comprehensive state early care and education plan</p>	

FTF Role: Early Care and Education System Development and Implementation - Convene partners and provide leadership in the development and implementation of a comprehensive early care and education system that is aligned both across the spectrum of settings and with the full continuum of the educational system.

Goal 2. Design the ECE system to ensure access for all children to high quality, culturally responsive early care and education.

<p><u>How much did we do?</u></p>	<p><u>How well did we do it?</u></p> <p>% of early care and education settings with a Quality First rating of 3-5 stars</p>
<p><u>Is anyone better off?</u></p> <p>#/% of children enrolled in an early care and education program with a Quality First rating of 3-5 stars</p> <p>#/& of children with disabilities enrolled in an early care and education program with a Quality First rating of 3-5 stars</p> <p>% of children beginning kindergarten with undetected developmental delays or chronic health problems</p> <p># of children entering kindergarten exiting Part B special education to regular education</p>	
<p><u>System Development</u></p>	

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Goal 3. Identify and align early care and education funding, programs and services to eliminate gaps and prevent unnecessary duplication.

<u>How much did we do?</u>	<u>How well did we do it?</u>
<u>Is anyone better off?</u>	
<u>System Development</u> % under-enrollment across early childhood education programs with similar missions and offering similar services #/% of public and private agencies with similar missions that have interagency agreements to promote alignment of services and programs % 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	

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Goal 4. Build a system that promotes accountability and quality improvement, monitors programs and is coordinated among ECE agencies and organizations.

<p style="text-align: center;"><u>How much did we do?</u></p> <p># of agencies, programs and organizations that incorporate quality rating into early childhood programs and services # of statewide agencies funding early care and education quality, access and affordability activities that incorporate quality rating into the monitoring process.</p>	<p style="text-align: center;"><u>How well did we do it?</u></p> <p>% Head Start and Early Head Start programs in state at full enrollment</p>
<p style="text-align: center;"><u>Is anyone better off?</u></p>	
<p style="text-align: center;"><u>System Development</u></p>	

FTF Role: Early Care and Education System Development and Implementation - Convene partners and provide leadership in the development and implementation of a comprehensive early care and education system that is aligned both across the spectrum of settings and with the full continuum of the educational system.

Goal 5. Build an integrated data system that provides data that can be used as part of an evaluation and monitoring system for early care and education.

<p><u>How much did we do?</u></p>	<p><u>How well did we do it?</u></p>
<p><u>Is anyone better off?</u></p>	
<p><u>System Development</u></p> <p># of interagency agreements that allow for the exchange and sharing of data across state, Tribal and other governmental agencies funding or providing early care and education services</p> <p>#/% of state/Tribal/other government agencies that participate in an integrated data system for early childhood care</p>	

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Goal 6. Develop quality early learning standards and developmental guidelines and support early childhood providers to align curricula and assessment with the standards.

<p style="text-align: center;"><u>How much did we do?</u></p> <p>#/% 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</p>	<p style="text-align: center;"><u>How well did we do it?</u></p> <p>#/% of early care and education programs that implement curricula and child assessment aligned with the AZELS and AZ-ITDG</p>
<p style="text-align: center;"><u>Is anyone better off?</u></p>	
<p style="text-align: center;"><u>System Development</u></p> <p>Existence of new infant-toddler developmental guidelines for Arizona</p>	

FTF Role: Early Care and Education System Development and Implementation - Convene partners and provide leadership in the development and implementation of a comprehensive early care and education system that is aligned both across the spectrum of settings and with the full continuum of the educational system.

Goal 7. Make available quality, affordable and culturally responsive early child education programs to all children and families across Arizona.

<p><u>How much did we do?</u></p>	<p><u>How well did we do it?</u></p> <p>#/% of families with children ages five and younger receiving child care subsidies enrolled in programs rated at 3 stars or higher in Quality First</p> <p>#/% of early childhood educators who are ethnically and culturally reflective of the state's population of children birth to five</p> <p>#/% of families reporting quality as a factor when selecting an early care and educational program</p>
<p><u>Is anyone better off?</u></p> <p>#/% of children ages 5 and younger enrolled in early care and education programs rated at 3 stars or higher in Quality First</p> <p>#/% of families that spend 10% or less of their income (gross/net) on quality early care and education (those receiving a star rating of 3-5)</p>	
<p><u>System Development</u></p>	

FTF Role: Quality of Family, Friend, and Neighbor Early Care and Education Settings - Convene partners, provide leadership, and provide funding to improve the quality of culturally responsive early care and education provided by family, friends, and neighbors.

Goal 8. Ensure that children in Arizona have access to high quality, safe, nurturing care when using family, friend or neighbor care (FFN) settings that are not regulated by the state.

<p style="text-align: center;"><u>How much did we do?</u></p> <p># of FFN providers receiving equipment, materials, training, mentoring and/or financial supports to improve the safety and quality care</p> <p># of children 5 years and younger in FFN programs certified by DES-CAA</p> <p># of FFN providers participating in CACFP</p>	<p style="text-align: center;"><u>How well did we do it?</u></p>
<p style="text-align: center;"><u>Is anyone better off?</u></p>	
<p style="text-align: center;"><u>System Development</u></p>	

FTF Role: 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 9. Build a comprehensive and well-articulated professional development system throughout Arizona that begins with the acquisition of a GED/high school diploma.

How much did we do?

#/% of early care and education professionals at identified levels on an agreed upon professional development continuum from GED/High school diploma to graduate degrees.

How well did we do it?

Is anyone better off?

System Development

Evidence of a comprehensive professional development plan with measurable milestones and a time frame for Arizona

Evidence of core competencies which people working with children 0-5 need in order to provide quality service

#/% of statewide programs funding ECE professional development activities that collect similar qualitative and quantitative data regarding ECE professionals moving through the educational continuum

of articulation agreements between colleges and universities in the state; OR

#/% of IHEs that have standard degree requirements which allow credits to transfer from one institution to another

A method for tracking data about early care and education professionals in Arizona

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 10. Provide access to ongoing education and training for all early childhood and education professionals across Arizona to meet professional development requirements and goals.

<u>How much did we do?</u>	<u>How well did we do it?</u>
<p># of early care and education professionals enrolled in T.E.A.C.H., PCPP or other professional development scholarship programs</p> <p># of relevant administrative training and mentoring opportunities for early care and education administrators</p> <p># of community-based professional development opportunities available by region</p> <p>#/% professionals attending community-based PD by region</p>	<p>#/% 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</p> <p># of early care and education home providers attaining a GED/high school diploma from an accredited institution</p> <p>#/% of directors/administrators who have at least an AA degree in early childhood education or related field</p>
<u>Is anyone better off?</u>	
<u>System Development</u>	

FTF Role: Recruitment and Retention of Professionals in the Early Childhood System -
Convene partners, provide leadership, and provide funding for the recruitment, adequate compensation, and retention of high quality, culturally diverse early childhood providers

Goal 11. Recruit and retain high quality professionals into the early childhood development and health system who reflect the diversity of the community in which they practice and are culturally competent.

How much did we do?

#/% of early care and education programs with at least 50% of staff with 3 or more years of experience

#/% of early care and education professionals in their current position for 3 years or more

#/% of students graduating with a degree in early childhood education who remain in the state and field after graduation

#/% of high school tech prep child development students entering post-secondary early care and education programs

#/% early care and education staff who participate in 6 hours of professional development in cultural competency

How well did we do it?

#/% early care and education staff who are proportionally reflective of the diversity of the community in which they work

Is anyone better off?

System Development

FTF Role: Recruitment and Retention of Professionals in the Early Childhood System -
Convene partners, provide leadership, and provide funding for the recruitment, adequate compensation, and retention of high quality, culturally diverse early childhood providers

Goal 12. Compensate early childhood education professionals across Arizona at a rate commensurate with their education and experience.

How much did we do?

#/% 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

% of early care and education professionals who receive cost of living wage increases comparable to the average Arizona wage increase

How well did we do it?

Is anyone better off?

#/% of early care and education professionals with educational background and experience comparable to a kindergarten teacher who receive an average hourly wage comparable to a kindergarten teacher in Arizona

System Development

Is anyone better off?

- #/% children demonstrating school readiness at kindergarten in all five domains of development.
- #/& of children with enrolled in an early care and education program with a Quality First rating of 3-5 stars.
- #/& of children with disabilities enrolled in an early care and education program with a Quality First rating of 3-5 stars.
- % of children beginning kindergarten with undetected developmental delays or chronic health problems.
- % of children beginning kindergarten exiting Part B special education to regular education
- #/% of children ages 5 and younger enrolled in early care and education programs rated at 3 stars or higher in Quality First.
- Is anyone better off?
- #/% of early care and education professionals with educational background and experience comparable to a kindergarten teacher who receive an average hourly wage comparable to a kindergarten teacher in Arizona

System Development

- Existence of a comprehensive plan, endorsed by the Governor and state agency directors, for an early childhood education system in Arizona that minimizes duplication of services among agencies, organizations and individuals
- #/% state agencies and private organizations that provide ECE services to children birth to five and their families which have defined goals and objectives that align with the comprehensive state early care and education plan
- % under-enrollment across early childhood education programs with similar missions and offering similar services
- #/% of public and private agencies with similar missions that have interagency agreements to promote alignment of services and programs
- % 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
- # 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
- #/% of state/Tribal/other government agencies that participate in an integrated data system for early childhood care
- Existence of new infant-toddler developmental guidelines for Arizona
- Evidence of a comprehensive professional development plan with measurable milestones and a time frame for Arizona
- Evidence of core competencies which people working with children 0-5 need in order to provide quality service
- #/% of statewide programs funding ECE professional development activities that collect similar qualitative and quantitative data regarding ECE professionals moving through the educational continuum
- # of articulation agreements between colleges and universities in the state; OR
- #/% of IHEs that have standard degree requirements which allow credits to transfer from one institution to another
- A method for tracking data about early care and education professionals in Arizona