

**Early Learning Advisory Committee
Flip Chart Notes
February 18th, 2011**

The following are responses to the activity regarding the “Changing Face of Early Childhood and Professional Development”:

I. Early Childhood Education

A. What are the most significant positive assets in early care & education right now in Arizona?

- More funding available through FTF
- Scholarships available through TEACH and Career Pathways
- First Things First supported by community/voters
- Range of providers and options
 - o Schools
 - o Private
 - o Home based schools
- Head Start regional T.A. Centers
- New Directions Institute
- More technical assistance from DHS Licensing
- New Parent Resource Centers
- Migrant Head Start
- Bachelor’s Degree in Family & Child Education
- Our children
- Recognition for range of child care provider options
- AZ enjoys diverse & broad support from foundations
- Support & understanding of brain development.
- Efforts to support the EC system statewide
- Increased partnerships to provide services
- Teach for America
- More support for ECE professionals
- Funding \$ for local communities
- Coordination & Collaboration
- Focus on gathering evaluation data
- FTF/EC organizations/Partners
- Local input
- Public awareness of the importance of 0-5 years
- Helios’ Commitment from Wallace Foundation??
- Collaborative process (interagency) improved
- Implementation of FTF - reaffirmation from voters
- “Teaching Strategies Gold” assessment adoption by Dept. of Education

B. What are the most significant challenges in early care & education in the last 4 years in Arizona?

- Lack of political leadership supporting families & children
- Freeze on Kids Care funding
- Decreased T.A. from DHS Licensing
- Increase in unregulated care & children home alone
- Freeze on new DES Child Care Subsidy and limits on funding
- Defunding of Full Day – K
- Defunding of Early Childhood Block Grant
- SB1070 loss of families & loss of services
- Elimination of S*CCEEDS
- The “graying” of ECE Leadership and need for young leadership
- Getting more emphasis on ECE
- Drop in funding of programs. (e.g. Child Protective Services & AHCCCS)
- Increase in fraud related to drop in funding
- Growing need to have inclusion programs for children w/special needs (e.g. Autism)
- NAFCC accreditation and cost changed
- Drop in number of programs with NAEYC accreditation
- Loss of accredited programs at higher learning institutions and in the community
- Budget cuts / economy
 - Center and home closures
 - Loss of jobs/decrease of staff hours/ staffing patterns
- Building public support for Prop 302
- ‘State family literacy defunded

C. What are the most promising opportunities & innovations in early care & education over the next several years?

- Looking at the whole child (health, etc)
- More collaboration
- Scholarships through TEACH
- Quality First
- Professional REWARD\$
- Reaching out to family, friend & neighbor care
- Publicity re: importance of the yearly years
- Gathering information & data / evaluation to justify need & impact
- Developing a statewide voice for children
- FTF becoming more well-known
- Statewide infant toddler professional development
- Conceptualizing readiness to include family & community
- Development & implementation of infant/toddler developmental guidelines
- Elimination of artificial age groupings

- Improving transition to kindergarten
- Empowering families
- Information dissemination
- Utilizing technology
- Scientific research and data support for early education
- Linking ECE & K-3 sector re: Early Learning Standards
- Articulation between universities/colleges
- Moving ECE field into higher educational degrees
- “Teaching Strategies Gold” assessment adoption
- Business sector support for ECE and FTF
- Developing rubric for & standards for the effort
- Striving readers focus 0-12th
- FTF infant/toddler guidelines
- ADE ECE participating in rewrite of program guidelines and early learning standards
- Strengthening of affiliate network of AzAEYC
- Children’s Action Alliance Leadership Academy
- Emergent Leaders Program at Southwest Human Development
- Other leadership and mentoring opportunities
- Targeting under-served population i.e. children not eligible for AZEIP/DDD services
- Focus on children in nature
- Educare project

II. ECE Professional Development

A. What are the most significant positive assets in ECE professional development right now in Arizona?

- Head start education requirements
- Infant/Toddler training
- Child Development Associate certificates available
- Funding available for professional development
 - TEACH – AA support
 - Professional Career Pathways – certificate and CDA support
- Higher education offering Early Childhood & Education certificates, Associates degree, including community college
- Acknowledgement of importance & need for professional development
- Opportunities through Quality First
- Leadership development opportunities
- Increase of opportunities for national experts to dialogue w/groups
- Increased options to receive college credits for community based training
- AZ early learning standards
- On line courses
- CTE + CC combined credits??
- Child care coursework & certifications
- Early childhood endorsement for PreK-3
- Department of Education training of FTF Quality First coaches
- Bureau of Indian Affairs focus on ECE & standards & PD
- National Association for Family Child Care has an accreditation system
- Standards out of AZEIP??
- Parents as Teachers
- In-Service training available to providers
- Budgetary allocation in many programs for professional development & technical assistance
- Cognitive Coaching curriculum

B. What are the most significant challenges in ECE professional Development in the last 4 years in Arizona?

- Losing ECE professionals due to pay issues
- Lack of awareness of importance of professional development in ECE
- ASU Lab School Closures
- Challenges implementing TEACH
- Challenges implementing Quality First
- Loss of S*CCEEDS
- Decreased funds for CCR&R

- Community based trainings
- Changes in professional development
- Changes in Head Start Performance Standards
- Family childcare – minimum standards
- Rewards – Pathways??
- Cuts affecting higher education
- Low salaries impacting recruitment
- ECE standards from ADE
- New ECE certificate from ADE
- Rewards – CDA or accredited.
- Loss of block grants
- Collaborations offsetting losses
- De-emphasizing ECE at university level
- General economic climate
- ECE is the stepchild of education
- Need for learning communities
 - Cohorts
 - Director networks
 - Emergent leaders
- In some local areas, increase in articulation in higher learning
- Increase in onsite coaching
- New face of AzAEYC

C. What are the most promising opportunities & innovations in ECE Professional Development over the next several years?

- Offer concentrations to supplement AA degrees
- More inclusion within family child care
- SA care change ??
- More early learning communities
- Develop specific training stream for home visiting staff
- Integrate child care licensing into the entire conversation
- Make one site coaching & mentoring more effective by
 - Dialogue
 - Noting what works
- Ongoing training
- CTE/College Career path is beginning
- Boeing's support for professional development Other business?
- Federal I-3 training grants
- Training & education through technology
- Use of technology
- Cross training

- Promoting acquisition of GED so teachers can access other PD opportunities
- Supports for programs using teaching strategies goal
- Federal commitment to ECE (Dept. of Health & Human Services)
- Professional Career Pathways Project funded by FTF
- Increase in professional development opportunities in some counties regarding inclusion

These 3 questions were available to the full group for input throughout the remainder of the day. Their input offered is as follows:

What assumptions do we need to test?

- That outcomes for children in full day pre-school are stronger than for children in half-day pre-school, especially over long-term

What is missing from this picture?

- For professional development- I didn't see mention of the need for inclusion of diversity. In AZ I believe we need to continue to work on welcoming Mexican-American children, Native-American children, and children w/gay parents. There is a huge need for diversity training of teachers, administrators, & politicians.

What is most important to remember, acknowledge and know about this field as we look to the future?

- It is rocket science – to do early care and education well requires special knowledge, skills, and expertise