



**First Things First
Early Learning
Roles, Goals and Indicators**

FTF Role 1: 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 education system.

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

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

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

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

Goal 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 education.

How Much	How Well
# participating in Quality First # of agencies, programs and organizations that incorporate Quality First rating into early childhood programs and services # of statewide agencies funding early care and education quality, access and affordability activities that incorporate Quality First rating into the monitoring process. # on Quality First wait list	% of early care and education settings with a Quality First rating of 3-5 stars # of slots in early childhood programs, e.g. Head Start and Early Head Start, Title I, etc., compared with the # served # of children on wait lists early childhood education programs, e.g. Head Start and Early Head Start, Title 1 preschools, private programs, etc.
Better Off	
#/% children demonstrating school readiness at kindergarten entry in the development domains of social-emotional, language and literacy, cognitive, and motor and physical #/% of children enrolled in an early care and education program with a Quality First rating of 3-5 stars #/% of children with special needs/rights enrolled in an inclusive early care and education program with a Quality First rating of 3-5 stars #/% of children with newly identified developmental delays during kindergarten year. # of children entering kindergarten exiting Part B special education to regular education # of families satisfied with the level of cultural responsiveness of their early childhood education provider # of families indicating the star rating system was an important factor in their choice of an early childhood education program	
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 % of state budget allotted to early childhood education.	

FTF Role 2: Quality Early Care and Education Standards, Curriculum and Assessment – Convene partners, provide leadership, and provide funding for the development and implementation of quality standards for early childhood care and education programs and related curricula and assessments.

Goal a: Develop quality early learning standards and developmental guidelines and support early childhood providers to align curricula and assessments with the standards

How Much	How Well
#/% 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	#/% of early care and education programs that implement research-based curricula and child assessment aligned with the AZELS and AZ-ITDG



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Developmental Guidelines (ITDG), when completed	
Better Off	
#/% children demonstrating school readiness at kindergarten entry in the development domains of social-emotional, language and literacy, cognitive, and motor and physical	
System Development	
Existence and implementation of new infant-toddler developmental guidelines for Arizona Creation of provider self-assessment tools and support system for teacher/caregivers to implement the developmental guidelines	

FTF Role 3: Quality, Access, and Affordability of Regulated Early Care and Education Settings – Convene partners, provide leadership, and provide funding for increased availability of and access to high quality , regulated, culturally responsive and affordable early care and education programs.

Goal a: Make available quality, affordable and culturally responsive early childhood education programs to all children and families across Arizona

How Much	How Well
# rural communities with new early learning programs/services available to families	#/% of positive ratings on measures of cultural responsiveness of environment
# slots available in regulated child care (in different communities)	#/% of families reporting quality as a factor when selecting an early care and educational program
#/% of eligible families with children ages five and younger receiving child care subsidies enrolled in programs rated at 3 stars or higher in Quality First	Amount of funding (\$) available for child care subsidies and start-ups in underserved areas
#/% of early childhood educators who are ethnically and culturally reflective of the state’s population of children birth to five	# children on DES wait list
Better Off	
#/% of children ages 5 and younger enrolled in early care and education programs rated at 3 stars or higher in Quality First	
#/% of families that spend no more than 10% of the regional median family income on quality care and education (those receiving a star rating of 3-5)	
System Development	

FTF Role 4: 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 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.

How Much	How Well
# of FFN providers receiving equipment, materials, training, mentoring and/or financial supports to improve the safety and quality care	# of Family Friend and Neighbor providers receiving equipment, materials, training/mentoring or financial support , who indicate positive outcome of these supports and resources
# of children 5 years and younger in FFN programs becoming certified by DES-CCA or certified or licensed by DHS/Tribes	# FFN providers reporting increase in confidence and competence in caring for children as measured using the CCATR (Child Care Assessment for Relatives) tool
# of FFN providers participating in quality improvement program that become alternative approval homes in CACFP	



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Better Off
#/% children demonstrating school readiness at kindergarten entry in the development domains of social-emotional, language and literacy, cognitive, and motor and physical
System Development
FFN providers becoming certified or licensed or alternate approval participants Existence of a regulatory system for all family child care Availability of FTF funded services to FFN care providers (QFI, TEACH, etc) Count of unregulated care by geography, income, etc.

FTF Role 5: 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 a: Build a comprehensive and well-articulated professional development system throughout Arizona that begins with the acquisition of a GED/high school diploma.

Goal 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 style="text-align: center;">How Much</p> <p>#/% of early care and education professionals at identified levels on an agreed upon professional development continuum from GED/High school diploma to graduate degrees. # of early care and education professionals enrolled in T.E.A.C.H., PCPP or other professional development scholarship programs # of relevant administrative training and mentoring opportunities for early care and education administrators # of community-based professional development opportunities available by region #/% professionals attending community-based PD by region</p>	<p style="text-align: center;">How Well</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 # of early care and education home providers attaining a GED/high school diploma from an accredited institution #/% of directors/administrators who have at least a director’s credential, an AA degree or equivalent in early childhood education or related field # of non-degreed, non-credentialed teachers/ caregivers enrolled in ECE coursework compared to # ECE teachers/caregivers in state # of higher education early childhood degree programs nationally accredited</p>
Better Off	
#/% children demonstrating school readiness at kindergarten entry in the development domains of social-emotional, language and literacy, cognitive, and motor and physical #/% of early care and education programs scoring at least a 2 on the Classroom Instruction domain on the CLASS	
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 Existence of a single statewide articulation agreement that includes early childhood core competencies (same course title, course number and course description) applicable to all colleges and universities #/% 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 Inservice/continuing education for practicing professionals that is sequential, evidence-based and taught by qualified professionals – a system for inservice training/continuing education	



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FTF Role 6: Recruitment and Retention of Professional in the Early Childhood System – Convene partners, provide funding for the recruitment, adequate compensation, and retention of high quality, culturally diverse early childhood providers.

Goal a: 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/sensitive.

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

<p>How Much</p> <ul style="list-style-type: none"> #/% of high school tech prep child development students entering post-secondary early care and education programs #/% of staff who annually participate in professional development related to cultural responsiveness in early childhood education #/% 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 	<p>How Well</p> <ul style="list-style-type: none"> #/% early care and education staff who are proportionally reflective of the demographics of the community in which they work #/% 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
<p>Better Off</p> <p>#/% 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</p>	
<p>System Development</p>	