PDG B-5

AZ Statewide
Strategic Plans Crosswalk

Priority Areas

Strategic Plans for Priority Areas:

- Head Start State Collaboration Office (HSSCO) Strategic Plan
- First Things First
- Department of Economic Security (DES) Child Care Administration CCDF State
- Read On Arizona
- Department of Economic Security (DES) FY 2019 Strategic Plan
- Regional Alignment
- Arizona Department of Education (ADE)

Introduction

Arizona's goals for children and families are: to prepare more children from vulnerable populations to enter school prepared to succeed; to create a family-centered, comprehensive, collaborative, and high-quality early childhood system that supports the development, health, and early education of all Arizona's children birth through age 5; to use collaboration and coordination of the early childhood education system to maximize parent knowledge and choice; engage all partners with a vested interest in Arizona's children ages 0-5; and leverage our resources (time, funding, and effort) to ensure work is aligned and coordinated so as not to duplicate or supplant other federal or state initiatives.

The needs assessments and strategic plans for key partners were identified for contributing to the B-5 needs assessment and strategic plan since their processes for conducting needs assessments and creating strategic plans were the most comprehensive and included the largest representation of Arizona's ECE system partners and constituents. These partners include:

- The Arizona Head Start State Collaboration Office (HSSCO),
- First Things First (FTF),
- The Department of Economic Security – Child Care Administration (DES-CCA), and
- Read On Arizona (ROA).

We identified current early childhood education system-level initiatives happening in Arizona (based on recent strategic plans) and determined either opportunities for increasing access to or improving the quality of the early childhood education system or filling an existing gap. The resources used at the local and statewide levels were used to leverage current strategic plans of partner organizations in Arizona's early childhood education system as we determined areas to enhance, supplement, complement, and in some cases, fill voids. The work of the regional local planning committees was one vehicle used to identify strategies and initiatives to supplement and enhance. Following a meta-analysis and with a desire to enhance current initiatives, the Arizona Department of Education's Early Childhood Unit, which also serves as the Arizona Head Start State Collaboration Office, created additional strategies to complement those of our partner organizations. This document serves as an overview of those strategies.

EFFECTIVE TRANSITIONS	*Quality Transitions for All*	
Arizona Department of Education		
Ensuring effective transitions for all using the Early Childhood Quality Improvement Process	**Intended Goal/ Outcome:**	Using the model set forth by Dr. Daniel Pianta, the ADE ECE Unit will continue to work on the establishment of Quality Transitions for All.
Region 7: **Comprehensive Data System**	**Intended Goal/ Outcome:**	Create data subcommittee to establish common philosophy, key components, practices and expectations.
	Intended Goal/ Outcome:	Align with current data system and participate in professional development around current tools and how they are used.

CHILD CARE DESERTS	Arizona has a significant child care supply and demand gap

HSSCO Strategic Plan

Long Range Goal 1: Head Start is involved in the development of state policies, plans, processes, and decisions impacting Head Start.	Short Term Objective A	Members become advocates for Head Start through active participation on Boards, committees, and workgroups such as: First Things First (FTF) Quality First (QF) subcommittee on Tiered Rating Improvement Systems (QRIS impact on Quality settings). (p. 7)
	Short Term Objective E	Head Start and Early Head Start is actively involved in the review of Arizona's TQRIS *Quality First* to ensure that it meets the quality improvement needs of Head Start and Early Head Start programs. p. 10
	Short Term Objective F	Head Start and Early Head Start is actively involved in collaboration with Early Head Start Child Care Partnership Initiatives. (p. 11)
Long Range Goal 2: Families in Head Start - who need fully day services - have increased access to high quality, early care and education services.	Short Term Objective A	Increase Head Start and Early Head Start program applied for and/or participating in Quality First (TQRIS). (p. 13)

Workforce Development PD & Coaching	Workforce Development Degree Completion	Early Language & Literacy	Inclusion	Child Care Deserts

HSSCO Strategic Plan

Long Range Goal 2: Families in Head Start - who need fully day services - have increased access to high quality, early care and education services.	**Short Term Objective B**	Increase Head Start and Early Head Start children served in full-day option through partnerships and/or braided funding. (p. 13)
	Short Term Objective C	Collaboratively investigate the availability of quality early education for 3-year-olds. (p. 14)
Long Range Goal 3: Increase the number of children in vulnerable populations served by Head Start. Vulnerable populations include children experiencing: homelessness, refugee status, foster care, and children from military families and with an IEP / IFSP.	**Short Term Objective A**	Annually, identify obstacles for vulnerable populations (including children living in poverty) to enroll in Head Start and Early Head Start and implement initiatives to increase enrollment. (p. 17)
	Short Term Objective B	Annually, identify obstacles for children in foster care enrolling and continuing in Head Start and Early Head Start and implement initiatives to increase enrollment and retention. (p. 18)
	Short Term Objective C	Annually, identify obstacles for children who are homeless enrolling and continuing in Head Start and Early Head Start and implement initiatives to increase enrollment and retention. (p. 19)

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First Things First

	Recommended Goal:	To increase the number of Arizona children birth through five with access to and participation in quality early care and education.
System Outcome for Early Learning: **All children have access to high quality, culturally responsive early care and education that promotes their optimal development.**	Area of Focus:	Focus outreach to ensure access to early care and education programs serving the following populations: • Tribal and rural • Infants and toddlers • Children in the child welfare system • Children with special needs • High poverty and unemployment areas
	System Level Measures	• Percent / number of children 0 - 5 enrolled in a program participating in QF by age groups. • Percent / number of children 0 - 5 enrolled in a 3-5 star program participating in QF by age groups. • Retention of programs maintaining a Quality First rating of 3-5. (p. 8)
System Outcome for Family Support: **All families have the information, services, and support they need to help their children achieve their fullest potential.**	Recommended Goal:	To increase families' understanding and use of parenting practices that promote positive child development, health and literacy outcomes for their children.
	Area of Focus:	To increase the availability of and access to high quality family support services for families with young children.
	System Level Measures:	Percent of parents / caregivers who report that they are competent and confident about their ability to support their child's safety, health, literacy and well-being (Family Caregiver Survey). (p. 14)

Workforce Development PD & Coaching	Workforce Development Degree Completion	Early Language & Literacy	Inclusion	Child Care Deserts

CHILD CARE DESERTS	*Arizona has a significant child care supply and demand gap*

DES - Child Care Administration CCDF State Plan

1.4 Coordination with partners to expand accessibility and continuity of care	1.4.1 DES is working with an Early Head Start (EHS) Child Care Partnership grantee in layering funding sources (EHS and CCDF) to expand accessibility and continuity of care, and to assist children enrolled in the EHS-Child Care Partnership to receive full-day services that meet the needs of their working families. DES continues to develop and expand these collaborative efforts with other EHS-Child Care Partnership grantees (p. 18).
	The CCDF Lead Agency is housed within the Arizona Department of Economic Security's Division of Employment and Rehabilitation Services which assists individuals who are unemployed and underemployed, and those with barriers to employment, to prepare for and obtain gainful employment…Coordination within the Division has resulted in shared communication and identification of issues that relate to the provision of child care services to families that are receiving multiple services from the Division. TANF eligibility is handled internally through policies and procedures so that appropriate child care services are provided for TANF recipients. (p. 19)
	Child care for children residing in homeless or domestic violence shelters is available via contract to licensed child care programs operating in homeless or domestic violence shelters. The funding is inclusive of all costs associated with the delivery of this service, which includes training of teachers and other staff and obtaining and retaining national accreditation or the Quality First Star Rating in the quality level for the child care program. Through these contracts, DES is able to work with the contractors who provide child care for children and assist their parent or guardians in attaining necessary life-skill training and obtaining employment to become self- sufficient. DES eligibility workers screen for homelessness during the eligibility determination process in order to appropriately refer homeless families to shelters with onsite child care programs and to determine eligibility and authorize services to accommodate shelter directed activities (p.21).

Workforce Development PD & Coaching	Workforce Development Degree Completion	Early Language & Literacy	Inclusion	Child Care Deserts

DES - Child Care Administration CCDF State Plan

1.4 Coordination with partners to expand accessibility and continuity of care	DES funds the statewide Child Care Resource and Referral (CCR&R) system. The CCR&R service disseminates information to enable parents to identify the most important quality indicators of child care programs, tracks the accreditation status of providers, and also has developed a checklist for parents to use when assessing child care programs according to quality indicators. The CCR&R's website also links to the First Things First website and directs parents to Quality First information. Ongoing, effective coordination with the CCR&R regarding consumer education will be necessary to ensure parents are informed of early childhood programs that provide full-day services. (p. 22)
	DES staff have been meeting with representatives from the Arizona Department of Education as well as the Early Head Start-Child Care Partnership grantees to identify opportunities to coordinate services for families who are enrolled in Early Head Start and eligible, or potentially eligible, for child care subsidies. One of the intended outcomes of this coordination is to expand accessibility and continuity of care, and to assist families enrolled in Early Head Start to receive full-day services. (p.23)
	In Arizona, child welfare programs are administered by the Arizona Department of Child Safety (DCS), which oversees various programs including child protective services, foster care, and adoptions. DES communicates and works closely with the DCS on a regular basis to resolve issues such as developing, implementing, and enhancing referral processes to ensure families referred for services have timely and accurate child care authorizations. Representatives from DCS and members of the Child Care Advisory Committee work to continuously improve the lines of communication and increase understanding of issues that affect individual child care providers that care for children who are involved in the child welfare system. In Arizona, children involved with DCS receive priority for CCDF funded child care services and are served via direct referral from the DCS case manager to the DES. When funding becomes limited, DCS children are not subject to the Priority Waiting List. DES eligibility workers facilitate the transition from DCS child care for foster children to the appropriate child care eligibility category when the DCS case closes. DES continues to partner with DCS in activities to ensure children are placed in quality child care. These activities include training DCS staff through the Expulsion Prevention contract with Southwest Human Development. (p. 24)

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DES - Child Care Administration CCDF State Plan

1.4 Coordination with partners to expand accessibility and continuity of care	DES communicates and coordinates with military child care programs on an as needed case-by-case basis. This may occur at the local level at which the military program is geographically situated. Working with military child care representatives has resulted in CCDF eligible families being able to use family child care homes approved by military child care programs. (p.24)
2.3.4 Lead agency processes related to child care	The goal of the Child Care Administration (CCA) in using non-certified relative providers (NCRP's) is to allow eligible families the option to select a family member as a child care provider to meet the needs of the family. Non-Certified Relative Provider (NCRP) means a person who is at least eighteen years of age, who provides child care services to an eligible child, who is by blood, marriage or court decree the grand parent, great- grandparent, sibling not residing in the same household, aunt, great-aunt, uncle or great- uncle of the eligible child and who meets the department's requirements to be a Non- Certified Relative Provider. (p.43)
2.4.2 The partnerships formed to make information about the availability of child care services available to families	DES works with a variety of agencies and community organizations, using multiple methods, to ensure outreach efforts are widespread throughout the State. Availability of child care services is promoted via the CCR&R service, as well as the Department's Family Assistance Administration (TANF Lead Agency) and the Arizona Early Intervention Program (IDEA, PartC Lead Agency). Outreach efforts are coordinated with the Arizona Department of Education, the Arizona Department of Child Safety, the Arizona Department of Health Services home visiting programs, Early Head Start and Head Start, Early Head Start-Child Care. (p. 56)
2.4.5 Policies regarding the social-emotional and behavioral issues and early childhood mental health of young children	Currently, DES contracts with CCR&R to disseminate information regarding social-emotional and early childhood mental health of young children to parents through the CCR&R website. Additionally, parents receive this information through the eligibility process. The information includes the benefits of selecting quality early care and education and information for families to help support their child's learning and development. In addition, the website reflects information on accreditation or Quality levels achieved by child care programs and are contained in the child care facility search. (p. 59)
4.2 Assessing market rates and child care costs	DES consults with the state advisory council on issues related to ongoing service delivery and specifically coordination of the market rate survey. (p. 105)

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Read On Arizona

Strategy 2: Read On Communities Network: **Build a community of practice through a network of communities that make early literacy a priority. Facilitating Organization in each Read On Community or City convenes and fosters collaborative effort.**	**Action Item:**	Increase access to and support the improvement of out of school / extended learning opportunities. (p. 17)
Strategy 3: Effective Practices **Implement strategies to develop and strengthen literacy and language acquisition along the continuum. *The right program, at the right time, for each child.***	**Action Item:**	Focus on making a priority language-rich curriculum coordinated for impact with a fidelity to implementation. (p. 17)

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DES - FY 2019 Strategic Plan

2. Quality	Percent of children receiving quality child care.
	Increase the percentage of children receiving subsidy placed in a quality child care setting from 38% to 45% by the end of FY 2019 and to 55% by the end of FY 2020.

Workforce Development PD & Coaching Workforce Development Degree Completion Early Language & Literacy Inclusion **Child Care Deserts**

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Regional Alignment

Region 1: **Improve High Quality Early Childhood Education Coalition**	Create a visual map of each sector's work and implementation practices of the ACE's interventions.	
Region 1: **Enhance Quality First Scholarships to Families**	Increase number of families receiving QF scholarships for high quality child care settings across the region.	
Region 2: **Increase training and support provided to caregivers in a variety of settings**	Provide training and support to family, friend and neighbor child care providers to improve the quality of care provided to children in unregulated settings.	• Arizona Kith and Kin Project • Series of trainings delivered over a 14-week period • Trainings include: child development, health and safety, positive guidance and discipline, nutrition, brain development, and language and literacy
Region 3: **Support United Way Childcare Network in order to increase affordable childcare for those exceeding low-income qualification subsidy guidelines, specifically the working class families.**	Reducing overhead cost of childcare through River Cities United Way	• Recruiting sites that offer space as a donation • Address insurance and licensing cost • Partner with agencies who have the ability to train, provide accreditation and supplies for programs.

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Regional Alignment

Region 4: **Increase availability of high quality early learning settings**	Improve access to high quality preschool programs for 3 and 4 year old children living in the gap between low income and 200% poverty level.	
	All Preschool Promise sites encouraged to enroll in Quality First.	
	Improve and support professional development for early childhood educators and caregivers.	
Region 5: **Early Head Start Child Care Partnership Model**	Scale up resources to serve more children; address quality and access priority in the region.	
	Increase access to high quality early learning.	• Increase school readiness indicators • Increase parent engagement
	Increase availability of high quality early learning settings.	• Environmental rating scales meet or exceed national averages • Compliance with all regulatory requirements
	Demonstrate growth in all developmental domains for enrolled children.	• Enrolled children meet or exceed widely held expectations in areas of development (using MyTeaching Strategies child assessment tool) • Child health indicators meet or exceed national averages
	Increase opportunities for parental participation in school/work due to full day/year care.	
	Increase knowledge/skill for parents regarding their role as parents	• Annual parent surveys indicate high level of satisfaction • Parent education curriculum ensures parent engagement and tracks growth

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Regional Alignment

Region 5: **Increase Availability of Full Day Affordable Child Care**	Offer more full day child care programs (5 days a week, 7.5 hours a day) at no or minimal charges to families.	
	Open up licensed child care opportunities at the school districts in the region that have space available.	
Region 5: **Enhancing Family, Friend and Neighbor Networks**	Provide face-to-face child development education training to families, friends, and neighbors taking care of children birth to 5 years old in their homes that may or may not be licensed.	• Monthly face-to-face professional development delivered by trained PDs. • Provide FFN providers with materials. • Provide ongoing support to FFN providers and immediate technical support when needed. • Improve environments inside homes to be more appropriate for children birth through K entry.
Region 7: **Supporting our most vulnerable and at-risk families**	Child Find / Community based enrollment fairs	• Families have easier access and awareness of programs and B-5 pipeline. • Staff will improve enrollment in all programs and meeting needs of the region.
	Hire Coordinator / Facilitator to be the backbone staff of the Yuma County Early Childhood Collaborative	

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Regional Alignment

Region 7: **Find and develop an additional funding source for birth to age 5 population**	Create sub-committee to work on sustainability efforts and identify partners to be part of a committee to look for additional funds.	• Narrow down the need and story of where to fill in the gap. • Identify capacity. • This committee will work closely with the Data committee to show outcomes, needs and gaps. • Collaboration across organizations to build a common vision.
	Partners, mission, vision, goals, and questions to ask will be identified by the committee.	
Region 7: **Targeting children and families who do not have access to a quality preschool program**	Quality First: Centers and districts will focus on Pre-K and Homes will focus on Infant/Toddler. Homes will transfer children to centers at the appropriate age.	• Identify preschool need in region: schools and homes share current enrollment and what their max enrollment can be. • Programs already have infrastructure, just needs to add scale of scholarships for children 0-5.

Workforce Development PD & Coaching | Workforce Development Degree Completion | Early Language & Literacy | Inclusion | **Child Care Deserts**

CHILD CARE DESERTS	*Arizona has a significant child care supply and demand gap*

Regional Alignment

Region 7: **Targeting children and families who do not have access to a quality preschool program**	Home Visitation	• Will focus on birth/infant/toddler enrollment: children will have a smooth transition to PreK.
	Parenting Education	• Wrap-around service of our ECE B-5 pipeline.
	Family Literacy Workshop Series	• Improve early literacy rates.

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Arizona Department of Education

Funding of High Quality Childcare and Education for Arizona's children ages birth-five	**Intended Goal/ Outcome:**	Through the use of a multi-tiered approach, Arizona will design and implement a quality childcare funding system that leverages the childcare funding streams of system's partners.

Workforce Development PD & Coaching	Workforce Development Degree Completion	Early Language & Literacy	Inclusion	Child Care Deserts

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Inclusion	Promote meaningful participation and offer a continuum of services to children with special needs

HSSCO Strategic Plan

Long Range Goal 3: **Increase the number of children in vulnerable populations served by Head Start. Vulnerable populations include children experiencing: homelessness, refugee status, foster care, and children from military families and with an IEP / IFSP.**	**Short Term Objective A**	Annually, identify obstacles for vulnerable populations (including children living in poverty) to enroll in Head Start and Early Head Start and implement initiatives to increase enrollment. (p. 17)
Long Range Goal 5: **Children in HS programs receive needed health care including medical, dental, and behavioral health prevention and treatment.**	**Short Term Objective A**	Annually, increase the number / percent of children screened and receiving services for development, behavioral, or sensory concerns.
	Short Term Objective B	Annually, increase number of children receiving well-child exam within first 90 days of program entry. (p. 21-22)
Long Range Goal 6: **Through effective and appropriate inclusionary practices, close the learning gap between typically developing children and children with special needs.**	**Short Term Objective A**	Improve growth percentage (demonstrated in Teaching Strategies Gold) of children with special needs from the beginning of the ECE SPED services to completion.
	Short Term Objective B	Increase the use of PIR and other Head Start and Early Head Start data sources to improve services and outcomes for children. (p. 24-24)

Workforce Development PD & Coaching	Workforce Development Degree Completion	Early Language & Literacy	Inclusion	Child Care Deserts

Inclusion	Promote meaningful participation and offer a continuum of services to children with special needs

First Things First

System Outcome for Early Childhood System: The early childhood system is high quality, child and family centered, coordinated, integrated, and comprehensive	Area of Focus:	Develop and implement shared agenda across state agency partners that minimally includes prioritizing high risk and vulnerable populations across the health, education, and family serving sectors.
	System Level Measures:	• Existence of a shared state agency early childhood plan • Benchmark systems measures that demonstrate progress in school readiness are agreed to and shared by system partners. • A measure of partner collaboration and coordination (p. 2)
System Outcome for Early Learning: All children have access to high quality, culturally responsive early care and education that promotes their optimal development.	Area of Focus:	Support early care and education programs in use of research / evidence-based curriculum and comprehensive assessment.
	System Level Measures:	• Number / percent of programs are implementing an evidence-based curriculum that is aligned with the Program Guidelines for High Quality Early Education; Birth through Kindergarten, Infant Toddler Developmental Guidelines and the Arizona Early Learning Standards. • Number / percent of programs that meet the child assessment indicators identified in the Program Guidelines for High Quality Early Education; Birth through Kindergarten. (p. 8-9)
	Area of focus:	Focus outreach to ensure access to early care and education programs serving children with special needs.
	System Level Measures:	Increase availability of / access to high quality, regulated, culturally responsive and affordable early care and education programs. (p. 8-9)

Workforce Development PD & Coaching	Workforce Development Degree Completion	Early Language & Literacy	Inclusion	Child Care Deserts

Inclusion	Promote meaningful participation and offer a continuum of services to children with special needs

First Things First

System Outcome for Children's Health: **All children are provided access to early periodic screening and diagnosis to identify physical, mental, and developmental health issues and, if necessary, follow-up treatment / services are provided.**	**Area of focus:**	Support medical homes (including tribal health partners) providing care coordination services for children with an emphasis on children with complex needs, and high risk vulnerable children.
	System Level Measures:	Percent of AZ children age 9 months to 5 years who receive standardized screening for developmental or behavioral problems (National Children's Health Survey, AHCCCS). (p. 11)
	Areas of focus:	Collaborate with partners to increase awareness of / access to a continuum of information, support and services for families and their children who have or at risk of having developmental, physical, and/or mental health issues.
	System Level Measures:	Support standardized developmental, autism, oral health and sensory screening services. (p. 13)
System Outcome for Family Support: **All families have the information, services, and support they need to help their children achieve their fullest potential.**	**Area of focus:**	Continue to support the strengthening of AZ's Home Visitation System. Continue to coordinate with state agencies and partners to ensure resources are maximized, avoid duplication, and concentrate on complimentary services. Create an infrastructure, policies, programs and resources to support families of children with special needs. (p. 15-16)
	System Level Measures:	Percent of parents/caregivers who report that they are competent and confident about their ability to support their child's safety, health, literacy and well-being (Family Caregiver Survey). (p. 14)

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Inclusion	Promote meaningful participation and offer a continuum of services to children with special needs

DES - Child Care Administration CCDF State Plan

2.5.1 Procedures for Providing Information on Developmental Screening	2.5.1. DES ensures the information on services offered by AzEIP are available to parents who are applying for child care assistance. An Eligibility Specialist discusses the availability of services offered by other divisions of the Lead Agency including AzEIP and DDD during application interview process. The brochure titled "A Checklist of Your Child's Growth from Birth to Five" is included in the information packet that is distributed to applicants during the application process. All parents are informed of the CCR&R website as a resource to obtain additional information. (p. 61)
3.1.6 Eligible Children and Families Section	DES ensures all families have access to receive age and developmentally appropriate care for their children including children with special needs. To support children with special needs to participate in quality child care, the enhanced rate is offered to child care providers/ facilities that provide quality inclusive child care services. The policy and procedures are implemented to ensure statewide standard process for verification and approval process for children who require increased supervision, modified equipment, modified activities, and/or a modified facility within child care settings.

During an application process, a child with special needs is identified on the application form. The applicant can check the appropriate box for IEP, IFSP, ISP, 504 Plan or the diagnosis by a physician. After verification is made, the child is eligible to receive enhanced services for the entire 12-month eligibility period, as long as all other eligibility criteria are met, by a qualified child care provider who is either nationally accredited or maintains 3-, 4- or 5-Star rating through Arizona's quality rating system. It is Arizona's intention to increase continuity of care for children with special needs and their families by matching the children with a qualified child care provider. (p. 72-73) |

Workforce Development PD & Coaching	Workforce Development Degree Completion	Early Language & Literacy	Inclusion	Child Care Deserts

Inclusion	Promote meaningful participation and offer a continuum of services to children with special needs

Read On Arizona

Strategy 2: Read On Communities Network	Action Item:	Identify effective interventions for strategic focus areas (ELL, special needs, etc.) along the continuum & leverage existing services to maximize impact. (p. 17)
Build a community of practice through a network of communities that make early literacy a priority. Facilitating Organization in each Read On Community or City convenes and fosters collaborative effort.	Action Item:	Implement evidence-informed intervention strategies as early as possible.
Strategy 3: Effective Practices **Implement strategies to develop and strengthen literacy and language acquisition along the continuum. *The right program, at the right time, for each child.***	Action Item:	*Online Screenings and Assessments* Strengthen the practitioners/early childhood teacher training around early literacy AND reading instruction. Commit to an atmosphere of continuous improvement, peer learning. Appropriate developmental screenings and assessments as early as possible and ongoing at critical junctures (vision, hearing, asthma, speech and other developmental screenings). Appropriate developmental screenings and assessments as early as possible and ongoing at critical junctures (vision, hearing, asthma, speech and other developmental screenings). (p. 18)

Workforce Development PD & Coaching	Workforce Development Degree Completion	Early Language & Literacy	Inclusion	Child Care Deserts

Inclusion	Promote meaningful participation and offer a continuum of services to children with special needs

DES - FY 2019 Strategic Plan

2. Quality	Percent of children receiving quality child care.
	Increase the percentage of children receiving subsidy placed in a quality child care setting from 38% to 45% by the end of FY 2019 and to 55% by the end of FY 2020.

Inclusion	Promote meaningful participation and offer a continuum of services to children with special needs

Regional Alignment

Region 5: Create more inclusive environments for children with disabilities	Increase number / percent of students with disabilities in preschool in general education classrooms.
	Provide professional development for SPED and general education staff to support each other in inclusion effort.

Workforce Development PD & Coaching | Workforce Development Degree Completion | Early Language & Literacy | Inclusion | Child Care Deserts

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Inclusion	Promote meaningful participation and offer a continuum of services to children with special needs

Arizona Department of Education

Itinerant Model of Early Childhood Special Education	**Intended Goal/ Outcome:**	The goal of the strategy is to increase the inclusion of infants, toddlers, and preschool children with disabilities in high-quality early childhood programs for those programs selected to participate in the yearly cohorts.
Inclusive Classroom Profile	**Intended Goal/ Outcome:**	The goal of the strategy is to evaluate the quality of inclusive experiences of young children ages 2-5 with disabilities and to use this data to support programs with increasing the quality of those inclusive experiences for young children.
Early Childhood Task Force on Inclusion	**Intended Goal/ Outcome:**	Advance a common understanding of what inclusion is and to increase inclusive practices through the sharing of resources, research, and working collaboratively to identify barriers and establish goals to inform practice change.

Workforce Development PD & Coaching | Workforce Development Degree Completion | Early Language & Literacy | Inclusion | Child Care Deserts

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Early Language & Literacy	Promote meaningful participation and offer a continuum of comprehensive services to children with special needs

HSSCO Strategic Plan

Long Range Goal 1: Head Start is involved in the development of state policies, plans, processes, and decisions impacting Head Start.	Short Term Objective A	Subcommittee and/or Policy Council members become advocates for Head Start through active participation on Boards, committees and workgroups such as: Read On Arizona Statewide Taskforces and Community Teams.
	Short Term Objective B	Annually, increase the use of PIR and other Head Start and Early Head Start data sources to improve services and outcomes for children
		Process Goal: Work with Read On Arizona MapLIT project to link Head Start and Early Head Start PIR data with other early literacy data.

Workforce Development PD & Coaching | Workforce Development Degree Completion | Early Language & Literacy | Inclusion | Child Care Deserts

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Early Language & Literacy	Promote meaningful participation and offer a continuum of comprehensive services to children with special needs

First Things First

System Outcome for Early Childhood System: **The early childhood system is high quality, child and family centered, coordinated, integrated, and comprehensive.**	**Area of Focus:**	Develop and implement shared agenda across state agency partners that minimally includes: Continuing focused efforts in improving quality early care and education, improving early language and literacy outcomes, strengthening and expanding professional development, strengthening the comprehensive early intervention system, and alignment with AHCCCS.
	System Level Measures:	• Existence of a shared state agency early childhood plan • Benchmark systems measures that demonstrate progress in school readiness are agreed to and shared by system partners. • A measure of partner collaboration and coordination (p. 2)
System Outcome for Early Learning: **All children have access to high quality, culturally responsive early care and education that promotes their optimal development.**	**Area of focus:**	Focus outreach to ensure access to early care and education programs serving the following populations: • Tribal and rural • Infants and toddlers • Children in the child welfare system • Children with special needs • High poverty and unemployment areas
	System Level Measures:	Percent / number of children 0 - 5 enrolled in program participating in Quality First; enrolled in 3-5 star QF programs, and retention of programs maintaining QF ratings of 3-5. (p. 9)

Workforce Development PD & Coaching	Workforce Development Degree Completion	Early Language & Literacy	Inclusion	Child Care Deserts

Early Language & Literacy	*Promote meaningful participation and offer a continuum of comprehensive services to children with special needs*

First Things First

System Outcome for Family Support: **All families have the information, services, and support they need to help their children achieve their fullest potential.**	**Area of Focus:**	To increase families understanding and use of parenting practices that promote positive child development, health and literacy outcomes for their children.
	System Level Measures:	Percent of parents/caregivers who report that they are competent and confident about their ability to support their child's safety, health, literacy and well-being. Focus on language and literacy: Rich home environment, frequency of reading to their child and storytelling or singing to their child. (p. 14-15)

Workforce Development PD & Coaching	Workforce Development Degree Completion	Early Language & Literacy	Inclusion	Child Care Deserts

Early Language & Literacy	Promote meaningful participation and offer a continuum of comprehensive services to children with special needs

Read On Arizona

Read On Arizona Statewide Initiative	Goal:	Increase the percent of children demonstrating school readiness at kindergarten entry in the language and literacy domain. (p. 15)
Strategy 3: Effective Practices Implement strategies to develop and strengthen literacy and language acquisition along the continuum. *The right program, at the right time, for each child.*	Action Items:	• Use the AZ State Literacy Plan, Arizona Infant Toddler Developmental Guidelines, Arizona Early Learning Standards and K-12 Arizona College and Career Ready Standards to develop standards of effective practices for literacy supports in identified areas such as English Language Learners, Native American learners, family partnerships, professional development, etc. • Focus on making a priority language-rich curriculum coordinated for impact with a fidelity to implementation. The right program, for the right child at the right time in the right amount. • Prioritize ongoing assessments and screenings as early as possible. • Work with partners to extend literacy effective practices throughout the state. • Provide links to educational resources and helpful sites for parents and early childhood professionals, elementary educators and engaged stakeholders. (p. 17)

| Workforce Development PD & Coaching | Workforce Development Degree Completion | Early Language & Literacy | Inclusion | Child Care Deserts |

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Early Language & Literacy	*Promote meaningful participation and offer a continuum of comprehensive services to children with special needs*

Read On Arizona

Strategy 2: Read On Communities Network **Build a community of practice through a network of communities that make early literacy a priority. Facilitating Organization in each Read On Community or City convenes and fosters collaborative effort.**	**Action Item:**	• Build a community of practice through a network of communities that make early literacy a priority. (p. 17)
Strategy 3: Effective Practices **Implement strategies to develop and strengthen literacy and language acquisition along the continuum. *The right program, at the right time, for each child.***	*Family Partnerships* Increase the capacities (competence and confidence) and active engagement of families to be their child's first language and literacy teacher and support.	
	Action Items:	• Link families to existing community resources and build awareness of literacy milestones. • Develop a coordinated communication plan for literacy messaging to families around language and literacy skill acquisition for their child. • Link family engagement efforts to language, literacy and reading. (p. 18)

| Workforce Development PD & Coaching | Workforce Development Degree Completion | Early Language & Literacy | Inclusion | Child Care Deserts |

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<table>
<tr>
<td>Early Language & Literacy</td>
<td colspan="2">Promote meaningful participation and offer a continuum of comprehensive services to children with special needs</td>
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<tr>
<td colspan="3">Read On Arizona</td>
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<tr>
<td rowspan="2">Strategy 4: Awareness and Community Involvement

Increase awareness and depth of understanding of the importance of early literacy and grade level reading</td>
<td>Action Items:</td>
<td>

Develop a coordinated and comprehensive communications plan for literacy messaging to families, practitioners, educators, and community stakeholders including a system of communication for sharing information with Read On Arizona network partners (e-newsletter, website, etc.).
Initiate a statewide campaign for grade-level reading proficiency that includes literacy standards in ways that can be easily understood by all stakeholders involved in helping a child acquire the appropriate literacy skills (grassroots campaign: "Bring Me Words"; visual tool of literacy milestones ages Birth-8, etc.).
Develop Literacy Leadership Council for Read On Arizona to encourage cross sector support and engagement, made up of key community stakeholders. Meets annually for update on the "State of Early Literacy" from Read On AZ.

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<td>Action Items:</td>
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Provide links to educational resources and helpful sites for parents and early childhood professionals, elementary educators and stakeholders.
Develop an advocacy campaign for early literacy (expanded access to preschool, full day kindergarten, chronic absence, etc.).
Create a policy agenda to support early literacy priorities.
Change the conversation around early literacy in the broader context of social issues. (p. 19)

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Workforce Development PD & Coaching | Workforce Development Degree Completion | **Early Language & Literacy** | Inclusion | Child Care Deserts

Early Language & Literacy	*Promote meaningful participation and offer a continuum of comprehensive services to children with special needs*

Arizona Department of Education

Teaching Reading Effectively (TRE)	**Intended Goal/ Outcome:**	Teaching Reading Effectively (TRE) is a training that focuses on the five pillars of early literacy: Phonological Awareness, Phonic, Fluency, Vocabulary, and Comprehension. In addition, TRE guides educators/practitioners through the assessments used for diagnosing a student's specific area of struggle when learning to read. The content of TRE includes research and evidence-based practices that are necessary to develop a student's oral language, decoding and encoding skills, fluency, academic vocabulary, and reading comprehension.

Workforce Development PD & Coaching | Workforce Development Degree Completion | Early Language & Literacy | Inclusion | Child Care Deserts

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WFD Degree Completion	Supporting ECE Programs and students at Arizona's IHEs and support for degree-completion for students	
	HSSCO Strategic Plan	
Long Range Goal 1: **Head Start is involved in the development of state policies, plans, processes, and decisions impacting Head Start.**	**Short Term Objective D**	Head Start and Early Head Start is actively involved in the on-going development and implementation of the Arizona Early Childhood Workforce Registry. (p. 10)
Long Range Goal 2: **Families in Head Start - who need full day services - have increased access to high quality, early care and education services.**	**Short Term Objective D**	Annually, increase Head Start and Early Head Start staff obtaining degrees or acquiring higher degrees. (p. 15)

Workforce Development PD & Coaching | Workforce Development Degree Completion | Early Language & Literacy | Inclusion | Child Care Deserts

WFD Degree Completion	Supporting ECE Programs and students at Arizona's IHEs and support for degree-completion for students

First Things First

System Outcome for Early Learning: All children have access to high quality, culturally responsive early care and education that promotes their optimal development.	Area of Focus:	Continue coordination, alignment and leveraging of resources of state and federal programs.
	Area of Focus:	Continue to education policymakers to increase understanding and knowledge of how a comprehensive early childhood system is aligned with and supports education, workforce development, and the state's economy (pg. 7).
System Outcome for Professional Development: All early childhood education and health professionals are well prepared, highly skilled, and compensated commensurate with their education and experience.	Area of Focus:	Use the Professional Development Workgroup as a statewide advisory structure for all sectors of the early childhood professional development system.
	Area of Focus:	Support partners across the early childhood system to promote and utilize the Arizona Early Childhood Career and Professional Development Network, including the Workforce Knowledge and Competencies (WKFC), Workforce Registry, and Instructor and Technical Assistance Provider Standards.
	Area of Focus:	Develop and strengthen a continuum of intentional educational and professional development career pathways for the early childhood workforce, for both pre-service and ongoing in-service, specifically ensuring resources as well as access in rural, tribal, and high poverty areas. (p. 10)

Workforce Development PD & Coaching	Workforce Development Degree Completion	Early Language & Literacy	Inclusion	Child Care Deserts

WFD Degree Completion	*Supporting ECE Programs and students at Arizona's IHEs and support for degree-completion for students*

First Things First

System Outcome for Professional Development: **All early childhood education and health professionals are well prepared, highly skilled, and compensated commensurate with their education and experience**	**System Level Measures:**	Number of Institutes of Higher Education with degree requirements and pathways aligned with the WFKC that support the movement from high school career and technical education program to an Associate degree and completion of a Bachelor's degree. (p. 10)
	System Level Measures:	Number and percent of Early Childhood Teachers and Administrators, separately, with college degree(s) and/or relevant experience. (p. 10)

Workforce Development PD & Coaching | Workforce Development Degree Completion | Early Language & Literacy | Inclusion | Child Care Deserts

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WFD Degree Completion	Supporting ECE Programs and students at Arizona's IHEs and support for degree-completion for students

DES - Child Care Administration CCDF State Plan

6.1 Professional Development Framework	**The framework should include these components:**	• Professional standards and competencies • Career pathways • Advisory structures • Articulation • Workforce information • Financing
	6.1.1 Each state or territory must describe their professional development framework for training, professional development, and post-secondary education for caregivers, teachers and directors, which is developed in consultation with the State Advisory Council on Early Childhood Education and Care or similar coordinating body. (p. 210)	
	6.1.2 Describe how the state/territory developed its professional development framework in consultation with the State Advisory Council. (p. 216)	
	The Arizona Early Childhood Development and Health Board (First Things First) is the State Advisory Council. First Things First convenes the Professional Development Work Group that developed the Workforce Knowledge and Competencies and Professional Development Instructor and Technical Assistance Standards. Representatives from the Arizona Department of Economic Security, Child Care Administration are members of the Professional Development Work Group and participated in the development of the competencies and standards. (p. 216)	

Workforce Development PD & Coaching | Workforce Development Degree Completion | Early Language & Literacy | Inclusion | Child Care Deserts

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WFD Degree Completion	Supporting ECE Programs and students at Arizona's IHEs and support for degree-completion for students

DES - Child Care Administration CCDF State Plan

6.1 Professional Development Framework	6.1.3 Describe how the framework improves the quality, diversity, stability, and retention of caregivers, teachers, and directors.
	The Professional Career Pathway Project offers scholarships through Central Arizona College for tuition for early childhood education classes offered at community colleges throughout Arizona. (p. 217)
7.3 Supporting Training and Professional Development of the Child Care Workforce with CCDF Quality Funds	7.3.2 The state allocates CCDF funds for the Professional Career Pathway Project (PCPP) with is a scholarship program for Early Childhood professionals to collaborate with community colleges, to identify an education goal/pathways, to pursue early childhood education coursework, and to accomplish their individual professional development goals. PCPP is available statewide through local community colleges which offer tuition coverage up to eighteen credit units per school year as well as textbook stipends. PCCP helps to increase the quality of child care programs by strengthening their working knowledge of early childhood competencies. (p. 234-235)

Workforce Development PD & Coaching	Workforce Development Degree Completion	Early Language & Literacy	Inclusion	Child Care Deserts

WFD Degree Completion	Supporting ECE Programs and students at Arizona's IHEs and support for degree-completion for students

Read On Arizona

Strategy 3: Effective Practices **Implement strategies to develop and strengthen literacy and language acquisition along the continuum. *The right program, at the right time, for each child.***	*Professional Development* Strengthen the practitioners / early childhood teacher training around early literacy AND reading instruction. Commit to an atmosphere of continuous improvement, peer learning.
	Action Items: Align higher education teaching programs and teacher training with the needs of the system in regards to literacy and reading instruction, both pre-service and in-service. (p. 18)

Workforce Development PD & Coaching

Workforce Development Degree Completion

Early Language & Literacy

Inclusion

Child Care Deserts

WFD Degree Completion	Supporting ECE Programs and students at Arizona's IHEs and support for degree-completion for students

Regional Alignment

Region 1: **Improve Early Childhood AA and AAS student course and degree completion and retention rates**	Service delivery is a comprehensive early childhood care and education model for children 3-5 years old for college student parents.
	Parent education related to child development and learning included.
	Plans to expand care from 3-5 to B-5 and add a component of wrap around child care M-F.
	Include family supports for adult in school (study space and skills, balance of school and family).
Region 2: **Advisement Outreach for College Completion**	Increase student awareness of and participation in early childhood degree programs.
	Develop plan with advisors to systematically collect feedback from students from local programs.
	Develop a mentor program for past/current college students to mentor others.

Workforce Development PD & Coaching | Workforce Development Degree Completion | Early Language & Literacy | Inclusion | Child Care Deserts

WFD Degree Completion	Supporting ECE Programs and students at Arizona's IHEs and support for degree-completion for students

Regional Alignment

Region 4: Somos Enlace Early Childhood Student Organization	Connecting Early Childhood students with resources and relationships to thrive as professionals.	
	Somos Enlace is a strategy focused on strengthening early childhood college and university students' capacity to navigate, excel, and complete programs of study from their chosen institutes of higher education (IHE) through relationships with peers, mentors, and community partners.	
	Focus on the needs of early childhood higher education student.	• Offer direct student support • Create a culture of higher education literacy and identity in the early childhood workforce • Develop opportunities for students to belong from peripheral participation through to leadership of the CoP
	Collaborate in building a high quality early childhood professional development system.	• Somos Enlace leaders develop, implement and assess proactive programming responsive to unique early childhood student needs.

Workforce Development PD & Coaching

Workforce Development Degree Completion

Early Language & Literacy

Inclusion

Child Care Deserts

WFD Degree Completion	Supporting ECE Programs and students at Arizona's IHEs and support for degree-completion for students

Regional Alignment

Region 5: **Create an Early Intervention (EI) Certification**	Work with IHE to create pathways to Early Intervention Certification	
	Utilize ECPC TA support to assess EI certification nationwide	
	Dedicate one FTE to analysis of current EI workforce and development of pathways to certification based on current knowledge and competencies	
	Work with IHE to develop certification based on DEC Personnel Standards	
	Develop Interagency Service Agreement (ISA) with IHE	• Develop foundational EI curriculum for all EI professionals including web-based foundational EI PD and initial curriculum for in-person courses for AzEIP trainer to teach in registry • Develop certification based on national standards for ongoing EI certification.
Region 5: **Arizona Higher Education Accreditation Project**	For Arizona degree pathways to achieve NAEYC higher accreditation	• Face-to-face and virtual check-ins with IHEs for TA when going through accreditation • Focus on IHE's with ECE degree pathways • Faculty institutes focused on PD modeling, building capacity, NAEYC standards and accreditation info

Workforce Development PD & Coaching	Workforce Development Degree Completion	Early Language & Literacy	Inclusion	Child Care Deserts

WFD Degree Completion	Supporting ECE Programs and students at Arizona's IHEs and support for degree-completion for students

Regional Alignment

Region 6: **Arizona Higher Education Accreditation Project**	Support and advance Arizona's early childhood degree pathways to achieve NAEYC Higher Education Accreditation (AzHEA).	• Accreditation Fees - application fee, self-study review fee • Faculty Release Time - ability to gather data and complete accreditation report • Faculty Institutes - professional development and technical assistance related to NAEYC standards • Individualized Consultation - consistent, individualized support through the process • Collaboration between Institutes of Higher Education - shared competencies and standards and strengthened articulation

Workforce Development PD & Coaching | **Workforce Development Degree Completion** | Early Language & Literacy | Inclusion | Child Care Deserts

WFD Degree Completion	Supporting ECE Programs and students at Arizona's IHEs and support for degree-completion for students

Arizona Department of Education

AzAEYC **Arizona Higher Education Accreditation Facilitation Project (AzHEA)**	**Intended Goal/ Outcome:**	To advance the quality of early childhood system in Arizona through an adaptable and sustainable accreditation technical assistance model for the Early Childhood Education programs at Institutes of Higher Education facilitated by the AzAEYC.
System Navigator	**Intended Goal/ Outcome:**	To advance the quality of the early childhood profession in Arizona by strengthening the preparation of early childhood educators.

Workforce Development PD & Coaching	Workforce Development Degree Completion	Early Language & Literacy	Inclusion	Child Care Deserts

WFD PD & Coaching	Developing an effective system of professional development to support ongoing growth of all ECE professionals at all levels of expertise across Arizona

HSSCO Strategic Plan

Long Range Goal 1: Head Start is involved in the development of state policies, plans, processes, and decisions impacting Head Start.	**Short Term Objective D**	Head Start and Early Head Start is actively involved in the ongoing development and implementation of the Arizona Early Childhood Workforce Registry. (p. 10)
Long Range Goal 2: Families in Head Start - who need fully day services - have increased access to high quality, early care and education services.	**Short Term Objective A**	Increase Head Start and Early Head Start programs applied for and/or participating in Quality First (TQRIS).
	Short Term Objective D	Annually, increase Head Start and Early Head Start staff obtaining degrees or acquiring higher degrees.
	Short Term Objective E	Increase availability of quality infant/toddler professional development.
	Short Term Objective F	Increase the recruitment of childcare professionals into Head Start and Early Head Start. (p. 13-16)

Workforce Development PD & Coaching | Workforce Development Degree Completion | Early Language & Literacy | Inclusion | Child Care Deserts

WFD PD & Coaching	Developing an effective system of professional development to support ongoing growth of all ECE professionals at all levels of expertise across Arizona

First Things First

System Outcome for Early Childhood System: **The early childhood system is high quality, child and family centered, coordinated, integrated, and comprehensive.**	**Area of Focus:**	Continuing focused efforts in improving quality early care and education, improving early language and literacy outcomes, strengthening and expanding professional development, strengthening the comprehensive early intervention system, and alignment with AHCCCS. (p. 1)
	System Level Measures:	Continue coordination with system partners to support implementation of common measure of school readiness. Partner with ADE to work on the implementation of the KDI with school districts including outreach, professional development, and analysis of data to understand children's school readiness. (p. 5)
System Outcome for Professional Development: **All early childhood education and health professionals are well prepared, highly skilled, and compensated commensurate with their education and experience.**	**Recommended Goal:**	To implement, align, and continuously improve Arizona's Professional Development System that supports the education, recruitment, and retention of EC professionals.
	Area of Focus:	Develop and strengthen a continuum of intentional educational and professional development career pathways for the early childhood workforce, for both pre-service and ongoing in-service, specifically ensuring resources as well as access in rural, tribal, and high poverty areas.
	Area of Focus:	Support early childhood workforce compensation, incentives, benefits, work environment, and employee retention efforts through the review of research and use of data from the Registry. (pg.10)

Workforce Development PD & Coaching | Workforce Development Degree Completion | Early Language & Literacy | Inclusion | Child Care Deserts

WFD PD & Coaching	*Developing an effective system of professional development to support ongoing growth of all ECE professionals at all levels of expertise across Arizona*

DES - Child Care Administration CCDF State Plan)

2.4 Policies to Prevent Suspension and Expulsion of Children	2.4.6 DES, in partnership with Southwest Human Development, has created a policy around expulsion prevention. The policy is required for all providers who are receiving CCDF funds and included in their contracts with the Lead Agency. The policy is shared with families, providers, and the general public on the Arizona Child Care Resource and Referral website. (p. 59)
2.5 Procedures for Providing Information on Developmental Screenings	2.5.1 Arizona Early Childhood Workforce Registry offers a variety of training topics which includes: Ages and Stages Questionnaire-3 (ASQ-3), Assessing Young Children - Introduction to Assessment, Assessing Young Children Methods of Assessment, Assessing Young Children - Interpreting Data and Improving Practices , Language and Literacy Standard, and Social Emotional Standard. (pg. 61-62)
5.2 Health and Safety Standards Training	5.2.3 (d) CCDBG Health and Safety trainings are offered statewide face-to-face delivered in six 2-hour modules. In rural areas there is online option available through Quorum On-Line Learning which meets all CCDBG Health & Safety requirements. (p. 159)
	5.2.3 (e) The CCDF Lead Agency has implemented a condition in the Registration Agreement for providers who receive CCDF funds regardless of licensing status with exception of Relative Home providers, that all staff providing direct service to children are required to attend the pre-service health and safety training. (p. 163)

Workforce Development PD & Coaching	Workforce Development Degree Completion	Early Language & Literacy	Inclusion	Child Care Deserts

WFD PD & Coaching	Developing an effective system of professional development to support ongoing growth of all ECE professionals at all levels of expertise across Arizona

DES - Child Care Administration CCDF State Plan

6.1 Professional Development Framework	The Arizona Department of Economic Security, CCDF Lead Agency, works in collaboration with the Arizona Department of Education, the Arizona Department of Health Services, and the Arizona Early Childhood Development and Health Board (referred to in this section as First Things First, State Advisory Council) to plan and administer professional development systems and workforce initiatives that are accessible for the diversity of providers in the State. (p. 210)
	DES, CCDF Lead Agency contracts with a variety of organizations to provide training and TA to the child care workforce. Contracts through the Lead Agency include Expulsion Prevention, Infant and Toddler training specific, CCDB Topic training, and Health and Safety training. In addition, child care providers receive assistance with the cost of tuition and textbooks for Early Childhood certificate, CDA, or associates degree through an agreement with Central Arizona College. (p. 214)
6.2 Training and Professional Development Requirements	6.2.7 Statewide professional development is offered to child care providers to strengthen the business practices of child care providers to expand the supply and to improve the quality of child care services. The professional development trainings offered statewide are reviewed prior to implementing. The review process consists on ensuring that all professional development trainings offered statewide are reviewed prior to implementing. The review process consists on ensuring that all professional development trainings are cross referenced with the Arizona State Preschool Guidelines, Arizona State Infant/Toddler Guidelines, Arizona State Program Guidelines, and the Arizona Workforce Knowledge and Competencies. (p. 222)

Workforce Development PD & Coaching | Workforce Development Degree Completion | Early Language & Literacy | Inclusion | Child Care Deserts

WFD PD & Coaching	Developing an effective system of professional development to support ongoing growth of all ECE professionals at all levels of expertise across Arizona

DES - Child Care Administration CCDF State Plan

7.3 Supporting Training and Professional Development of the Child Care Workforce with CCDF Quality Funds	7.3.1 The CCDF Lead Agency contracts with agencies to ensure that statewide professional development courses are available through the Arizona Early Childhood Workforce Registry. DES CCDBG Health and Safety modules address nutrition and physical activity through developmentally appropriate strategies/practices. Also, the Expulsion Prevention trainings available statewide address social and emotional development as well as Expulsion Prevention techniques. Lastly, the CCDBG Topic Specific trainings address multiple statewide supportive trainings to help young children with physical and cognitive development. These statewide trainings also provide technical assistance to the early childhood workforce. ADHS currently has seven free online LMS Empower courses, also listed in the Arizona Early Childhood Workforce Registry. Courses specific to the nutrition and physical activity Empower standards promote healthy social, emotional, cognitive, and physical development of children. DES Certification Specialists have also been offered multiple Empower Train-the-Trainer sessions to increase capacity of trainers on Empower topics in the community. Several Specialists have attended. (p. 231-232)
	7.3.1 Through the statewide training contracts the CCDF Lead agency provides behavior management strategies for promoting positive social-emotional development for the reduction in challenging behaviors by providing the professional workforce with the FLIP IT ® trainings that is recognized nationally and developed by Devereux Advanced Behavioral Health Center for Resilient Children. The Lead Agency collaborates with Southwest Human Development - Smart Support program which supports early child care providers with mental health consultations to help reduce expulsion of children birth through five. The Lead Agency provides the early childhood workforce with statewide trainings focusing on the area of engaging family and community partnerships that address cultural and linguistically appropriate practices. All statewide trainings are aligned with state/territory early learning and developmental standards. These statewide trainings address developmentally appropriate practices, evidence-based curricula that focus on culturally and linguistically responsive instruction and learning environments. (p. 231-232)

Workforce Development PD & Coaching | Workforce Development Degree Completion | Early Language & Literacy | Inclusion | Child Care Deserts

WFD PD & Coaching	Developing an effective system of professional development to support ongoing growth of all ECE professionals at all levels of expertise across Arizona

DES - Child Care Administration CCDF State Plan

7.3 Supporting Training and Professional Development of the Child Care Workforce with CCDF Quality Funds	7.3.2 The State currently provides CCDF funds which allows for 72 CCDBG trainings to be delivered statewide. The State is in the continuous process of approving additional high quality trainings monthly. These trainings have been developed by utilizing standard quality rubrics that align with NAEYC, Arizona Workforce Knowledge and Competencies, Arizona State Infant Toddler Guidelines, Arizona State Preschool Guidelines, and Arizona State Program Guidelines to measure the quality of the professional development trainings provided to CCDF child care program staff. These trainings assist the Arizona Early Childhood Workforce in implementing quality strategies and program improvements to address quality initiatives within Early Childhood programs. Within those seventy-two trainings, fifty-one trainings allow for the option to receive TA which is requested by the participant upon completion of the training. The TA is specific to the participant's individual goals and desired outcomes related to the specific professional development topic training that they attended. (p. 234)

| Workforce Development PD & Coaching | Workforce Development Degree Completion | Early Language & Literacy | Inclusion | Child Care Deserts |

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WFD PD & Coaching	Developing an effective system of professional development to support ongoing growth of all ECE professionals at all levels of expertise across Arizona

Read On Arizona

Strategy 3: Effective Practices	*Professional Development*
Implement strategies to develop and strengthen literacy and language acquisition along the continuum. *The right program, at the right time, for each child.*	Improve the coordination and alignment of QUALITY professional learning related to language and literacy development by increasing the capacity of practitioners in the field. (p. 13)
	Action Items: • Develop community of practice collaborative model for literacy instruction support • Identify and develop effective school transition practices and alignment to standards. • Align higher education teaching programs and teacher training with the needs of the system in regard to literacy and reading instruction, both pre-service and in-service. • Focus on teacher collaboration, peer learning, coaching across disciplines and grade levels around literacy. • Work w/ partners to develop intentional, effective literacy training for educators and practitioners working with children. • Develop protocol and toolkit for joint PD between preschool and Kinder sites and build awareness of the alignment between early learning standards and AZ College and Career Ready standards

Workforce Development PD & Coaching	Workforce Development Degree Completion	Early Language & Literacy	Inclusion	Child Care Deserts

WFD PD & Coaching	Developing an effective system of professional development to support ongoing growth of all ECE professionals at all levels of expertise across Arizona

Read On Arizona

Strategy 3: Effective Practices **Implement strategies to develop and strengthen literacy and language acquisition along the continuum. *The right program, at the right time, for each child.***	*Online Screenings and Assessments* Strengthen the practitioners/early childhood teacher training around early literacy AND reading instruction. Commit to an atmosphere of continuous improvement and peer learning.
	Action Items: Appropriate developmental screenings and assessments as early as possible and ongoing at critical junctures (vision, hearing, asthma, speech and other developmental screenings. (p. 18)
Strategy 4: Awareness and Community Involvement **Increase awareness and depth of understanding of the importance of early literacy and grade level reading.**	**Action Items:** Provide links to educational resources and helpful sites for parents and early childhood professionals, elementary educators, and stakeholders. (p. 19)

Workforce Development PD & Coaching	Workforce Development Degree Completion	Early Language & Literacy	Inclusion	Child Care Deserts

WFD PD & Coaching	*Developing an effective system of professional development to support ongoing growth of all ECE professionals at all levels of expertise across Arizona*

Regional Alignment

Region 1: **Improve the Quality of childcare in regulated centers and homes for children birth to age 5**	Provide coaching to providers.
	Conduct formal assessments to measure progress.
	Provide incentives for quality: • Incentives to finish education, like tuition reimbursement • Incentives to increase star ratings • Increase scholarships for children and families • Incentives to reach goals, purchase PD or supplies for the center or home • Technical assistance (TA) to providers in homes and centers
Region 1: **DES Professional Development Training Sites**	Help early childhood professionals develop specialized skills to ensure overall child development for children in their care.
	Group professional development series based on research, real life experiences, and best practices. Participants create action plans to implement and can involve staff follow-up through onsite technical assistance.

Workforce Development PD & Coaching | Workforce Development Degree Completion | Early Language & Literacy | Inclusion | Child Care Deserts

WFD PD & Coaching	*Developing an effective system of professional development to support ongoing growth of all ECE professionals at all levels of expertise across Arizona*

Regional Alignment

Region 2: **Improve Professional Development and Training for Early Childhood Workforce**	Increase in knowledge and associated behavior:	• Provide PD and TA for early childhood professionals. • Provide networking opportunities and meaningful PD to support staff. • Professional conferences for EC professionals. • Tailor coaching to suit the needs of providers.
	Assessment of the level of quality of ECE programs and adult-child interactions	• Qualified and reliable assessors administer a wide range of early childhood environment and interaction assessments.
Region 2: **AZ Toolkit & Shared Services Alliances**	Improve business administration and leadership skills in the ECE workforce	• Offer nationally vetted sources aligned with AZ's quality improvement efforts. • Provide a variety of training resources all available in one central location.
	Build program capacity to save time and money and focus on professional development and quality improvement	• Using AZToolkit as a foundation, the goal is for communities to create Shared Services Alliances where programs leverage resources, funding, and strengths in order to save money that can be put towards increasing staff salaries and providing PD.

Workforce Development PD & Coaching	Workforce Development Degree Completion	Early Language & Literacy	Inclusion	Child Care Deserts

WFD PD & Coaching	*Developing an effective system of professional development to support ongoing growth of all ECE professionals at all levels of expertise across Arizona*

Regional Alignment

Region 2: **Arizona Kith and Kin Project**	Provide training and support to family, friend and neighbor child care providers to improve the quality of care provided to children in unregulated settings.	• Series of trainings delivered over a 14-week period • Trainings include: child development, health and safety, positive guidance and discipline, nutrition, brain development, and language and literacy
Region 4: **FTF Professional REWARD$**	From REWARD$ SOP increased retention rates of highly qualified teachers.	
	Increase educational level of the professional workforce.	
	Decrease in staff turnover resulting in continuity of care for young children enrolled in early care and education programs.	
	FTF Professional REWARD$ is a financial incentive program that acknowledges and rewards educational attainment, continued educational progress, and commitment to continuous employment at a regulated early care and education setting serving children birth to age 5. Teachers, directors and family child care providers working in participating QF or accredited programs are eligible to apply for the financial incentives 1x/year.	

Workforce Development PD & Coaching | Workforce Development Degree Completion | Early Language & Literacy | Inclusion | Child Care Deserts

WFD PD & Coaching	Developing an effective system of professional development to support ongoing growth of all ECE professionals at all levels of expertise across Arizona

Regional Alignment

Region 5: **Enhancing Family, Friend and Neighbor Networks**	Provide face-to-face child development education training to families, friends, and neighbors taking care of children birth to 5 years old in their homes that may or may not be licensed.	• Monthly face-to-face professional development delivered by trained PDs. • Provide FFN providers with materials. • Provide ongoing support to FFN providers and immediate technical support when needed. • Improve environments inside homes to be more appropriate for children birth through K entry.
Region 6: **AZ Toolkit & Shared Services Alliances**	Improve business administration and leadership skills in the ECE workforce.	AzAEYZ provides Business Administration Modeuls and TA on using AZToolkit, improving business administrative practices, and developing Shared Services Alliances.
	Build program capacity to save time and money and focus on professional development and quality improvement.	Using AZ Toolkit as a foundation, the goal is for communities to create Shared Services Alliances where programs leverage resources, funding, and strengths in order to save money that can be put towards increasing staff salaries and providing PD - creating structures that enable sharing of staff, information and resources.
		AZ Toolkit can also support programs on the QF waitlist to improve their business administration skills to become better prepared for quality improvement.

Workforce Development PD & Coaching | Workforce Development Degree Completion | Early Language & Literacy | Inclusion | Child Care Deserts

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