



EARLY CHILDHOOD TASK FORCE

Early Learning Committee Survey Results Summary and Proposed Goal Statements and Areas for Focus

I. SURVEY SUMMARY

- A. **The following focus areas were identified.** An asterisk (*) indicates multiple respondents identified the focus area. Topics not identified by multiple respondents are listed and may require additional discussion by committee members to inform the goals and focus areas.

Areas specific to System Implementation

- *Infrastructure needs in rural and tribal areas need to be considered in the development of the ECE system*
- *Alignment of federal, state, and tribal regulations**
- *DES Rates*
- *Braiding of funding streams**
- *Use of block grant approach to build a sustainable system*

Areas specific to Accessing Quality

- *Multilingual instruction*
- *Consistent program assessment process that allows for the use of reliable reviewers to cut down on number of assessments that interrupt classrooms**
 - *Culturally appropriate assessment considerations*
 - *Mixed service delivery system includes all program types*
- *Access to Quality Ratings**
 - *Focus on multi-tiered tuition assistance inclusive of “fringe families” who are just over the income eligibility, but still struggling*
- *Early Intervention Services for mildly delayed children*
- *Reaching Underserved populations**
 - *DES Contract requirement for Quality First participation*
 - *Prioritize full day, full year services*
- *Prioritize infants and toddlers**

Areas specific to Standards

- *Child Assessment system that includes ongoing progress monitoring, authentic formative assessment, screening, and evaluation**
 - *Inclusive of programmatic and environmental considerations*
- *Research based curriculum with a focus on literacy, math, science, and the arts*
- *Program standards as a guiding tool rather than an expectation*

Areas specific to Professional Development

- *Shared PD inclusive of all providers (LEAs, private providers, and home providers)*
- *Continuum of education from college enrollment to Bachelor's degree**
- *Improving Compensation/Incentives for increasing professional knowledge**
- *Continue the use of the PD System for tracking professional learning*
- *Impact of minimum wage increase for ECE providers*
- *Developing a qualified and sustainable workforce*
- *Aligned system that is specific to the position and the career pathway of the individual, while aligned to program goals and quality*

Areas NOT to Focus on:

- *Improving Licensing Standards*
- *Development of summative child assessments*
- *Enforcing excessive professional development and growth*

II. Proposed Goal Statements and Areas of Focus

<p>Desired System Outcome</p>	<p>All children have access to high quality, culturally responsive early care and education that promotes their optimal development.</p>			
<p>Conditions to be Met</p>	<p>There is 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.</p>	<p>There are health, safety, and quality standards for early care and education; support for attaining the standards; and a process for monitoring them.</p>	<p>A. Arizona has enough high quality, culturally responsive, affordable early care and education programs and settings to meet the needs of children and families in all communities throughout the state. B. Children and families have access to high quality, culturally responsive, affordable early care and education programs where they live and work. C. Families have a choice of schedules (part-day or full-day, part-year or full-year), type of provider, and type of setting.</p>	<p>A. Arizona has enough culturally diverse early childhood professionals working in a variety of capacities to meet the needs of Arizona’s children and families in all communities throughout the state. B. Early childhood professionals meet specified educational/professional development requirements and continue their professional development throughout their careers. C. There are sufficient educational opportunities to meet the needs of early childhood professionals throughout Arizona. D. Early childhood professionals throughout Arizona have access to the education and ongoing professional development required to work in the setting of their choice and facilitate their professional growth. E. High quality professionals are recruited and retained in the early childhood system. F. Early childhood professionals are paid commensurate with other fields requiring similar education and experience.</p>

<p>Priority System Role</p>	<p>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.</p>	<p>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.</p>	<p>Quality, Access, and Affordability of Regulated Early Care and Education Setting 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.</p>	<p>Professional Development System and Recruitment and Retention of Professionals in the Early Childhood 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. Convene partners, provide leadership, and provide funding for the recruitment, adequate compensation, and retention of high quality, culturally diverse early childhood providers.</p>
<p>Proposed Goals</p>	<p>1. To identify and align early care and education funding, programs, and services to eliminate gaps and prevent unnecessary duplication.</p>	<p>1. To increase use of a comprehensive curriculum that is informed by consistent use of ongoing progress monitoring of children in early care and education programs.</p>	<p>1. To increase the number of Arizona children birth through five with access to quality early care and education.</p>	<p>1. To implement, align, and continuously improve Arizona’s Professional Development System that supports the education, recruitment, and retention of early childhood professionals.</p>
<p>Proposed Areas of Focus <i>These focus areas include topics identified through the EL Committee survey, Task Force opportunities and staff considerations.</i></p>	<ul style="list-style-type: none"> Leverage and coordinate other resources such as the Child Care and Development Block Grant (CCDBG), private and philanthropic sector investments to increase quality and access. Braiding of funding streams Common intake/eligibility system for families looking for early care and education Identifying and communicating the role of each partner in the early childhood education system. 	<ul style="list-style-type: none"> Alignment of curriculum and child assessment components with Federal, State, and Tribal requirements. Funding that supports the purchase, training, and implementation of curriculum and child assessment Alignment of Quality First standards and assessment with federal, state, and tribal regulations 	<ul style="list-style-type: none"> Targeted outreach to early care and education programs serving underserved populations, specifically Tribal, Infants/Toddlers, children in the child welfare system, and children with special needs. Focus on administrative practices to support staff retention and program retention. Address the Quality First wait list so that all programs who want to participate are able to do so. Children need access to early care and education programs regardless of where they live and this is particularly crucial in rural and tribal areas. 	<ul style="list-style-type: none"> Establish the Professional Development Workgroup as a diverse and inclusive statewide advisory structure for all sectors of the early childhood professional development system. Support partners across the early childhood system to promote and utilize the Arizona Early Childhood Career and Professional Development Network. Collection and maintenance of accurate and comprehensive early childhood workforce data to inform and drive decision making. Develop and strengthen a continuum of intentional educational and professional development career pathways for the early childhood workforce.
<p>Measures of Success</p>	<p>Intentionally left blank</p>	<p>Intentionally left blank</p>	<p>Intentionally left blank</p>	<p>Intentionally left blank</p>