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EARLY CHILDHOOD DEVELOPMENT GOVERNANCE

Ninety cents of every dollar goes directly to benefit Arizona’s children, and decisions about those funds are made by local volunteer councils who know best what kids in their communities need.

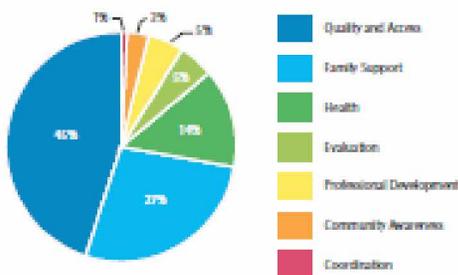
When Arizona voters approved First Things First (FTF) in 2006, they created a statewide early childhood system that balances statewide accountability for improving education and health outcomes for kids birth to 5 with local decision-making about the needs of children in Arizona’s diverse communities. Voters also ensured that the majority of the funds raised through the surcharge on tobacco products they approved to fund those early childhood services would be spent on programs and services for kids, not a government bureaucracy.

Dollars and Sense

Currently, tobacco sales in Arizona generate approximately \$120 million per year to be used for the youngest kids through FTF. For every dollar collected, 90 cents is deposited into a program account to be used for programs and services to benefit young children. Only 10 cents of every dollar can go towards administrative costs. 90% of all funding deposited in the program account is allocated by formula to local communities.

1. Children of all socio economic backgrounds are in high quality environments rich in words, books and materials.
2. Parents are strong and supported in their role as nurturer and first teacher.
3. Early childhood educators are well educated and make every interaction with young children a learning moment.
4. Early developmental screenings are available so that detection occurs early when the most significant development is occurring, thus mitigating the need for costly remediation.
5. And finally, that children have access to the health care services they need to maximize optimal health and development.

SFY09-14 Total Commitment to Young Kids:
\$596 million



Between fiscal years 2009 and 2014, FTF has committed more than \$596 million to statewide and local school readiness services for kids 5 and younger (see map, Page 3). The commitment the voters made to children ensures:

The Buck Stops Here

The statewide FTF Board is responsible for ensuring that Arizona’s early childhood funds are spent on services that help Arizona’s young children be healthier and start kindergarten ready to succeed. The Board sets the vision for FTF, determines the priorities for FTF within Arizona’s broader early childhood system, and – through approval of local funding plans and contracts – ensures that services funded at the statewide and local levels are resulting in improved education and health outcomes for kids 5 and younger.

The Board consists of nine members appointed by the Governor and approved by the state Senate. By law, members of the Board must be representative of Arizona’s diversity – they must include Republicans and Democrats, as well as residents of both metropolitan and rural areas. The one characteristic all Board members share: they are deeply committed to expanding opportunities for young kids to succeed in school and in life.

Our Kids, Our Choices

FTF's 31 Regional Partnership Councils are comprised of volunteers who determine which early childhood services will be funded in their communities. They do this by combining three important components in their decision-making: experience, research and community input.

- **Experience:** Each regional council member represents a specific segment of the community that has a stake in ensuring that our children grow up to be healthy productive adults, including: parents, Tribal leaders, educators, health professionals, business leaders, philanthropists and leaders of faith communities.
- **Research:** Every two years, each regional council does a study of the education and health services that are available to kids in their communities, and what children's needs are unmet.
- **Community Input:** Working with local stakeholders, the regional councils determine which services to fund to improve education and health outcomes for kids in their communities.

Respect for Sovereignty

FTF respects the sovereignty of all Arizona tribes. By law, tribes may elect to have their tribal lands treated as a separate region by the statewide FTF Board; or, Tribes may elect to participate in the designated geographical region in which their tribal lands are located. Tribes who choose to participate in the regional council whose area includes their tribal lands have a representative of the tribe on the regional council.

Local Services, Statewide Results

Services funded by FTF are provided in local communities by providers who have met rigorous statewide standards. Those providers include non-profit organizations, city, county, state and tribal agencies. For each service provided by FTF, a standard of practice has been developed that outlines the research-based justification for that service and the expected outcome for children who receive that service. Emphasis is given to providing



services that are culturally respectful and responsive. Providers submit applications that are evaluated in a competitive process that includes regional volunteers and state staff. Successful applicants are awarded grants based on their ability to provide the required services and achieve the desired outcomes for kids, as well as their ability to provide the comprehensive financial accountability required by FTF. Each grantee must then submit quarterly progress reports that outline the number of children and families served, as well as narrative information about the impact of those services.

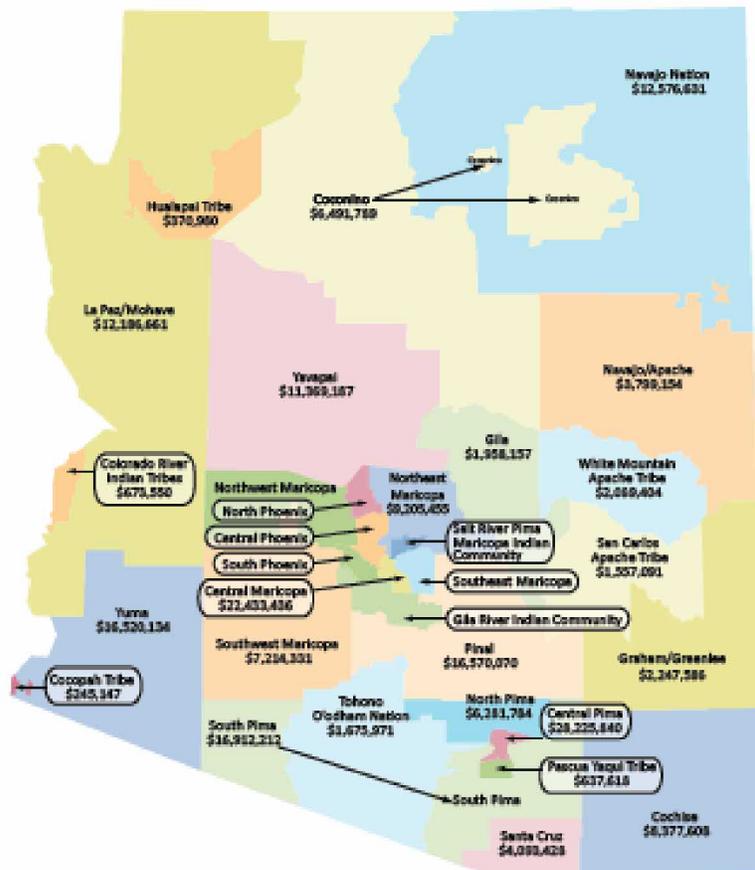
FTF monitors the impact of its programs and services in three tiers:

- **Grantee Accountability** – each grantee must provide information that shows they are providing the services to children required in their contracts with FTF.
- **Programmatic Accountability** – Programs at FTF are evaluated on whether the services provided are achieving the desired result in that area. For example, did the Arizona Parent Kit effectively impact parental knowledge and behavior?
- **Statewide Accountability** – Statewide studies determine whether the services funded by FTF collectively are resulting in children arriving at school healthier and ready to succeed.

*This figure represents actual fiscal year 2009 & 2010 expenditures, as well as allotments for fiscal years 2011 and 2012.

To learn more, visit us at azftf.gov.

Fiscal Years 2010-2012 FINAL REGIONAL ALLOCATIONS*



Central Phoenix, Allocation: \$45,293,491
North Phoenix, Allocation: \$31,006,683
Northwest Maricopa, Allocation: \$24,991,604
South Phoenix, Allocation: \$43,517,630
Gila River Indian Community, Allocation: \$2,526,211
Salt River Pima-Maricopa Indian Community, Allocation: \$853,197
Southeast Maricopa, Allocation: \$33,091,346

**Additional
Statewide
Allocation**
 \$44.7 million

*In addition to the regional allocations noted, \$44.7 million was allotted to statewide programs and services for children and families between SFY 2009 and 2012.



Ready for School.
Set for Life.
 FIRST THINGS FIRST



Creating the
Model Early
Childhood
System



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Special appreciation to Karen Woodhouse, chief program officer at First Things First; B.J. Tetro, the task force facilitator; and Karen Ponder, national consultant.

Develop a Model Early Childhood System

Development includes a child's physical, cognitive, speech and language, and social and emotional development. Health includes a child's physical, mental, oral and nutritional well-being. Early education includes environments guided by skilled adults and rich in interaction, language, books and materials so that children are cognitively, socially

and emotionally prepared for kindergarten. Realizing this vision means more than simply relying on programs and services funded by First Things First (FTF), which is one element of the system. Success depends on multiple individuals and sectors working collaboratively to serve young children and their families.

SYSTEM VISION: All Arizona children by the time they are 5 years old have a solid foundation for success in school and in life because we have worked together to create a family-centered, comprehensive, collaborative and high-quality early childhood system that addresses the child's development, health and early education.



Our Model System Will Be ...

Inclusive and respectful Publicly supported **EQUITABLE**
EFFECTIVE Accountable Affordable Results focused
Clear **CHILD- and FAMILY-CENTERED** Seamless
Strength-based Well-funded Flexible Sustainable Comprehensive
AVAILABLE and ACCESSIBLE Developmentally appropriate and culturally responsive Community-based Scalable
High-quality Widely known **COLLABORATIVE** Innovative and Arizona-specific



Key System Elements

We need to move beyond an incremental approach — one pilot project after another, a slew of disconnected programs — to create a comprehensive approach that addresses all elements of the system.

Not all elements will require equal attention all the time. Different communities will focus on different elements, depending on their local priorities. But having a holistic perspective will help everyone stay on track, working on the priorities that matter most.

Six System Outcomes

When we succeed, all of us will benefit from living in communities where:

- 1 All children have access to high-quality, culturally responsive early care and education that promotes their development.
- 2 All children have access to high-quality preventive and continuous health care, including physical, mental, oral and nutritional health.
- 3 All families have the information, services and support they need to help their children achieve to their fullest potential.
- 4 All early childhood education and health professionals are well-prepared, highly skilled and compensated based on their education and experience.
- 5 The early childhood system is high-quality, centered on children and families, coordinated, integrated, and comprehensive.
- 6 All Arizonans understand the importance of the early years and the impact of early childhood development, health and education on Arizona's quality of life. As a result, they substantially support — both politically and financially — a model system that delivers these benefits.

Having all elements in place will help accelerate positive outcomes.



First Things First Priority Roles



The FTF Board charged the task force with identifying all of the possible roles in the system and recommending the strategic priorities for FTF for the next five years. The task force recommended and the board approved the following eight priority roles. FTF will focus financial resources in each of these priority areas. In addition, FTF will convene partners, offer leadership and work collaboratively with the existing system to maximize resources and improve outcomes. Collaboration will be especially important to ensure young children access the existing health care system.

Quality, Access and Affordability of Regulated Early Care and Education Settings

Families need options so they can choose early care and education that makes sense for them. Some families may choose a child care setting; others may choose preschool. Some may want half-day; others full-day. Some may want programs near where they live; others close to their work. Regardless of setting, all programs should offer a high-quality, safe and healthy environment appropriate for each child's developmental and learning needs. They should be culturally responsive. And programs should be affordable so that families aren't paying the same for child care each month as they do for their mortgage.

We recognize that a percentage of Arizona children are being cared for by families, friends and neighbors. While regional FTF strategies focus on this population, our initial statewide focus will be on regulated, licensed settings.

Family Support and Services

Families should have the information, services and supports they need to help their children achieve their fullest potential. To make the best choices for their families, they need access to information that educates them about what to look for in a quality program and tells them what is available in their community. They must have the support they need to teach their children to read, use language and achieve developmental milestones. And they must have opportunities to connect with other families in their community.

Professional Development System

Arizona's best chance of offering quality early care and education is through well-trained professionals who can teach young children to explore and discover their worlds and who can effectively manage their programs. And health professionals who are trained to work with very young children and understand child development and know resources for families. This means that all early care and education and health professionals must be well-prepared, highly skilled and compensated accordingly.

They need to be culturally diverse to meet the needs of children and families in every community. They need to be able to work in a variety of settings. They must meet specific educational and professional development standards and then have access to the quality education and training programs that allow them to continue learning throughout their careers. Creating a system like this cannot be done piecemeal, community by community. Arizona needs a comprehensive and coordinated approach.

Quality Health Care and Coverage

Young children cannot be expected to thrive unless they have access to high-quality and affordable preventive and continuous health care services. These must address children's physical, mental, oral and nutritional needs.



Unless these basic needs are met, children will face long odds of being prepared for school and life by age 5. Currently, gaps are especially acute in remote and underserved areas of the state.

Adequate and Sustainable Funding

Given the gaps between what children and families need and the current availability of services, the state must continue to invest wisely. Our top priority must be to secure long-term funding that ensures these priorities are sustained in the face of declining revenues.

FTF will not be the sole funder of the early childhood system, but we will take an active role in helping to increase and coordinate available resources from multiple sources.

A Comprehensive, Aligned and Accountable System

To ensure all young children and their families have access to the high-quality and affordable services they need, the system must address all aspects of child development, health and education: physical, cognitive, social and emotional. Agencies, organizations and individuals at all levels must work collaboratively to develop, fund, carry out and evaluate programs and services.

A system that is organized around the unique needs of each child and family has no room for bureaucracy or turf wars. Services should be seamless; children and

families don't care who is offering what, as long as the care, education and health services are high-quality, accessible and affordable. Improved outcomes for children are what matter most.

Quality Standards, Curriculum and Assessments

Learning begins at birth, and a strong foundation in the early years sets the stage for academic success in grade school and beyond. An aligned and coordinated system from birth through college is essential. That includes adopting quality standards across the early learning continuum; having developmentally appropriate curricula and assessments that are connected to K-12 curricula and assessments; and integrating the collection, analysis and use of data.

Public Awareness and Support

In 2006, Arizona's citizens wisely, generously and overwhelmingly supported passage of Proposition 203, which included a steady source of funding to support a quality early childhood development and health system. Voters intended the new funds to supplement existing programs and services supported through the state's general fund, approved by the governor and the legislature. FTF is charged, by law, to expand public information about the importance of early childhood development and health so that all Arizonans are aware of the long-term impact of early childhood on the state's economy and quality of life.

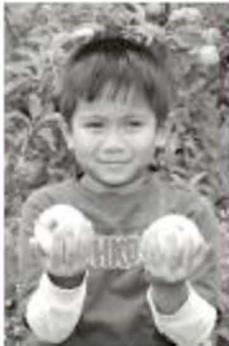
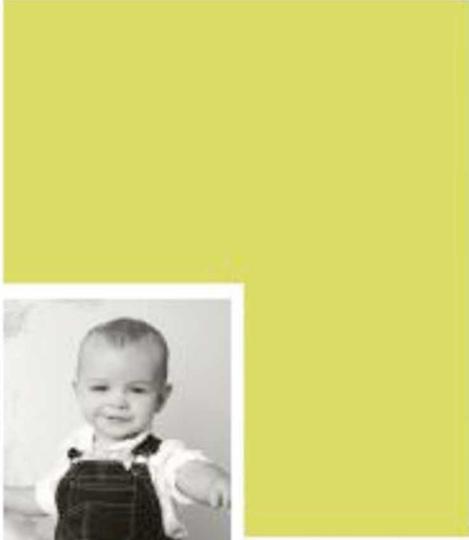
NEXT STEPS

The FTF Board and regional councils, with support from the Arizona Early Childhood Task Force and our partners across Arizona, have begun to chart a course for the next five years. With a clear vision of our collective goal and a solid definition of the system and its priorities, our work will be specific and targeted. The next critical element is to determine how we are going to measure success.

To that end, three policy committees on child health, family support and literacy, and early learning have been convened to refine our specific goals and recommend the indicators that will be used to track progress. With input this summer from regional councils and community stakeholders, these indicators will be presented to the board for final approval at its August 2011 meeting.

While the goal is ambitious, Arizona's future depends on our young children. Hundreds of people across Arizona have spent more than 60,000 hours volunteering their time to help develop an integrated and seamless system for young children. Thousands more are dedicating their professional careers to support families and nurture young children on a trajectory for success.

We now have an agreed-upon statewide strategy and priorities. But the work is not over. It will take all partners in the system to help refine our program implementation. Most important, we must collectively hold ourselves accountable so our work will result in positive, measurable outcomes for our youngest children.



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School Readiness Indicators - Intent

Indicator #1:	#/% children demonstrating school readiness at kindergarten entry in the development domains of social-emotional, language and literacy, cognitive, and motor and physical
Intent:	Increase the number of children with equal opportunity to be successful in school and close the achievement gap before kindergarten entry
Indicator #2:	#/% of children enrolled in an early care and education program with a Quality First rating of 3-5 stars
Intent:	Increase the number of children with access to affordable high quality early learning programs
Indicator #3:	#/% of children with special needs/rights enrolled in an inclusive early care and education program with a Quality First rating of 3-5 stars
Intent:	Increase in the number of children with special needs/rights who enroll in high quality inclusive regulated early learning programs
Indicator #4:	#/% of families that spend no more than 10% of the regional median family income on quality care and education with a Quality First rating of 3-5 stars
Intent:	Increase the number of families that can afford high-quality early learning programs so family financial contribution is no higher than 10% of the regional median family income
Indicator #5:	% of children with newly identified developmental delays during the kindergarten year
Intent:	Increase the number of children who are screened and if appropriate, receive early intervention services for developmental delays before entering kindergarten
Indicator #6:	#/% of children entering kindergarten exiting preschool special education to regular education
Intent:	Increase the number of children who transition to kindergarten without an identified special need due to timely screening, identification and delivery of effective intervention services prior to their kindergarten year
Indicator #7:	#/% of children ages 2-4 at a healthy weight (Body Mass Index-BMI)
Intent:	Increase the number of children who maintain a healthy body weight
Indicator #8:	#/% of children receiving <i>at least six well child visits within the first 15 months of life</i>
Intent:	Increase the number of children with consistent well child visits where there is higher opportunity for immunizations, appropriate screenings and early identification of development delays, other medical healthcare, and support for family members to understand their child's health
Indicator #9:	#/% of children age 5 with untreated tooth decay
Intent:	Increase the number of children who begin at an early age and regularly visit an oral health professional to receive preventive oral healthcare and services necessary to treat tooth decay
Indicator #10:	% of families who report they are competent and confident about their ability to support their child's safety, health and well being
Intent:	Increase the number of families who report they are competent and confident to support their child



**Arizona
Early Learning
Standards
3rd Edition**

Arizona Early Learning Standards

Arizona Attachment **D**



Arizona Department of Education

EARLY LEARNING STANDARDS

May 2013

Arizona Department of Education

Early Learning Standards

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ACKNOWLEDGEMENTS

The Department extends its thanks and appreciation to the following individuals who participated in the 2012 Review and Update of the Early Learning Standards. Special thanks to Cathy Otto who facilitated the Language and Literacy Review, Nancy Perry who facilitated the Mathematics Review and Linda Cannon who facilitated the review of the Balance of the Domains.

Andy Romley
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To begin the review process, all participants were provided an overview of the Common Core Standards, the latest information from the research about Mathematics, Science, and Language / Literacy and about approaches to learning. Our thanks to the following individuals who helped inform the review process through their experience and expertise.

Mary Wennersten, K-3 Literacy Director, Arizona Department of Education

Suzi Mast, Mathematics/Science Education Specialist, Arizona Department of Education Dr.

Nancy Perry, Assistant Dean, Clinical Services, Arizona State University

Cathy Otto, Director of Educational Services, Southwest Institute for Families Ida

Rose Florez, Arizona First Things First

To provide additional guidance regarding early learning, the following individuals participated in the development of examples to support the integration of approaches to learning, mathematics and language and literacy into all domains. Additionally, the Alignment of the revised Early Learning Standards with the Infant and Toddler Guidelines, the Head Start Outcomes Framework and the Arizona Kindergarten Standards was updated. Our appreciation is extended to each of these individuals who shared their experience and expertise.

Jenny Lichtsinn - Continental School District

Celines Soto-Trinidad - Dysart Early Childhood Education Center

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Original Edition Contributors

The development process of the Arizona Early Childhood Education Standards began in February of 2001, through an Even Start Family Literacy Statewide Initiative Grant, which was housed in the Department of Education's Adult Education Section. Under the leadership of Karen Liersch, Deputy Associate Superintendent, the first team of dedicated early childhood practitioners developed and wrote the original Arizona Early Childhood Standards. The Arizona State Board of Education approved the original standards document in May 2003.

The Arizona Department of Education wishes to acknowledge the contributions and foundations created by the following early childhood experts: Holly Abbott, Pauline Baker, Elaine Brideschge, Marilyn Box, Kelvin Broad, Eva Curley, Eleanor Droegemeier, Sandy Foreman, Olivia Jimenez, Dari Johnson, Wanda Billings-Reber, Bonnie Lund, Leonor Lundholm, Karen McIlroy, Catherine Mulligan, Garthanne de Ocampo, Nancy Perry, Kay Stritzel Rencken, Rhonda Richardson, Natalie Scott, Ramona Staires, Lois Schneider, Kimberly Tan, June Torrance, Gloria Williams, Sue Yale and Lizzie Zamora.

Refined Edition Contributors

In January of 2004, new focuses, new mandates, and new research brought new attention to the Early Childhood arena. The newly created Early Childhood Education Section of the Arizona Department of Education under the leadership of Karen Woodhouse, Deputy Associate Superintendent, began the refinement process of the Early Childhood Standards. The "Refinement Team" consisted of the many faces and facets of early childhood stakeholders from throughout the state.

The Department wishes to acknowledge and extend its appreciation to "Refinement Team Members" for their commitment, expertise and wisdom in refining the Early Learning Standards:

Elayne Achilles	Rosanne Dlugosz	Gay Kohl Margaret	Jill Rosenzweig Anne
Carolyn Alcadida	Claude Endfield	Larsen	Schnable
Jenni Brasington	Laurel Endfield	Tammy Lee	Susan Shinn
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Lacey Wieser
Lin Wright

In addition, the Department wishes to acknowledge the hundreds of early childhood practitioners, parents and stakeholders who attended focus sessions conducted around the state and who sent comments and suggestions throughout the refinement process. Through their assistance, the newly refined Early Learning Standards have evolved into a quality framework that can be utilized by parents, caregivers, teachers, instructors and administrators.

We acknowledge the assistance provided by Susan Pimentel and the Aha Consultants, as well as many Department personnel and other outside expert reviewers.



Introduction

STATEMENT OF PURPOSE

The Arizona Early Learning Standards have been developed to provide a framework for the planning of quality learning experiences for all children three to five years of age. The standards cover a broad range of skill development and provide a useful instructional foundation for children from diverse backgrounds and with diverse abilities. The standards are intended for use by all those who work with young children in any early care and education setting in urban, rural and tribal communities.

Every Child

Is a unique, complex learner;

Is a social being who learns through the development of relationships with peers and adults;

Is entitled to learning environments that support optimal development of the whole child;

Is entitled to opportunities to learn through active exploration;

Learns through child-initiated, child-directed, teacher- supported play.

GUIDING PRINCIPLES

Although the Early Learning Standards document is separated into specific domains of learning, the intent is not to suggest that children's skills develop separately or apart from each other. Nor is it the intent that isolated skill instruction be used as an appropriate way to support learning during the preschool years. The standards document is based on the premises that learning occurs on a continuum and that developmental domains are highly interrelated. Children succeed to their highest potential in nurturing environments that support their learning across domains.

Families are the primary caregivers and educators of young children.

Children are capable and competent regardless of their backgrounds, their experiences and their varying abilities.

Children learn best when they have relationships that are safe, consistent, predictable and nurturing and when there is positive interaction among teacher, parent, and child and when their health, nutritional and emotional needs are met.

Early Childhood is a critical period for children to develop executive functioning which is the basis of all life skills including self-regulation, motivation, consider perspective of others, **cognitive flexibility**, self-reflection, and positive social dispositions.

- Young children learn through active exploration of their environment where there is a balance between self-discovery, intentional planned experiences and adult-initiated activities.
- Children construct knowledge based on prior experiences, play, and social interactions with other children and nurturing adults.
- Optimal learning occurs in environments where the adult is respectful of the child, the family, the language, the culture, and the community.
- Children develop a sense of empowerment, curiosity, and persistence by consistently having many opportunities to make choices within their daily routines.

Children progress at unique rates, have individual learning styles and possess diverse abilities.

Children's progress is best understood through observable behavioral change using ongoing and consistent observation and monitoring, anecdotal record keeping, and collection of children's work.

Children's learning is enhanced when assessment information is interpreted and results are applied through the intentional development of new learning encounters that support all essential domains of school readiness.

INCLUSIVE PRACTICES

Early Childhood Special Education

Standards are an essential first step for designing effective preschool curricula since they represent an agreed upon agenda for teaching and learning. They assist all early education professionals in setting high expectations for children rather than lowering expectations for children with disabilities or other challenges. Therefore, the Arizona Early Learning Standards should be used for students with disabilities as well as with typically developing children. Because these standards establish the content for learning, the focus for classrooms no longer needs to be on an age, grade, or specific functional level but on actual performance on or toward a standard. Like any quality standard, the Arizona Early Learning Standards are designed to be used to plan creative experiences that support children in reaching their highest potential, capture their interest in learning, and build on what they already know.

English Language Learners

All children have acquired knowledge as a result of the language used in their home since birth. The richer the home language and background experiences, the easier it is for children to learn a second language. Children develop language much the same way they acquire other skills, along a continuum, at different rates, and with individual learning styles. Some children may experience a silent period while they learn English; other children may practice their knowledge by mixing or combining languages; still others may quickly acquire English-language proficiency. Each child's progress in learning English needs to be respected and viewed as acceptable, logical, and part of the ongoing process of learning any new skill. The language skills needed for young English language learners to become proficient in English are fully embedded in the Arizona Early Learning Standards. Using the standards to plan enriching experiences will enhance children's proficiency in English and enable them to become successful learners in Kindergarten - 12 schools.

The Arizona Early Learning Standards are:

A framework that provides an essential first step for designing and/or choosing an effective, high-quality preschool curricula

Common, agreed upon goals and outcomes for teaching and learning

Building blocks that illustrate the interconnectedness of emotional, social, language, cognitive and physical development and learning that address the whole child

A reflection of current brain development, early childhood research and best practices

A continuum of learning outcomes for preschool children

A link between early learning expectations and school readiness

A framework that links content and curriculum, professional development and assessment tools to ensure age-appropriate activities, goals and performance outcomes for three to five-year old children

Appropriate for all children regardless of background, language and diverse needs

Flexible; can be modified up or down to meet the specific needs of all children

A step toward eliminating fragmentation in early care and education programs throughout Arizona

Separated into domains; yet the indicators in each domain are interrelated and interdependent. They all need to be woven together into daily routines, activities and play

A tool to assist parents, caregivers and teachers in creating meaningful and appropriate learning experiences for preschool children

The Arizona Early Learning Standards are not:

Intended for use as a curriculum

Intended for use as a checklist

Intended for use as an assessment tool

Meant to be used in isolation

Meant to stifle the creativity of caregivers or teachers

Intended to imply that only formal and structured activities are to be planned for young children

The Arizona Early Learning Standards Format

The Arizona Early Learning Standards represent an agreed upon framework of skills that young children need to experience in order to develop a foundation for higher levels of learning. The Early Learning Standards Document is comprised of three components:

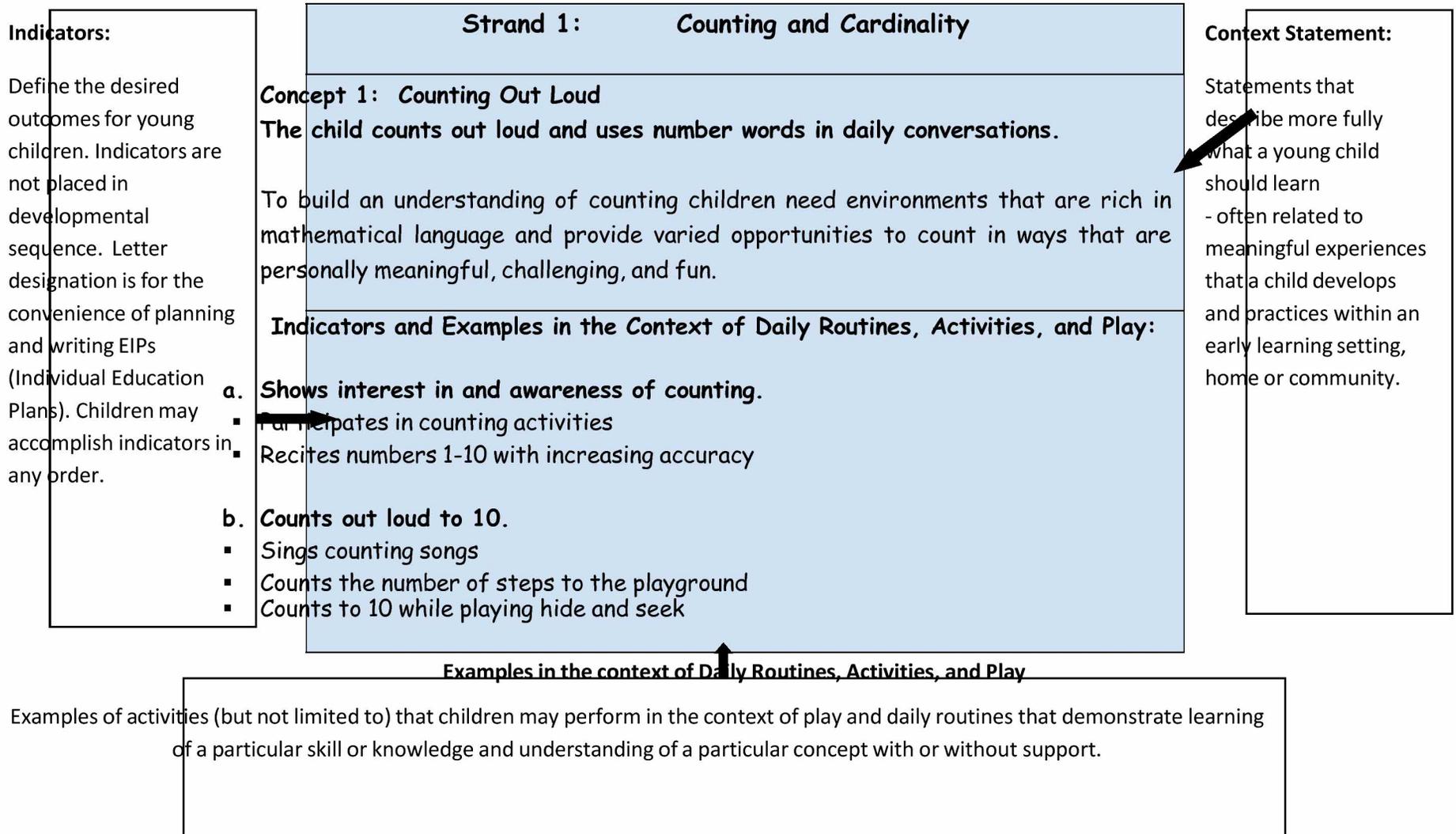
1. The Strands, Concepts, Indicators and Examples relevant to Daily Routines, Activities, and Play,
2. Integration - Guidance and examples for integrating mathematics and language/literacy into all domains of early learning, and
3. Alignment - A matrix demonstrating how the Early Learning Standards align with the Infant and Toddler Guidelines, the Head Start Child Outcomes, and the Arizona Kindergarten Standards.

A Visual Explanation of the Arizona Early Learning Standards

Standard: An agreed upon framework of skills that young children need to experience in order to develop a foundation for higher levels of learning.

Strand: The “Big Idea” – a component of the Standard

Concept: One topic or sub-skill of the Element



Integration

The Integration Section within each Domain Standard provides guidance and examples for integrating approaches to learning, mathematics and language/literacy into all domains of early learning. For example, in the Mathematics Domain, the Integration section provides examples of Approaches to Learning and for integrating Language and Literacy into the early learning mathematics experience.

MATHEMATICS	
STRAND 1: COUNTING AND CARDINALITY	
Approaches to Learning - Actions that would incorporate Approaches to Learning into Mathematics.	Language & Literacy - Actions that would incorporate Language and Literacy into Mathematics.
1. The pre-k class was curious about how many airplanes were flying over their playground. During the year, with support from the teachers, they tallied the number of planes that flew over their playground each day.	1. The children, with support from the teachers, made a chart to help tell the story about the number of trains that went by the playground during the school year. The teacher brought non-fiction books into the classroom about trains.

Alignment

The Alignment Section within each Domain provides a matrix demonstrating how the Early Learning Standards align with the Infant and Toddler Guidelines, the Head Start Child Outcomes, and the Arizona Kindergarten Standards.

Example

STRAND 1: LANGUAGE			
INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Listening and Understanding	Receptive Language Understanding	Receptive Language	Speaking and Listening
Shows interest in listening to sounds. (LDC)	a. Demonstrates understanding a variety of finger-plays, rhymes, chants, poems, conversations, and stories.	Attends to language during conversations, songs, stories, or other learning experiences. (LD)	Recognizes and produces Rhyming words. (PA)

Within the Alignment Matrix are codes that reference where in the Head Start Outcomes and the Infant/Toddler Guidelines the examples are found. For example, under Infant & Toddler Guidelines (above) is the code (LDC) which means this guideline is found in the Language Development and Communication section of the Infant & Toddler Guidelines. The reference codes for Head Start Outcomes and Infant and Toddler Guidelines are consistent throughout the Alignment sections in each domain.

Reference Codes for the HS Outcomes Framework

- ATL - Approaches to Learning
- CAE - Creative Arts Expression
- ELD - English Language Development
- LD - Language Development
- LKS - Literacy Knowledge & Skills
- LR - Logic & Reasoning
- MKS - Mathematics Knowledge & Skills
- PDH - Physical Development & Health
- SED - Social & Emotional Development
- SKS - Science Knowledge & Skills
- SSKS - Social Studies Knowledge & Skills

Reference Codes for the Infant / Toddler Developmental Guidelines

- ATL - Approaches to Learning
- CD - Cognitive Development
- LDC - Language Development and Communication
- PMD - Physical and Motor Development
- SED - Social and Emotional Development

The Arizona Kindergarten Standard reference codes are unique to each domain and are also included in the Alignment Section for each Domain.

Social Studies Codes-

- AH - American History
- CG - Civics/Government
- E - Economics
- G - Geography
- WH - World History

Science Codes

- IP - Inquiry Process
- PS - Physical Science

Physical Education Codes

- PE - Physical Education
- PB - Personal Behavior
- SB - Social Behavior
- VPA - Values Physical Activity

Health Education Codes

- AH - Asking for Help
- CEH - Communication to Enhance Help
- HE - Health Education

English Language Arts Codes

- CC - Comprehension and Collaboration
- CS - Craft and Structure
- CSE - Conventions of Standard English
- FL - Fluency
- KID - IT - Key Ideas and Details - Reading Standards for Information Text K-2
- KID -LIT - Key Ideas and Details - Reading Standards for Literature K-2
- PA - Phonological Awareness
- PC - Print Concepts
- PDW - Production and Distribution of Writing
- PKI - Presentation of Knowledge and Ideas
- RBPK - Research to Build and Present Knowledge
- RRLTC - Range of Reading and Level of Text Complexity
- TTP - Text Types and Purposes
- VAU - Vocabulary Acquisition and Use

Mathematics Codes

- MP - Mathematical Practices

SOCIAL EMOTIONAL STANDARD

For Young Children From Three to Five Years Old

Overview

Children learn and thrive within relationships in which they feel emotionally secure and physically safe. These relationships promote feelings of competence and pride in their accomplishments.

Children need to develop the capacity to experience, express, and gain self-control over their emotions and social interactions in order to mature socially and emotionally. This development is enhanced through nurturing relationships and positive early learning experiences. A consistent and predictable environment strengthens a child's confidence in approaching new challenges. Confident children approach new tasks and situations enthusiastically. They recognize and express emotions appropriately as well as share information about themselves and others.

Social and emotional development is the foundation of children's **cognitive development** and life-long learning. This domain becomes the foundation for helping children understand themselves, form positive constructive social relationships and relate to the larger world.

The Social/Emotional Standard is organized into the following Strands and related concepts:

Strand 1: Self

- Self-Awareness
- Recognizes and Expresses Feelings
- Self-Regulation

Strand 2: Relationships

- Attachment
- Social Interactions
- Respect

Social Emotional Standard Definitions

Attachment Relationship is the security, confidence, and trust that children have with the adults responsible for their care. It is the framework within which children develop their growing ability to regulate emotions and behavior.¹

Cognitive Development is the development of knowledge and skills, which help children think about and understand the world around them.

Empathy is the ability to recognize, respond and share in another's emotions, thoughts or feelings.

Self-awareness is the ability to look at one's self and to understand one's self.

¹ Adapted from the research listed below by the Ounce of Prevention Network (1 Casady, A., Diener, M., Isabella, R., and Wright, C. (2001). Attachment Security among Families in Poverty: Maternal, Child, and Contextual Characteristics. Paper presented at the 2001 Biennial Conference of the Society for Research in Child Development: www.eric.ed.gov/ERICWebPortal/recordDetail?accno=ED473457. 2 Hamre, B.K. & Pianta, R. C. (2001). Early teacher—child relationships and the trajectory of children's school outcomes through eighth grade. *Child Development*, 72, 625-638; Palermo, F., Hanish, L., Martin, C., Fabes, R.A., & Reiser, M. (2007). Preschoolers' academic readiness: What role does the teacher-child relationship play? *Early Childhood Research Quarterly*, 22, 407-422.)

STRAND 1: SELF

Concept 1: Self-Awareness

The child demonstrates an awareness of his or her self.

Children develop a sense of personal identity as they begin to recognize the characteristics that make them unique as individuals and to build self-esteem.

Indicators and Examples in the Context of Daily Routines, Activities, and Play

Demonstrates self-confidence.

Acknowledges her own accomplishments and says, "I can hit the ball."

Tells the teacher, "I can do it myself."

Makes personal preferences known to others.

Signs "red," when asked to name a favorite color.

Tells her friends, "I don't like that."

Demonstrates knowledge of self-identity.

Declares, "I'm the big brother," while looking at a family picture.

Holds up three fingers and says "I am this many."

Shows an awareness of similarities and differences between self and others.

Says, "I am bigger than you."

Points to his shirt and then to his friend's shirt, indicating that they are wearing the same color of shirt.

STRAND 1: SELF

Concept 2: Recognizes and Expresses Feelings

The child recognizes and expresses feelings of self and others.

Children develop an awareness of the feelings of self and others through daily interactions with peers and adults. Children develop the ability to effectively and appropriately express themselves and learn that their feelings and feelings of others are important.

Indicators and Examples in the Context of Daily Routines, Activities, and Play

Associates emotions with words, facial expressions and body language.

Describes the emotions of a character in a book.

Signs, "I am mad" when asked how she feels.

Identifies, describes and expresses their own feelings.

Covers their eyes and says, "This is scary!" while listening to a story.

Says, "I am happy today because it's my birthday!"

Identifies and describes feelings of others.

Approaches an adult and says, "Jamal is sad. He is crying."

Says, "My mommy will be so excited to see my picture!"

Expresses empathy for others.

Sees her friend crying, and then gives her a hug.

Asks, "Are you OK?" after seeing her friend fall down.

STRAND 1: SELF

Concept 3: Self-Regulation

The child manages the expression of feelings, thoughts, impulses and behaviors.

Young children develop self-control as they acquire the ability to regulate their impulses with minimal support from adults. This enables children to function successfully and independently in both personal and social contexts.

Indicators and Examples in the Context of Daily Routines, Activities, and Play

Understands and follows expectations in the learning environment.

Reminds others that running is for outside.

Puts his puzzle away when "Clean Up Time" is announced.

Manages transitions, daily routines and unexpected events.

Moves to the next activity independently.

Stays with the group and follows the teacher during a fire drill.

Modifies behavior for various situations and settings.

Uses a quiet voice when visiting the library.

Withdraws to a safe place to calm down after an altercation with another child.

Chooses appropriate words and actions.

Says "Stop, I don't like it when you hit me." When a peer hits her.

Waits for her turn during a conversation.

STRAND 2: RELATIONSHIPS

Concept 1: Attachment

The child demonstrates the ability to engage in and maintain healthy relationships.

Positive social relationships between adults and children develop in an environment where children feel safe and secure.

Indicators and Examples in the Context of Daily Routines, Activities, and Play

Expresses affection for familiar adults.

Greets parent upon arrival with a hug or a high-five.

Leans on teacher when reading a book.

Seeks security and support from familiar adults.

Yells out for a teacher when they need help.

Seeks out the caregiver when they get hurt.

Demonstrates the ability to engage with new adults or children with the support of familiar adults.

Invites a new student to join in the activity.

Looks to familiar adult for reassurance when approached by an unfamiliar adult.

Separates from familiar adult with minimal distress.

Continues to paint after acknowledging a family member's arrival.

Cries briefly or doesn't cry when dropped off at school or child care provider's home.

STRAND 2: RELATIONSHIPS

Concept 2: Social Interactions

The child displays socially competent behavior.

Children's interactions with peers and adults imply an understanding of mutual rights and the ability to balance their needs with those of others.

Indicators and Examples in the Context of Daily Routines, Activities, and Play

Responds when adults or other children initiate interactions.

Chooses from the choice board when asked, "What do you want to do now?"

Joins a group when invited to play.

Initiates and sustains positive interactions with adults and other children.

Asks teacher to help finish putting a puzzle together.

Suggests, "Let's build a road for our cars." Children work together to build a road.

Demonstrates positive ways to resolve conflict.

Asks for a turn when they want a toy another child is playing with.

Seeks assistance from a teacher before a disagreement starts to escalate into physical aggression.

STRAND 2: RELATIONSHIPS

Concept 3: Respect

The child acknowledges the rights and property of self and others.

When children interact with others, they become aware of the limits and boundaries of acceptable behavior and begin to learn about the possible consequences of their actions. They learn to manage their behavior and develop appropriate social interactions with other children. Additionally, children thrive in environments when they have a sense of ownership.

Indicators and Examples in the Context of Daily Routines, Activities, and Play

Respects the rights and property of others.

Walks around a block structure built by another child.

Sees a doll in another child's backpack and asks to play with it.

Defends own rights and the rights of others.

Tells his friend not to knock down his block structure.

Says, "Elizabeth, Joe had the bike first."

Shows respect for learning materials in the learning environment.

Reminds classmates to take care of the books.

Picks up crayons from the floor and returns them to the correct container.

Integration

Integration of Approaches to Learning, Language and Literacy, and Mathematics into the Social Emotional Standard.

SOCIAL EMOTIONAL		
STRAND 1: SELF		
Approaches to Learning - Actions that would incorporate Approaches to Learning into Social Emotional.	Language & Literacy - Actions that would incorporate Language and Literacy into Social Emotional.	Mathematics - Actions that would incorporate Mathematics into Social Emotional.
<p>1. Problem solving - When an accident happens (e.g., child spills milk, paint, bottle of water), teacher asks child "What do we do to fix this?" Teacher continues to ask child what the next step is, rather than provide the answer immediately to the child. Teacher guides and provides minimal assistance when needed.</p>	<p>1. Teacher performs a "Think Aloud:" models appropriate behavior for emotional control (when angry, frustrated, sad, etc.): discuss choices for dealing with emotions, reason behind emotion, and consequences of poor behavior choices. Use feeling picture cards/poster for added support.</p>	<p>1. Additional visual activity for "Think Aloud" modeling: provide behavior choices and open discussion to children and allow them to vote/graph on which would be the best choice.</p>
<p>2. Reasoning and confidence - "Show and Share" activity: child will show a picture, project, toy, etc. The teacher will model extension questions about the item to elicit a deeper conversation. For example, "Where does it live? What does it eat? How powerful is it?" The children will continue questioning.</p>	<p>2. Read-a-loud activity with book focusing on self-regulation (e.g., It's Hard to Be Five: Learning How to Work My Control Panel by Jamie Lee Curtis). Activity: ask children to draw a picture of something that is hard for them to do. Follow activity with conversation on how child can overcome this difficult task.</p>	<p>2. Compare and contrast behaviors children are great at. "What do you do best?" with behaviors they find challenging. "What is hard for you?"</p>

SOCIAL EMOTIONAL

STRAND 2: RELATIONSHIPS

Approaches to Learning - Actions that would incorporate Approaches to Learning into Social Emotional.	Language & Literacy - Actions that would incorporate Language and Literacy into Social Emotional.	Mathematics - Actions that would incorporate Mathematics into Social Emotional.
<p>1. Problem solving - Teacher designates a "problem solving" area in the classroom (e.g., a Peace Rug), and assists children in problem-solving skills: emphasizes active listening and provide words for conversation to meet a solution. Additional support: show children possible solution cards to use with one another.</p>	<p>1. Teacher models how to utilize names when greeting others or saying goodbye.</p>	<p>1. Teacher begins by starting a conversation about "grown-ups" in their life (friends, siblings, parents, etc.). Teacher discusses why these people are important to them, and make them happy. Ask children to draw a picture of all the grown-ups that are important to them. Teacher collects, and performs a whole-group tally of how many grown-ups the class has drawn. ("Look! Our class has 54 grown-ups that love us!") Extension idea: put all the drawings together on display with the total number to show families.</p>
<p>2. Confidence - Teacher acknowledges children's positive interactions with peers. (e.g., "McKenzie you are such a good friend to give Omar your chair.")</p>	<p>2. Teacher role plays with children to demonstrate accepting the answer "no" from a peer when it is appropriate. For example, when a child approaches teacher after hearing "no" from peer, teacher models an appropriate response (accepting the answer), and helps the child to ask another peer to join in their play.</p>	<p>2. For clean-up time, teacher asks children to place a specified number of items back in their correct location. The number can change daily, weekly, by gender/group, etc. to help develop one-to-one correspondence.</p>

Alignment

Within the Alignment Matrix are codes that reference where in the Head Start Outcomes and the Infant/Toddler Guidelines the examples are found.

Reference Codes for the HS Outcomes Framework Alignment

- ATL - Approaches to Learning
- CAE - Creative Arts Expression
- ELD - English Language Development
- LD - Language Development
- LKS - Literacy Knowledge & Skills
- LR - Logic & Reasoning
- MKS - Mathematics Knowledge & Skills
- PDH - Physical Development & Health
- SED - Social & Emotional Development
- SKS - Science Knowledge & Skills
- SSKS - Social Studies Knowledge & Skills

Reference Codes for the Infant/Toddler Developmental Guidelines Alignment:

- ATL - Approaches to Learning
- CD - Cognitive Development
- LDC - Language Development and Communication
- PMD - Physical and Motor Development
- SED - Social and Emotional Development

Reference Codes for Kindergarten Standards Social Emotional Codes Kindergarten Physical Education Standards

- PB - Personal Behavior
- SB - Social Behavior
- VPA - Values Physical Activity

Social Emotional Codes Kindergarten Health Education Standards

- AH - Asking for Help
- CEH - Communication to Enhance Help

Social Emotional Codes AZ English Language Arts Common Core Standards

- AZ ELA CCS SL - AZ English Language Arts Common Core Standards Speaking and Listening

STRAND 1: SELF

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Self-Awareness	Self-Awareness	Self-Concept & Self-Efficacy	Health Education or Physical Education
Shows confidence in increasing abilities. (SED)	a. Demonstrates self- confidence.	Shows confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks. (SED)	Participates in new skills and movement activities. (VPA)
Expresses feelings and emotions through facial expressions, sounds or gestures. (SED)	b. Makes personal preferences known to others.	Identifies personal characteristics, preferences, thoughts, and feelings. (SED)	Demonstrate healthy ways to express needs, wants, and feelings. (CEH)
Develops awareness of self as separate from others. (SED)	c. Demonstrates knowledge of self- identity.	Identifies personal and family structure. (SSKS)	
Develops awareness of self as separate from others. (SED)	d. Shows an awareness of similarities and differences between self and others.	Understands similarities and respects differences among people. (SSKS)	Accept all classmates without regard for personal differences. (SB)

STRAND 1: SELF (Continued)

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
	Recognizes and Expresses Feelings	Emotional & Behavioral Health	Health Education or Physical Education
Expresses feelings and emotions through facial expressions, sounds or gestures. (SED)	a. Associates emotions with words, facial expressions and body language.	Recognizes and labels emotions. (SED)	Exhibit both verbal and nonverbal expressions of enjoyment. (VPA)
Begins to show concern for others. Learns social skills and eventually uses words for expressing feelings, needs and wants. (SED)	b. Identifies, describes and expresses their own feelings.	Expresses a range of emotions appropriately such as excitement, happiness, sadness, and fear. (SED)	Demonstrates healthy ways to express needs, wants, and feelings. (CEH)
Begins to recognize and respond to other children's feelings and emotions. (SED)	c. Identifies and describes feelings of others.	Recognizes and labels others' emotions. (SED)	Speak audibly and express thoughts, feelings, and ideas clearly. (AZ ELA CCS SL)
Begins to show concern for others. Learns social skills and eventually uses words for expressing feelings, needs and wants. (SED)	d. Expresses empathy for others.	Expresses empathy and sympathy to peers. (SED)	Shows compassion for others by helping them. (SB)

STRAND 1: SELF (Continued)

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Self-Regulation	Self-Regulation	Self-Regulation	Health Education or Physical Education
Understands simple routines, rules or limitations. (SED)	a. Manages transitions, daily routines and unexpected events.	Demonstrates age appropriate independence in a range of activities, routines, and tasks. (SED)	Works in a diverse group setting without interfering with others. (SB)
Behave in consistent ways to elicit desired response. (ATL)	b. Understands and follows expectations in the learning environment.	Shifts attention between tasks and moves through transitions with minimal direction from adults. (SED)	Follows directions in class. (PB)
Begins to manage own behavior and show self-regulation. (SED)	c. Modifies behavior for various situations and settings.	Adapts to new environment with appropriate emotions and behaviors. (SED)	
Use sounds, gestures and movements to impact the environment and interactions. (ATL)	d. Chooses appropriate words and actions.	Refrains from disruptive, aggressive, angry, or defiant behaviors. (SED)	Demonstrates healthy ways to express needs, wants, and feelings. (CEH)

STRAND 2: RELATIONSHIPS

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Trust and Emotional Security	Attachment	Social Relationships	Health Education or Physical Education
Shows preference for familiar adults. (SED)	a. Expresses affection for familiar adults.	Communicates with familiar adults and accepts or requests guidance. (SED)	
Engages in behaviors that build relationships with familiar adults. (SED)	b. Seeks security and support from familiar adults.	Establishes secure relationships with adults. (SED)	Demonstrate ways to tell a trusted adult if threatened or harmed. (AH)
Shows interest and curiosity in new people and objects. (CD)	c. Demonstrates the ability to engage with new adults or children with the support of familiar adults.	Uses socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns. (SED)	
Seeks to find comfort in new situations. (SED)	d. Separates from familiar adult with minimal distress.		

STRAND 2: RELATIONSHIPS (Continued)			
INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Developing Relationship with other children	Social Interactions	Social Relationships	Health Education or Physical Education
Responds to and interacts with other children. (SED)	a. Responds when adults or other children initiate interactions.	Cooperates with others. (SED)	Continues a conversation through multiple exchanges. (AZ ELA CCS SL)
Engages in behaviors that build relationships with familiar adults. (SED)	b. Initiates and sustains positive interactions with adults and other children.	Develops friendships with peers. (SED)	Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (AZ ELA CCS SL)
Uses a variety of strategies to solve problems. (CD)	c. Demonstrates positive ways to resolve conflict.	Resolves conflict with peers alone and/or with adult intervention as appropriate. (SED)	Demonstrate the elements of socially acceptable conflict resolution during class activity. (SB)

STRAND 2: RELATIONSHIPS (Continued)			
INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
	Respect		Health Education or Physical Education
Begins to recognize and respond to other children's feelings and emotions. (SED)	a. Respects the rights and property of others.	Understands the reasons for rules in the home and classroom, and for laws in the community. (SSKS)	
	b. Defends own rights and the rights of others.	Recognizes cause and effect relationships. (LR)	
Shows awareness of and interest in the environment. (ATL)	c. Shows respect for learning materials in the learning environment.	Helps, shares, and cooperates in a group. (ATL)	Demonstrates safe use of equipment during all class activities. (PB)



Approaches to Learning Standard

APPROACHES TO LEARNING

For Young Children From Three to Five Years Old

Overview

"Approaches to learning refer to observable behaviors that indicate ways children become engaged in social interactions and learning experiences. Children's approaches to learning contribute to their success in school and influence their development and learning in other domains. For example, curiosity is a **prerequisite** of the scientist, and reasoning and problem solving are as necessary for social relationships as they are for mathematics. Children's ability to stay focused, interested, and engaged in activities supports a range of positive outcomes, including cognitive, language, and social and emotional development. It allows children to acquire new knowledge, learn new skills, and set and achieve goals for themselves. Many early learning experts view approaches to learning as one of the most important domains of early childhood development."² "When children have a positive approach to learning, they are likely to want to learn more."³

"Approaches to learning are interrelated with **executive function** skills, an umbrella term for a set of **neurologically-based processes** that involve managing one's self and one's resources in order to achieve a goal."⁴ "These include the ability to remember and follow multi-step instructions, avoid distractions, control rash responses, adjust when rules change and persist at problem-solving."⁵ Arizona's Approaches to Learning (initiative and curiosity, attentiveness and persistence, confidence, creativity, and reasoning and problem-solving) will prepare children for the ultimate goal of school success.

When adults provide an engaging environment that allows children to explore and create independently, using their own approach to a learning situation, children will be better equipped for kindergarten and to take advantage of Arizona's Common Core Standards.

² Promoting Positive Outcomes in Early Childhood Programs Serving Children 3-5 Years Old

³ Creative Curriculum for Preschool, Volume 5, Objectives for Development and Learning, p. 61

⁴ Late, Lost, and Unprepared by Joyce Cooper-Kahn, Ph.D. & Laurie Dietzel, Ph.D. Published by Woodbine House, p 9-14

⁵ Center on the Developing Child at Harvard University (2011). Building the Brain's "Air Traffic Control" System: How Early Experiences Shape the Development of Executive Function: Working Paper No. 11. Retrieved from www.developingchild.harvard.edu

The Approaches to Learning Standard is organized into the following strands and related concepts:

Strand 1: Initiative and Curiosity

- Initiative
- Curiosity

Strand 2: Attentiveness (engagement) and persistence

- Attentiveness
- Persistence

Strand 3: Confidence

- Confidence

Strand 4: Creativity

- Creativity

Strand 5: Reasoning and Problem-solving

- Reasoning
- Problem-Solving

Approaches to Learning Standard Definitions

Attentiveness is concentration on something.

Cognitive flexibility is the capacity to shift or switch one's thinking and attention between different tasks or **operations** typically in response to a change in rules or demands.

Executive function is the ability to analyze situations, plan, focus and maintain attention, and adjust one's actions to complete a task.⁶

Initiative is the power or ability to begin or to follow through energetically with a plan or task.

Neurologically-based is brain based.

Persistence is the ability to stick with an activity to completion or satisfaction.

Prerequisite is required or necessary as a prior condition.

⁶ Growing Minds, Building Strong Cognitive Foundations in Early Childhood, by Carol Copple, NAEYC, Washington, DC, 2012, p. 95.

STRAND 1: INITIATIVE AND CURIOSITY

Concept 1: Initiative

The child demonstrates self-direction while participating in a range of activities and routines.

Initiative refers to a child's ability to exhibit a spirit of independence and sense of control over their choices. It also reflects the child's willingness to pursue social relationships and to demonstrate a growing sense of self-sufficiency and confidence while interacting with others.

Indicators and Examples in the Context of Daily Routines, Activities, and Play

Seeks interaction with others.

While playing outside, child asks a friend to play with her on the slide.

Child joins three other children to play in the sand.

Develops independence during activities, routines and play.

Upon entering the learning environment, the child hangs up his coat and backpack.

Child gathers needed items to paint at the easel (paint, brush, paper, smock).

Exhibits cognitive flexibility, imagination, and inventiveness when attempting tasks and activities.

While playing in the block area with friends, child goes to the library to get a book on buildings. He returns to the block area to show friends a picture of a structure they can build.

Child tries different ways to make a design using pattern blocks, combining two shapes to make a new shape.

STRAND 1: INITIATIVE AND CURIOSITY

Concept 2: Curiosity

The child demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.

Curiosity relates to children's natural tendencies as active learners to explore all aspects of the environment, from objects and people, to ideas and customs. It is through discovering the answers to their own questions that children construct knowledge.

Indicators and Examples in Context of Daily Routine, Activities, and Play

Shows interest in learning new things and trying new experiences.

Child says, "Ohhhh, what does that do?" when a microscope is brought into the room for the first time.

Child gets a magnifying glass to look at a rock.

Expresses interest in people.

Child says, "I wonder where Jack and Jill are today?"

Child asks, "Do you have any sisters?"

Asks questions to get information.

When going on a walk, the child asks, "Where are we going?"

After listening to a story about a dog, child asks, "What kind of dog do you have?"

STRAND 2: ATTENTIVENESS AND PERSISTENCE

Concept 1: Attentiveness

The child demonstrates the ability to focus on an activity with deliberate concentration despite distractions.

Attentiveness refers to the child's ability to focus attention and concentrate. The child will sustain a plan sequence. This enhances academic learning, including language acquisition and problem solving, as well as social skills and cooperation.

Indicators and Examples in the Context of Daily Routines, Activities, and Play

Displays ability to hold attention when engaged in an activity.

The child claps every time she hears the /m/ sound in a poem as directed by the teacher.

During a transition, the child waits for the teacher to call his name and shows the color he is wearing before he goes to wash his hands.

Sustains attention for extended periods of time when engaged in an age-appropriate activity despite distractions or interruptions.

The child focuses on making a menu for the pizza parlor while others are rolling clay to make pizzas.

The child continues to work on a puzzle even with other children playing musical instruments nearby.

Increases ability to focus attention, and can return to activities after distractions and interruptions.

The child stops his activity to join in a problem-solving discussion at the teacher's request and then returns to his art activity.

The child returns to a construction project over several days, adding new dimensions each day.

STRAND 2: ATTENTIVENESS AND PERSISTENCE

Concept 2: Persistence

The child demonstrates the ability to maintain and sustain a challenging task.

Starting at a very young age, children develop an understanding of how to maintain and sustain a task. Children demonstrate **persistence** in their capacity to engage in what they are doing and to meet challenges appropriate to their level of development. Children stay longer in a center and engage in an activity with increasing regularity. The ability to persist in a task is an important element in learning.

Indicators and Examples in the Context of Daily Routines, Activities, and Play

Pursues challenges.

Child continuously stacks blocks to duplicate a picture until they no longer tumble down.

Child practices swinging across the monkey bars until successful.

Copes with frustration or disappointment with support.

While trying to pour juice into a cup, the child knocks the cup over, resets the cup and tries again.

Child wants to use the computer and others are already there. She adds her name to the list so she can use the computer later.

Establishes goals, generates plans and follows through to completion.

Child works on building a Lego airport throughout the course of the day.

Child works on creating a 3-D art project based on his drawing.

STRAND 3: CONFIDENCE

Concept 1: Confidence

The child demonstrates self-assurance in a variety of circumstances.

Confident children feel positive about themselves and their ability to do things or to adapt to changing situations. A confident child is willing to take a reasonable risk, to express or defend ideas, to try new experiences, or to engage in challenging tasks.

Indicators and Examples in the Context of Daily Routines, Activities, and Play

Expresses opinions or ideas.

Child indicates red is her favorite color and then chooses it even though her peers chose other colors.

While building a castle, the child says to his friend, "I know how to get the top to stay on."

Views self as competent and skilled.

The child says, "I can pour the juice myself."

Child tells his friend, "I don't want you to help. I can do it!"

Is willing to take risks and consider a variety of alternatives.

When offered "broccoli and ranch dressing," the child says, "I want to try it."

The child chooses the high heel shoes and walks around the classroom despite his friends saying, "Boys don't wear those shoes."

STRAND 4: CREATIVITY

Concept 1: Creativity

The child demonstrates the ability to express their own unique way of seeing the world.

Creativity can be expressed in many ways. We commonly think of this word in association with the expressive arts. However, creativity involves being able to cope with new situations and problems as well as to see things from a different perspective. A creative child extends and elaborates on ideas and appreciates humor.

Indicators and Examples in the Context of Daily Routines, Activities, and Play

Uses imagination to generate new ideas.

Child creates a story about a picture she has drawn.

During transition, child suggests, "How about we walk like turtles to the playground!"

Appreciates humor.

Child reacts with a laugh or smile when something silly occurs in the story. Child says, "That is a funny story."

Child shows enjoyment while stringing nonsense words together, such as; "link, pink, stink, frink, gink..."

Engages in inventive social play.

While playing house with a friend, child says, "Let's take the babies to the park."

During center time a child says to her friend, "Let's use these boxes to build a rocket and go to the moon!"

STRAND 5: REASONING AND PROBLEM-SOLVING

Concept 1: Reasoning

The child demonstrates the ability to analyze information and situations in order to form judgments.

Reasoning involves the child's ability to use prior knowledge and information to generate an appropriate decision. Logic and reasoning skills are key components of child development and early learning. These skills are essential for competence and success in school and other settings.

Indicators and Examples in the Context of Daily Routines, Activities, and Play

Gathers information and reaches a conclusion.

Child notices his friend is not present and states, "Billy isn't here. He must be sick."

During an experiment with ice, child states, "It melted! It must be because it's not as cold in here as it is in the freezer."

Recognizes relationships between cause and effect.

While playing on the computer, the child intentionally clicks on the mouse to change the screen.

Child increases the slant of the ramp in order to make the marble go faster.

Uses prior knowledge to build new knowledge and skills.

Child mixed yellow and red to make orange on Monday. On Tuesday he states, "I'm going to mix purple and orange to make a new color!"

After going to the zoo, the child builds a structure in blocks to house the animals.

STRAND 5: REASONING AND PROBLEM-SOLVING

Concept 2: Problem-solving

The child demonstrates the ability to seek solutions to problems.

Problem solving involves the child's ability to look for or find multiple solutions to a question, task or problem. This ability is crucial for constructing knowledge as the child builds on prior experiences and integrates new information.

Indicators and Examples in the Context of Daily Routines, Activities, and Play

Recognizes problems.

When setting the table, child realizes there are not enough cups and says, "We have a problem. There are not enough cups."

Two children want to play with the red truck. One says, "We both can't play with it."

Seeks adult assistance when support is required.

When putting on her jacket, the child asks, "Will you zip my jacket, please?"

Child attempts to open paint container. When he is unable to do so, he asks for help.

Tries to solve problems.

When child discovers paint on her pants, she gets a wet paper towel and wipes the paint off.

Child asks another child to hold the door open while he parks his bike in the shed.

Works to solve a problem independently.

When ropes on the swing become tangled, child works to untangle them.

Child gets a step stool to help him reach the paper towels.

Alignment

Within the Alignment Matrix are codes that reference where in the Head Start Outcomes and the Infant / Toddler Guidelines the standards, guidelines or outcomes are found. The reference codes for Head Start Outcomes and Infant and Toddler Guidelines are consistent throughout the Alignment sections in each domain.

Reference Codes for the HS Outcomes Framework Alignment

- ATL - Approaches to Learning
- CAE - Creative Arts Expression
- ELD - English Language Development
- LD - Language Development
- LKS - Literacy Knowledge & Skills
- LR - Logic & Reasoning
- MKS - Mathematics Knowledge & Skills
- PDH - Physical Development & Health
- SED - Social & Emotional Development
- SKS - Science Knowledge & Skills
- SSKS - Social Studies Knowledge & Skills

Reference Codes for the Arizona Common Core Standards Mathematics

- MP - Mathematical Practices

Reference Codes for the Arizona Common Core Standards English Language Arts

- CC - Comprehension and Collaboration
- KID - LIT - Key Ideas and Details - Reading Standards for Literature K-2
- PKI - Presentation of Knowledge and Ideas
- RBPK - Research to Build and Present Knowledge

Reference Codes for the Infant / Toddler Developmental Guidelines Alignment:

- ATL - Approaches to Learning
- CD - Cognitive Development
- LDC - Language Development and Communication
- PMD - Physical and Motor Development
- SED - Social and Emotional Development

Reference Codes for the Kindergarten Physical Education Standards

- PE - Physical Education

Reference Codes for the Kindergarten Health Education Standards

- HE - Health Education

STRAND 1: INITIATIVE AND CURIOSITY			
INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Initiative and Curiosity	Initiative	Initiative & Curiosity	Arizona's Common Core English Language Arts or Mathematics
Responds to and interacts with other children. (SED)	a. Seeks interaction with others.	Joins in cooperative play with others and invites others to play. (ATL)	Participates in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (CC)
Engage in and actively explores self, objects, and surroundings.	b. Develops independence during activities, routines, and play.	Develops age-appropriate independence in a range of activities, routines, and tasks. (SED)	
Demonstrate ability to initiate activities.	c. Exhibits adaptability, imagination, and inventiveness when attempting tasks and activities.	Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities.	
	Curiosity		
Shows eagerness and curiosity as a learner. Shows interest and curiosity in new people and objects. (CD)	a. Shows interest in learning new things and trying new experiences.	Demonstrates eagerness to learn about and discuss a range of topics, ideas, and tasks.	Make sense of problems and persevere in solving them. (MP)

<p>Begins noticing people, events and things. (ATL)</p> <p>Shows interest in and awareness of other children. (SED)</p>	<p>b. Expresses interest in people.</p>	<p>Develops friendships with peers. (SED)</p>	
<p>Shows awareness of and interest in the environment.</p>	<p>c. Asks questions to get information.</p>	<p>Asks questions and seeks new information.</p>	<p>Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (CC)</p>

STRAND 2: ATTENTIVENESS AND PERSISTENCE

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Indicators of Persistence	Attentiveness	Persistence & Attentiveness	Arizona's Common Core English Language Arts or Mathematics
Pay attention briefly and try to reproduce interesting and pleasurable effects and events. (ATL)	a. Displays ability to hold attention when engaged in an activity.	Maintains interest in a project or activity until completed.	Participates in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (RBPk)
Notice and show interest in and excitement with familiar objects, people and events. (ATL)	b. Sustains attention for extended periods of time when engaged in an age-appropriate activity despite distractions or interruptions.	Resists distractions, maintains attention, and continues the task at hand through frustration or challenges.	Make sense of problems and persevere in solving them. (MP) Reason abstractly and quantitatively. (MP)
Begins to manage own behavior and show self-regulation. (SED)	c. Increases ability to focus attention, and can return to activities after distractions and interruptions.	Shifts attention between tasks and moves through transitions with minimal direction from adults. (SED)	
	Persistence		
Developing confidence; trying new things and taking risks.	a. Pursues challenges.		Make sense of problems and persevere in solving them. (MP)
Shows ability to cope with stress. (SED)	b. Copes with frustration or disappointment.	Refrains from disruptive, aggressive, angry, or defiant behaviors. (SED)	Reason abstractly and quantitatively. (MP)

Approach and explore new experiences in familiar settings. (ATL)	c. Establishes goals, generates plans and follows through to completion.	Sets goals and develops and follows through on plans.	Make sense of problems and persevere in solving them. (MP)
STRAND 3: CONFIDENCE			
INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
	Confidence	Social & Emotional Development: Self-Concept & Self-Efficacy	Arizona's Common Core English Language Arts or Mathematics
Uses sounds, gestures, or actions to express needs and wants. (LDC)	a. Expresses opinions or ideas.	Identifies personal characteristics, preferences, thoughts, and feelings.	Speak audibly and express thoughts, feelings, and ideas clearly. (PKI)
Shows confidence in increasing abilities. (SED)	b. Views self as competent and skilled.	Shows confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks.	Express positive feelings on progress made while learning a new movement skill. (PE)
Watches what others do, begin to pretend, and use materials in new and different ways. (ATL)	c. Is willing to take risks and consider a variety of alternatives.	Demonstrates age-appropriate independence in a range of activities, routines, and tasks.	Construct viable arguments and critique the reasoning of others. (MP)

STRAND 4: CREATIVITY

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Indicators of Creativity	Creativity		Arizona's Common Core English Language Arts
Uses imitation or pretend play to express creativity and imagination. (CD)	a. Uses imagination to generate new idea.	Engages in pretend play and acts out roles. (LR)	
Develops likes and dislikes; with a growing sense of playfulness, they begin to see things as "funny" and enjoy surprising others. (ATL)	b. Appreciates humor.	Expresses a range of emotions appropriately, such as excitement, happiness, sadness and fear. (SED)	Exhibits both verbal and nonverbal expressions of enjoyment. (PE)
Pretend and use imagination during play.	c. Engages in inventive social play.	Uses creativity and imagination to manipulate materials and assume roles in dramatic play situations, (CAE)	With prompting and support, retell familiar stories, including key details. (KID-LIT)

STRAND 5: REASONING AND PROBLEM-SOLVING

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
	Reasoning	Reasoning & Problem Solving	Arizona's Common Core Mathematics
Shows ability to acquire and process new information. (CD)	a. Gathers information and reaches a conclusion.	Classifies, compares, and contrasts objects, events and experiences.	Reason abstractly and quantitatively. (MP)
Use sounds, gestures and movements to impact the environment and interactions. (ATL)	b. Recognizes relationships between cause and effect.	Recognizes cause and effect relationships.	Look for and Express regularity in repeated reasoning. (MP)
Recalls and uses information in new situations. (CD)	c. Uses prior knowledge to build new knowledge and skills.	Use past knowledge to build new knowledge.	Construct viable arguments and critique the reasoning of others. (MP)
	Problem-Solving		
Applies knowledge to new situations. (CD)	a. Recognizes problems.	Uses past knowledge to build new knowledge. (LR)	Make sense of problems and persevere in solving them. (MP)
Uses variety of strategies to solve problems. (CD)	b. Tries to solve problems.	Seeks multiple solutions to a question, task or problem.	
Seeks to find comfort in new situations. Shows preference for familiar adults. (SED)	c. Seeks adult assistance when support is required.	Communicates with familiar adults and accepts or requests guidance. (SED)	Demonstrate healthy ways to express needs, wants, and feelings. (HE)
Shows imagination and creativity in solving problems. (CD)	d. Works to solve a problem independently.	Resolves conflict with peers alone and/or with adult intervention as appropriate.	Demonstrate the elements of socially acceptable conflict resolution during class activity. (PE)



Language and Literacy Standard

LANGUAGE AND LITERACY STANDARD

For Young Children From Three to Five Years Old

Overview

Daily exposure to verbal and written language provides young children with the opportunities to begin acquiring understanding of the concepts of **literacy** and its functions. Through play and intentional activities, children learn to create meaning from language and communicate with others using verbal and non-verbal language, pictures, **symbols** and print.

Environments rich with print, language, storytelling, books, technology, and writing materials allow children to experience the joy and power associated with reading and writing, while mastering basic **concepts about print**. The preschool environment is respectful and supportive of children's cultural heritages and home languages while encouraging English language acquisition. The abilities to listen, speak, read, and write emerge interdependently in environments designed to meet each child's unique skills, abilities, interests, and needs.

The Language and Literacy Standard is organized into the following Strands and related concepts:

Strand 1: Language

- Receptive Language Understanding
- Expressive Language and Communication Skills
- Vocabulary

Strand 2: Emergent Literacy

- Concepts of Print
- Book Handling Skills
- Phonological Awareness
- Alphabet Knowledge
- Comprehension

Strand 3: Emergent Writing

- Early Writing, Writing Processes, and Writing Applications

Language and Literacy Standard Definitions

Active Engagement is a reciprocal relationship between children and teacher involved in the learning activity; interactive dialogue, listening and focused attention are emphasized.

Alliteration contains the same consonant sounds at the beginning of words in a sentence, a group of words, or a line of poetry; e.g., the "P" in Peter Piper picked a peck of pickled peppers." There are two levels of **alliteration** awareness - 1) identification - the ability to recognize that several words start with the same sound and 2) production - the ability to produce two words that start with the same sound such as "bumble bee."

Alphabet Knowledge is a state of familiarity with the alphabet, which is the complete **set** of letters or other graphic **symbols** representing speech sounds used in writing a language.

Alphabetic Principle is the basic idea that written language is a code in which letters represent the sounds in spoken words.

Assistive Technology Devices are tools that help someone communicate, such as picture cards or boards, touch screens, personal amplification systems, tablets, or television closed-captioning.

Comparative Words describe people, places, and objects relative to others with regard to such characteristics as quantity, size, weight, or speed; e.g., a child says, "My car went faster than Joey's car."

Concepts about Print is knowledge of print conventions (e.g., left-right, top-to-bottom, front and back) and concepts (e.g., book cover, author, and text)

Dialogic Reading is a process of incorporating conversation as an oral technique in teaching reading skills.

Differentiation means tailoring instruction to meet an individual child's learning needs.

Discriminate is a verb that means to recognize or identify a difference.

Emergent Literacy is a view that literacy learning begins at birth and is encouraged by having children participate early in a range of literacy and language activities.

Environmental Print includes common words and messages that guide us through our world (e.g., signs, advertisements, labels, directions).

Expository/Informational books are a genre that present and explain information. The primary purposes of expository text are to inform, explain or persuade.

Inflection is a change in the tone or pitch of the voice.

Interactive shared reading is a strategy where the adult involves a child or small group of children in reading a book that introduces conventions of print and new vocabulary, or encourages predictions, rhyming, discussion of pictures, and other interactive experiences.

Inventive Writing is the spelling of words from a beginning writer's first attempts to associate sounds with letters (kp ot = keep out).

Literacy includes reading, writing, and the creative and analytical acts involved in producing and comprehending texts.

Manipulate is a verb that means to maneuver or work with something; e.g., the child manipulates sounds in words.

Narratives/Storybooks are books that tell a story with a beginning, middle, and ending. Narrative stories include characters, settings, themes, a central problem/conflict, and a solution to the problem.

Onset is the beginning consonant sound in a syllable that precedes the vowel (e.g., b-ook).

Pattern Books provide repeated **patterns** throughout the book such as frequent use of the same word, sentence or sound.

Phonemes are the smallest units of spoken language that combine to form words; e.g., the word hat is made up of three phonemes (/h/-/a/- /t/).

Phonemic Awareness is the ability to notice, think about, and work with the individual sounds in spoken words.

Phonics is the association of letters with the speech sounds they represent, rather than visual recognition of the whole word as a unit.

Phonological Awareness is the ability to notice and work explicitly with the sounds of language. Phonological Awareness activities can involve work with words, **onsets** and rimes, **alliteration**, rhymes, and separating individual syllables into sounds.

Print Awareness is a basic knowledge about print and how it is typically organized on a page (e.g., print conveys meaning, print is read left to right, and words are separated by spaces).

Rare Words are words that are not commonly heard in conversations with young children. The phrase, "rare words," was coined by researcher, Catherine Snow, Harvard University.

Rime is the initial vowel and all that follows it in the syllable (e.g., b-**ook**).

Scribbles and Letter-Like Forms are common writing strokes (e.g., horizontal and vertical lines, points, circles, spirals, zigzag lines, wavy lines) used to approximate letters.

Syllable is a word or part of a word pronounced with a single uninterrupted sound of the voice.

Scaffold is to provide support at a level just above a child's current skill level that pushes them to a slightly higher level of skill.

Temporal Words pertain to the time of an event or the relationship between the time of two or more events; e.g., yesterday-today-tomorrow; days-weeks; morning-afternoon-evening; day-night; first-last; always-never- sometimes; sooner-later; before-after.

Text Complexity is made up of three components: **Quantitative Measures** (readability such as: word difficulty, sentence length and syntax, and text cohesion), **Qualitative Measures** (levels of meaning, structure, language conventionality and clarity, and knowledge demands often best measured by an attentive human reader), and **Reader and Task Considerations** (teacher's knowledge of students as readers, the teacher's understanding of text complexity, the teacher's ability to use instructional supports/scaffolds, and the teacher's consideration of matching the text to the task the students are expected to complete.)

Tone is the way something is said that is an indicator of what the speaker is feeling or thinking.

STRAND 1: LANGUAGE

Concept 1: Receptive Language Understanding

The child demonstrates understanding of directions, stories, and conversations.

During the preschool years, children learn language more quickly than at any other time in their lives. Associating language with pleasant and stimulating experiences nurtures this development. Young children's sense of words and sentences, sensitivity to **tone**, and understanding of ideas communicated, influences their abilities to listen and to comprehend. Listening involves **active engagement** with adults and peers as they share their ideas, feelings, and needs. Language is learned through engaging, interactive conversations and related **literacy** activities such as oral storytelling and interactive reading of books.

Indicators and examples in the Context of Daily Routines, Activities, and Play

Demonstrates understanding of a variety of finger-plays, rhymes, chants, poems, conversations, and stories.

Follows gestures and actions.

Points to blocks when asked, "It's time to work. Where would you like to play?" Teacher expands on child's response by saying, "Oh, you want to play in the block area."

Actively engages in finger-plays, rhymes, chants, poems, conversations, and stories.

Claps when prompted with, "If you're happy and you know it, clap your hands."

Participates in story *Going on a Bear Hunt*.

Demonstrates understanding and follows directions that involve: one step, two steps, and a series of unrelated sequences of action.

Responds to directions, "Put the block on the table, put your paper in the cubby, and line up to go outside."

Places toy truck on shelf when adult says, "Please put the truck on the shelf."

STRAND 1: LANGUAGE

Concept 2: Expressive Language and Communication Skills

The child uses verbal and nonverbal communication for a variety of purposes to share observations, ideas, and experiences, problem-solve, reason, predict and seek new information.

Children develop language by engaging in conversations with others and listening and responding to rhymes, chants, songs, stories, and poems. Children who are encouraged to share their personal experiences, ideas, feelings, and opinions use increasingly complex language.

Indicators and examples in the Context of Daily Routines, Activities, and Play

Communicates needs, wants, ideas, and feelings through three to five word sentences.

Intentionally engages in conversations with peers and adults at snack time replying to the question, "What did you have for breakfast?" "My mom made pancakes."

When someone is talking about a trip to a park, another child signs, "I went to the park too.

We had a picnic."

Speaks clearly and understandably to express ideas, feelings and needs.

Combines words into simple sentences - "Is it time to go home?" Or "More milk please."

Says, "I want to go build in the block area."

Makes relevant responses to questions and comments from others.

Exclaims, "I did it!" after teachers asks, "Did you get your jacket on?"

Says, "I have a cat, too," after teacher shows a picture of a cat.

Initiates, sustains, and expands conversations with peers and adults.

Approaches peers and asks, "What are you making?"

Says "I went to the zoo." Teacher expands by asking, "What was your favorite animal?" Child replies, "The lion." Teacher responds, "The lion is your favorite. Why?" Child answers, "I like the way he roars."

STRAND 1: LANGUAGE

Indicators and examples in the Context of Daily Routines, Activities, and Play (Continued)

- e. **With modeling and support, uses acceptable language and social rules including appropriate tone, volume and inflection to express ideas, feelings, and needs.**
 - With reminder, child uses inside voice when going into the classroom.
 - Child emphatically tells a classmate, "Stop, I don't like that!" or Whispers in a classmate's ear during circle time.
- f. **Uses appropriate eye contact, turn taking, and intonation while having conversations with adults and peers.**
 - Uses turn-taking during conversations with peers and adults.
 - Looks at a friend as she is speaking.
- g. **Recognizes when the listener does not understand and uses techniques to clarify the message.**
 - Uses a different word to clarify the intended message when child realizes he has been misunderstood.
 - Points to a picture to clarify his intent.
- h. **With modeling and support, uses increasingly complex phrases and sentences.**
 - Says, "Let's put the cars up higher on the ramp so they will go really fast."
 - Says, "I want to go home because my grandma is there."

STRAND 1: LANGUAGE

Concept 3: Vocabulary

The child understands and uses increasingly complex vocabulary.

The early childhood years are a period of vocabulary exploration. Research indicates that there is a strong connection between vocabulary development and academic success. Children gain language and vocabulary skills by having multiple and frequent opportunities to listen, talk, read, share ideas, relate experiences, and engage in interesting conversations. They need to play with familiar language and experiment with language in different settings. Rhymes, songs, and read-alouds that use **rare words** allow children to talk about and develop an understanding of words they would not otherwise hear in everyday conversations.

Indicators and examples in the Context of Daily Routines, Activities, and Play

With modeling and support, uses age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings with each area; e.g., world knowledge, names of body parts, feelings, colors, shapes, jobs, plants, animals and their habitats, and foods; words that describe: adjectives, verbs, and adverbs.

Says, "Let me listen to your heart with a stethoscope." while in dramatic play.

Exclaims, "I'm so mad, I'm going to explode like a volcano!"

With modeling and support, determines the meanings of unknown words and concepts using the context of conversations, pictures that accompany text or concrete object.

Says, "A skyscraper is a tall building." after the teacher shows them a book about buildings.

Says, "I will get the colander to rinse the grapes." after using the colander during a group cooking activity with the teacher.

With modeling and support, uses category labels and names objects within a category; e.g., fruit, vegetable, animal, transportation, etc.

Says, "I want a carrot and broccoli." when asked what vegetables she wants.

Gathers and names a fire truck, car, and dump truck when asked to put vehicles in the block area.

With modeling and support, demonstrates understanding of and uses words that indicate position and direction; e.g., in, on, out, under, off, beside, behind.

Responds to the teacher's requests to put his car on the shelf, blocks in the container, or stand beside a peer.

Says, "I am standing between Billy and Rita."

STRAND 2: EMERGENT LITERACY

Concept 1: Concepts of Print

The child knows that print carries messages.

Through daily experiences with printed materials, young children delight in beginning to understand the connection between spoken and written words. They begin to learn to follow the print as it is read aloud and start to discover that reading and writing are ways to communicate information and to provide pleasure. Children develop understanding that different forms of print, such as signs, letters, menus, storybooks, and magazines have different functions.

Indicators and examples in the Context of Daily Routines, Activities, and Play

Identifies signs, symbols and labels in the environment.

Points to a McDonalds sign and says, "That says McDonalds."

Sees recycling symbol and says, "This is the recycling bin."

Demonstrates and understands that print conveys meaning and that each spoken word can be written and read.

Finds name on her placemat at lunch.

Pretends to read a letter while playing Post Office.

Recognizes that letters are grouped to form words.

Asks teacher to write name on her paper.

Groups letters together and asks, "What does this say?"

Recognizes own written name and the written names of friends and family.

Reads job chart naming his classmates.

Picks up a name card and says, "This says Jose."

Seeks information in printed materials.

Says, "We caught a cricket in our bug jar. Let's find a book about crickets."

Looks at grocery advertisements while creating a shopping list.

STRAND 2: EMERGENT LITERACY

Concept 2: Book Handling Skills

The child demonstrates how to handle books appropriately and with care.

It is important to provide young children with many opportunities to interact with and care for books in all environments. Young children need to have access to a variety of fiction and nonfiction books throughout the day, including those that reflect diverse cultures. Through these experiences, children learn to hold books right side up and to turn the pages one at a time in order to view the illustrations and to gain a sense of the story or content.

Indicators and examples in the Context of Daily Routines, Activities, and Play

Holds a book right side up with the front cover facing the reader and understands left to right and top to bottom directionality.

Turns the pages one page at a time in order to continue reading.

Turns the book right side up before beginning to look at it, when handed a book upside down.

Identifies where in the book to begin reading.

Finds the front of the book, the first page of the text, and the first word on the page.

Points to the first page and says, "Start here."

Understands a book has a title, author and/or illustrator.

Makes a book and says, "My book is called *My Mom* and I'm the author."

Identifies that the illustrator draws the pictures in a book.

STRAND 2: EMERGENT LITERACY

Concept 3: Phonological Awareness

The child develops awareness that language can be broken in words, syllables, and smaller units of sounds (phonemes).

Young children learn to **discriminate** between the similarities and differences in spoken language. Such awareness is the foundation of young children's abilities to hear and **discriminate** different sounds in words (**phonological awareness**). Research indicates how quickly and how easily children learn to read often depends on how much phonological awareness they have. Children's abilities to play with or **manipulate** the smallest units of speech (**phonemes**) are demonstrated in a variety of ways, including using rhymes, **alliteration**, and experimenting with beginning and ending sounds. Phonological awareness and **phonemic awareness** are the foundations that enable preschool children to later **match** sounds to their letters (**phonics**). Phonological awareness can be taught in the dark as it requires just listening for and manipulating sounds.

Indicators and examples in the Context of Daily Routines, Activities, and Play

Differentiates between sounds that are the same and different (e.g., environmental sounds, animal sounds, phonemes).

Plays sound bingo and can differentiate between sounds - "That's a telephone. That's a car horn."

Says, "Hey the beginning of my name sounds like that /t/."

With modeling and support, identifies rhyming words.

Shows thumbs up when two words rhyme in a poem, cat/hat.

Points to pictures of words that rhyme.

With modeling and support, produces rhyming words.

Child whose name is Joy, while playing, spontaneously says, "Joy, noy, boy, loy, toy."

Finishes the rhyme "The fat cat sat on the _____."

With modeling and support, recognizes spoken words that begin with the same sound.

Child named Maria says, "My name starts like Monique's name."

Selects man and mop as beginning with the same sound when presented with pictures of man, hat and mop.

Indicators and examples in the Context of Daily Routines, Activities, and Play (Continued)

- e. **Hears and shows awareness of separate words within spoken phrases or sentences.**
 - Claps each word spoken in a sentence "I like blocks."
 - Jumps when hearing a specified word in a story/poem.

- f. **With modeling and support, identifies and discriminates syllables in words.**
 - Claps each **syllable** of a name during a name game or name song. (Ben-ja-min = clap, clap, clap)
 - Takes a step for each syllable heard in a word. (ad-ven-ture = step, step, step)

- g. **With modeling and support, combines onset and rime to form a familiar one-syllable word with and without pictorial support.**
 - Selects the correct picture of the cat when the adult says the name by segmenting it into its **onset** and **rime** components, /c/ + /at/.
 - Guesses, "Dog." when teacher says the **onset** and rime /d/ /og/.

- h. **With modeling and support, repeats words and identifies the common final sound.**
 - Identifies the common ending sound when shown pictures of mat, kite, and boat.
 - The teacher and child repeat the word bat three times. The child then says, "Bat has a /t/ sound at the end."

STRAND 2: EMERGENT LITERACY

Concept 4: Alphabet Knowledge

The child demonstrates knowledge of the alphabet.

Young children begin to recognize some printed alphabet letters, especially those letters found in their own names. To support young learners' knowledge of letters, adults need to provide children with easy and repeated meaningful interactions with written letters and words within the context of daily experiences. Activities are presented in fun and interesting ways that engage children.

Indicators and examples in the Context of Daily Routines, Activities, and Play

Discriminates letters from other shapes and symbols.

Points to the letter [a] and says, "This is the letter a." when given a choice between letters and numbers.

Points to the numeral two and says, "This is not a letter."

Matches and recognizes similarities and differences in letters, with modeling and support.

Points to the upper case 'E' and the upper case 'F' and says, "This one [F] lost a line."

Points to the letters s, g, o, and c and says, "These letters have curves."

Says, "My name starts with a big A." The teacher says, "Yes, your name starts with an upper case A."

Recognizes as many as 10 letters, especially those in own name, family and friends.

Correctly names some letters while playing with alphabet stamps, magnets, cards, or puzzles.

Says, "My name starts with an [I]."

Uses letter-sound knowledge identifying the sounds of a few letters and producing the correct sounds for as many as 10 letters, with modeling and support.

While writing the child's name, Taylor makes the "t" sound and then prints the letter.

Says, "/S/, /s/, /s/, snake." when looking at a letter [S].

STRAND 2: EMERGENT LITERACY

Concept 5: Comprehension

The child shows an interest in books and comprehends books read aloud with increasing text complexity.

Children gain understanding about language and reading through their interactions with verbal language, print, and daily routines. In addition, children learn about reading concepts by experiencing a learning environment rich in signs, **symbols**, words, numbers, and art that reflect diverse cultures. When children are read to regularly and encouraged to intentionally interact with printed materials, they develop an interest in books and other printed materials.

Indicators and examples in the Context of Daily Routines, Activities, and Play

Takes an active role in reading activities.

Picks up a book and pretends to read.

Chooses a book and asks someone to read it.

With prompting and support, identifies characters and major events in a story.

Provides details about the characters and actions after listening to a story.

Tells adult the wolf blew the house down.

With prompting and support, asks and answers a variety of questions about books or stories told or read aloud.

Asks, "Where do whales live?" after hearing a story about whales.

Declares, "I think David should make a better choice." when teacher asks, "What would you tell David?"

With prompting and support, draws connections between story events and personal experiences.

Exclaims, "I have a cat!" after hearing a story about pets.

Says, "We went sledding in Flagstaff." after reading *The Snowy Day*.

With prompting and support, identifies events and details in the story and makes predictions.

Predicts what happens next in a story.

Says, "I think the story will be about frogs." after completing a picture walk of a book.

Indicators and examples in the Context of Daily Routines, Activities, and Play (Continued)

f. With prompting and support, gives an opinion for liking or disliking a book or story.

- Says, "I like that book because David is funny."
- Says, "I don't like that book because it is scary."

g. With modeling and support, begins to demonstrate an understanding of the differences between fiction and non-fiction.

- Says "Dogs don't talk." after listening to a story about a talking dog.
- Gets a Ranger Rick magazine to find information about bears.

h. With modeling and support, identifies the topic of informational text that has been read aloud.

- Says "I am going to build a house just like we read about in the book."
- Says, "This book tells us how to bake a cake."

i. With modeling and support, retells or reenacts a story in sequence with pictures or props.

- Acts out a familiar story using dramatic play materials.
- Uses felt board to retell story of The Hungry Caterpillar.

j. With modeling and support, demonstrates reading fluency by use of phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious or predictable texts.

- Repeats phrase in book using appropriate intonation and phrasing "Who's been sitting in my chair?" said Papa Bear.
- Says, "Brown Bear, Brown Bear what do you see?" with teacher.

STRAND 3: EMERGENT WRITING

Concept 1: Early Writing, Writing Processes, and Writing Applications

The child uses writing materials to communicate ideas.

Children begin to recognize the relationship between spoken and written messages by engaging in writing, drawing, and related activities that have meaning and purpose for them. Children receive powerful messages about literacy's pleasures and rewards by observing others reading and writing. Children develop as writers when they are encouraged to write in an environment that has readily accessible writing materials.

Indicators and examples in the Context of Daily Routines, Activities, and Play

Early Writing

Uses a variety of writing tools, materials, and surfaces to create drawings or symbols.

Draws or writes using pencils, letter stamps, markers, crayons, paint, and/or shaving cream on paper, cardboard, chalkboard, and/or dry erase board.

Draws on the sidewalk with chalk.

Writing Processes

With modeling and support, uses a combination of drawing, dictating and emergent writing to communicate an idea or opinion about an experience, story, or book, and to express knowledge or share information about a topic of interest.

Draws random lines/scribbles on a page.

Dictates to an adult a story about her picture.

Writing Applications

Dictates to and shares thoughts, ideas, and stories with adults.

Asks adult to write, "This is my dog, we went for a walk" on a drawing.

Asks adult to help him write a sign that says, "Billy made this building. Do not knock it down."

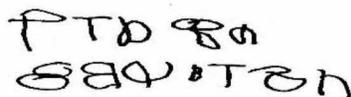
Indicators and examples in the Context of Daily Routines, Activities, and Play (Continued)

d. **Writes own name using letter-like forms or conventional print.**

- Writes own name on drawing.
- Writes own name from left to right on the sidewalk when playing with chalk on sidewalk.

e. **Intentionally uses scribbles/writing and inventive writing to convey meaning, ideas or to tell a story; e.g., signing artwork, captioning, labeling, creating lists, making notes.**

- While playing restaurant, asks, "What would you like to eat?" and scribbles the order on a pad.



The image shows two lines of handwritten scribbles on a notepad. The first line consists of several loops and curves, resembling the letters 'P', 'T', 'D', 'B', and 'a'. The second line is more complex, with a series of connected loops and curves that could be interpreted as 'S', 'B', 'Q', 'T', 'B', 'H'.

- Writes KP OT and says, "This says, 'Keep out.'"

f. **With prompting and support, forms letters starting with large motor (sky writing, paint brush and water, sidewalk chalk) progressing to fine motor (paper and pencil).**

- Writes letters from name on the sidewalk with chalk.
- Writes letter-like forms on a page and says, "This is a note for my mommy."

g. **Organizes writing from left to right, indicating an awareness that letters cluster as words and words cluster into phrases or sentences by use of spacing or marks.**

- Plays at writing a message by placing spaces between the "words" on the page.
- Writes a series of letters and asks, "What word does this make?"

Integration

Integration of Approaches to Learning and Mathematics into the Language and Literacy Standard.

LANGUAGE AND LITERACY	
STRAND 1: LANGUAGE	
Approaches to Learning - Actions that would incorporate Approaches to Learning into Language and Literacy.	Mathematics - Actions that would incorporate Mathematics into Language and Literacy.
1. Reasoning - The teacher reads a story and then asks open ended questions ("what do you think", "what if", "how would", "where have you been", "why do you think") to allow children to communicate their reasoning skills.	1. The teacher uses daily routines to develop children's analysis and reasoning by asking questions such as "how many napkins do we need in order to set the table for snack" and "how did you figure that out?"
2. Confidence - The teacher reads a story to children and models retelling the story by providing props (puppets, costumes, velcro characters and felt board). Then the children reenact or retell story independently and with confidence using the props.	2. The teacher regularly uses mathematical vocabulary (plane, angle, more, less, fewer, big, bigger, biggest, compare,) in daily activities.
3. Problem solving - The teacher provides puppets for children to problem solve common conflicts in the classroom such as name calling, biting, pushing, taking toys from each other, etc.	3. The teacher uses songs and books to teach about counting, sequence, addition and subtraction; e.g., There was Ten in the Bed, Five little Monkeys Jumping on the Bed, Five Little Ducks, Chicka, Chicka 123, While you were Sleeping".

LANGUAGE AND LITERACY

STRAND 2: EMERGENT LITERACY

Approaches to Learning - Actions that would incorporate Approaches to Learning into Language and Literacy.

Mathematics - Actions that would incorporate Mathematics into Language and Literacy.

1. Curiosity - The teacher promotes children's curiosity and Phonological Awareness by bringing in a basket with objects that rhyme and playing the game "A tisket a tasket the rhyming basket."

1. The teacher provides a variety of non-fiction books representing mathematical concepts throughout the classroom.

2. Creativity - The teacher has each child bring in an example of Environmental Print to create a class book and then places it in the library center for children to read independently.

2. The teacher provides activities to reinforce counting and awareness of syllables; e.g., have children count as they clap the syllables in their own names and then the syllables in their friend's names. Bailey-2, Brenda-2, Tom-1.

3. Creativity - After reading a familiar story the teacher has children record the story and places it in the listening center. She might include the book with the recording or have children illustrate their own book to add to the listening center.

3. The teacher creates a graph and provides plastic foods for children. The students then sort the foods by the number of syllables in each word; e.g., banana-3, milk-1, apple-2.

LANGUAGE AND LITERACY

STRAND 3: EMERGENT WRITING

Approaches to Learning - Actions that would incorporate Approaches to Learning into Language and Literacy.

Mathematics - Actions that would incorporate Mathematics into Language and Literacy.

1. Initiative - The teacher provides students opportunities to write independently and promote their self-expression; e.g., journals, clip boards, message boards, lists, blank paper, writing tools.

1. The teacher writes a question of the day; e.g., "How many pets do you have?" Students help tally the results and report their findings in their journals.

2. Creativity - The teacher regularly creates brainstorming webs with children by dictating their thoughts and ideas.

2. The teacher provides trays of sand for students to practice writing numbers.

Alignment

Within the Alignment Matrix are codes that reference where in the Head Start Outcomes and the Infant/Toddler Guidelines the examples are found.

Reference Codes for the HS Outcomes Framework Alignment

- ATL - Approaches to Learning
- CAE - Creative Arts Expression
- ELD - English Language Development
- LD - Language Development
- LKS - Literacy Knowledge & Skills
- LR- Logic & Reasoning
- MKS - Mathematics Knowledge & Skills
- PDH - Physical Development & Health
- SED - Social & Emotional Development
- SKS - Science Knowledge & Skills
- SSKS - Social Studies Knowledge & Skills

Reference Codes for Kindergarten English Language Arts

- CC - Comprehension and Collaboration
- CS - Craft and Structure
- CSE - Conventions of Standard English
- FL - Fluency
- KID - IT - Key Ideas and Details - Reading Standards for Information Text K-2
- KID -LIT - Key Ideas and Details - Reading Standards for Literature K-2

Reference Codes for the Infant/Toddler Developmental Guidelines Alignment:

- ATL - Approaches to Learning
- CD - Cognitive Development
- LDC - Language Development and Communication
- PMD - Physical and Motor Development
- SED - Social and Emotional Development

- PA - Phonological Awareness
- PC - Print Concepts
- PDW - Production and Distribution of Writing
- PKI - Presentation of Knowledge and Ideas
- RBPK - Research to Build and Present Knowledge
- RRLTC - Range of Reading and Level of Text Complexity
- TTP - Text Types and Purposes
- VAU - Vocabulary Acquisition and Use

STRAND 1: LANGUAGE

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Listening and Understanding	Receptive Language Understanding	Receptive Language	Speaking and Listening
Shows interest in listening to sounds. (LDC)	a. Demonstrates understanding a variety of finger-plays, rhymes, chants, poems, conversations, and stories.	Attends to language during conversations, songs, stories, or other learning experiences. (LD)	Recognizes and produces Rhyming words. (PA)
Begins to understand gestures, words, questions, or routines. (LDC)	b. Actively engages in finger-plays, rhymes, chants, poems, conversations, and stories.	Attends to language during conversations, songs, stories, or other learning experiences. (LD)	Recognizes and produces Rhyming words. (PA) Follow agreed-upon rules for discussions (e.g., Listening to others, taking turns speaking about the topics and texts under discussion). (CC)
Begins to understand gestures, words, questions, or routines. Responds to verbal communication of others. (LDC)	c. Demonstrates understanding and follows directions that involve: 1 step, 2 steps, and a series of unrelated sequences of action.	Comprehends different forms of language, such as questions or exclamations. (LD)	Follow agreed-upon rules for discussions (e.g., Listening to others, taking turns speaking about the topics and texts under discussion). (CC) Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (CC)

STRAND 1: LANGUAGE (Continued)

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Communication and Speaking	Expressive Language and Communication Skills	Expressive Language	Speaking and Listening Standards
<p>Uses sounds, signs, or words for a variety of purposes.</p> <p>Uses consistent sounds, gestures, or words to communicate, imitates sounds, gestures or words.</p> <p>Uses sounds, signs, or words, for a variety of purposes. (LDC)</p>	<p>a. Communicates needs, wants, ideas, and feelings through 3-5 word sentences.</p>	<p>Uses language to express ideas and needs. (LD)</p>	<p>Speak audibly and express thoughts, feelings and ideas clearly. (PKI)</p>
<p>Uses sounds, signs, or words for a variety of purposes. Uses consistent sounds, gestures, or words to communicate, imitates sounds, gestures or words.</p> <p>Uses sounds, signs, or words, for a variety of purposes. (LCD)</p>	<p>b. Speaks clearly and understandably to express ideas, feelings and needs.</p>	<p>Uses language to express ideas and needs. (LD)</p>	<p>Speaks audibly and express thoughts, feelings and ideas clearly. (PKI)</p>

STRAND 1: LANGUAGE (Continued)

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
<p>Uses consistent sounds, gestures or words to communicate, Imitates sounds, gestures or words.</p> <p>Shows reciprocity in using language in simple conversations. (LCD)</p>	<p>c. Makes relevant responses to questions and comments from others.</p>	<p>Engages in communication and conversations with others. (LD)</p>	<p>Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (CC)</p>
<p>Shows reciprocity in using language in simple conversations. (LDC)</p>	<p>d. Initiates, sustains, and expands conversations with peers and adults.</p>	<p>Engages in communication and conversations with others. Engages in conversation with peers and adults. (LD)</p>	<p>Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (CC)</p>
<p>Uses consistent sounds, gestures or words to communicate, Imitates sounds, gestures or words. (LDC)</p>	<p>e. With modeling and support, uses acceptable language and social rules including appropriate tone, volume and inflection to express ideas, feelings, and needs.</p>	<p>Uses different forms of language. Uses different grammatical structures for a variety of purposes. (LD)</p>	<p>Follows agreed upon rules for discussion (e.g., listening to others, taking turns speaking about the topic and text under discussion). (CC)</p>
<p>Uses sounds, gestures, or actions to express needs and wants.</p> <p>Shows reciprocity in using language in simple conversations. (LDC)</p>	<p>f. Uses appropriate eye contact, turn taking, and intonation while having conversations with adults and peers.</p>	<p>Engages in communication and conversations with others. Engages in conversation with peers and adults. (LD)</p>	

STRAND 1: LANGUAGE (Continued)

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
<p>Uses sounds, signs or words for a variety of purposes. (LDC)</p>	<p>g. Recognizes when the listener does not understand and uses techniques to clarify the message.</p>	<p>Uses different forms of language. Uses different grammatical structures for a variety of purposes. (LD)</p>	<p>Asks and answers questions in order to seek help, get information, or clarify something that is not understood. (CC)</p>
<p>Shows reciprocity in using language in simple conversations. (LDC)</p>	<p>h. With modeling and support, uses increasingly complex phrases and sentences.</p>	<p>Uses increasingly complex and varied vocabulary. (LD)</p>	<p>Speaks audibly and express thoughts, feelings, and ideas clearly. (PKI)</p>
<p>Communication and Speaking Listening and Understanding</p>	<p>Vocabulary</p>	<p>Receptive and Expressive Language.</p>	<p>Language Standards</p>
<p>Uses consistent sounds, gestures, or words, to communicate, Imitates sounds, gestures or words. Uses sounds, signs, or words for a variety of purposes. (LDC)</p>	<p>a. With modeling and support, uses age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings with each area; e.g., world knowledge, names of body parts, feelings, colors, shapes, jobs, plants, animals and their habitats, and foods; words that describe: adjectives, verbs, and adverbs.</p>	<p>Uses increasingly complex and varied vocabulary. Uses different grammatical structures for a variety of purposes. (LD)</p>	<p>Identify new meanings for familiar words and apply them accurately. (VAU)</p>

STRAND 1: LANGUAGE (Continued)

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
<p>Shows reciprocity in using language in simple conversations.</p> <p>Begins to Understand gestures, words, questions, or routines. (LDC)</p>	<p>b. With modeling and support, determines the meanings of unknown words and concepts using the context of conversations, pictures that accompany text or concrete objects.</p>	<p>Uses increasingly complex and varied vocabulary. (LD)</p> <p>Asks and answers questions and makes comments about print materials. (LKS)</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. (VAU)</p>
<p>Uses sounds, signs or words for a variety of purposes. (LDC)</p>	<p>c. With modeling and support, uses category labels and names objects within a category; e.g., fruit, vegetable, animal, transportation, etc.</p>	<p>Uses increasingly complex and varied vocabulary. (LD)</p>	<p>Sort common objects into categories to gain a sense of the concepts the categories represent. (VAU)</p>
<p>Shows reciprocity in using language in simple conversations.</p> <p>Begins to understand gestures, words, questions or routines. (LDC)</p>	<p>d. With modeling and support, demonstrates understanding of and uses words that indicate position and direction; e.g., in, on, out, under, off, beside, behind.</p>	<p>Comprehends different forms of language, such as questions or exclamations. (LD)</p> <p>Understands directionality, order, and position of objects, such as up, down, in front, behind. (MKS)</p>	<p>Use the most frequently occurring prepositions. (CSE)</p>

STRAND 2: EMERGENT LITERACY

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Emergent Literacy	Concepts of Print	Print Concepts & Conventions	Reading Standards
Begins to recognize and understand symbols. (LDC)	a. Identifies signs, symbols and labels in the environment.	Recognizes print in everyday life, such as numbers, letters, one's name, words, and familiar logos and signs. (LKS)	Recognizes that spoken words are represented in written language by specific sequence of letters. (PC)
Begins to recognize and understand symbols. (LDC)	b. Demonstrates and understands that print conveys meaning and that each spoken word can be written and read.	Understands that print conveys meaning. (LKS)	Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single- syllable spoken words. (PA)
Develops interest in and involvement with books and other print materials. (LDC)	c. Recognizes that letters are grouped to form words.	Recognizes that letters of the alphabet are a special category of visual graphics that can be individually named. (LKS)	Recognizes that spoken words are represented in written language by specific sequence of letters. Understands that words are separated by spaces in print.
Begins to recognize and understand symbols. (LDC)	d. Recognizes own written name and the written names of friends and family.	Recognizes words as a unit of print and understands that letters are grouped to form words. (LKS)	Understand that words are separated by specific spaces in print. Recognizes that spoken words are represented in written language by specific sequence of letters. (PC)

STRAND 2: EMERGENT LITERACY (Continued)

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Develops interest in and involvement with books and other print materials. (LDC)	e. Seeks information in printed materials.	Recognizes words as a unit of print and understands that letters are grouped to form words.	Participates in shared research and writing projects. (RBPK)
Emergent Literacy	Book Handling Skills	Book Appreciation and Knowledge	Reading Standards for Informational Text
Develops interest in and involvement with books and other print materials. (LDC)	a. Holds a book right side up with the front cover facing the reader and understands left to right and top to bottom directionality.	Recognizes how books are read, such as front-to-back and one page at a time, and recognizes basic characteristics such as title, author, and illustrator. (LKS)	Identify the front cover, back cover, and title page of a book. (CS)
Develops interest in and involvement with books and other print materials. (LDC)	b. Identifies where in the book to begin reading.	Asks and answers questions and makes comments about print materials. Understands that print conveys meaning. (LKS)	Identify the front cover, back cover, and title page of a book. (CS)
Develops interest in and involvement with books and other print materials. (LDC)	c. Understands a book has a title, author, and/or illustrator.	Recognizes how books are read, such as front-to-back and one page at a time, and recognizes basic characteristics such as title, author, and illustrator. (LKS)	Name the author, and illustrator of a text and define the role of each presenting the idea or information in a text. (CS)

STRAND 2: EMERGENT LITERACY (Continued)

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
<p>Emergent Literacy and Communicating and Speaking, Listening and Understanding</p>	<p>Phonological Awareness</p>	<p>Phonological Awareness</p>	<p>Reading Standards: Foundational Skills</p>
<p>Shows interest in songs, rhymes and stories.</p> <p>Begins to recognize and understand symbols. (LDC)</p> <p>Uses consistent sounds, gestures or words. (LDC)</p> <p>Imitates sounds, gestures or words.</p>	<p>a. Differentiates between sounds that are the same and different; e.g., environmental sounds, animal sounds, phonemes.</p>	<p>Identifies and discriminates between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound. (LKS)</p>	<p>Demonstrate Understanding of spoken words, syllables, and sounds (phonemes). (PA)</p>
<p>Shows interest in songs, rhymes and stories.</p> <p>Begins to recognize and understand symbols.</p> <p>Uses consistent sounds, gestures or words to communicate, Imitates sounds, gestures or words. (LDC)</p>	<p>b. With modeling and support, identifies rhyming words.</p>	<p>Identifies and discriminates between words in language. (LKS)</p>	<p>Recognizes and produces rhyming words. (PA)</p>

STRAND 2: EMERGENT LITERACY (Continued)

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
<p>Uses consistent sounds, gestures or words to communicate, Imitates sounds, gestures or words.</p> <p>Shows interest in songs, rhymes and stories. (LDC)</p>	<p>c. With modeling and support produces rhyming words.</p>	<p>Identifies and discriminates between words in language. (LKS)</p>	
<p>Uses consistent sounds, gestures or words to communicate, Imitates sounds, gestures or words. (LDC)</p>	<p>d. With modeling and support, recognizes spoken words that begin with the same sound.</p>	<p>Identifies and discriminates between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound. (LKS)</p>	<p>Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant- vowel, CVC) words. (PA)</p>
<p>Begins to Understand gestures, words, questions or routines. (LDC)</p>	<p>e. Hears and shows awareness of separate words within spoken phrases or sentences.</p>	<p>Identifies and discriminates between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound. (LKS)</p> <p>Identifies and discriminates between separate syllables in words. (LKS)</p>	<p>Count, pronounce, blend, and segment syllables in spoken words. (PA)</p>

STRAND 2: EMERGENT LITERACY (Continued)

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Begins to recognize and understand symbols. (LDC)	f. With modeling and support, identifies and discriminates syllables in words.	Identifies and discriminates between separate syllables in words. (LKS)	Count, pronounce, blend, and segment syllables in spoken words. (PA)
Uses sounds, signs, or words for a variety of purposes. (LDC)	g. With modeling and support, combines onset and time to form a familiar one-syllable word with and without pictorial support.	Identifies and discriminates between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound. (LKS)	Count, pronounce, blend, and segment syllables in spoken words. (PA)
Uses sounds, signs, or words for a variety of purposes. (LDC)	h. With modeling and support, repeats words and identifies the common final sound.	Identifies and discriminates between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound. (LKS)	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant- vowel, CVC) words. (PA)

STRAND 2: EMERGENT LITERACY (Continued)

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Emergent Literacy	Alphabet Knowledge	Alphabet Knowledge Print Concepts and Conventions	Reading Standards: Foundational Skills. Writing Standards
Begins to recognize and understand symbols. (LDC)	a. Discriminates letters from other shapes and symbols.	Recognizes that letters of the alphabet are a special category of visual graphics that can be individually named. (LKS)	Recognizes and name all upper-and lowercase letters of the alphabet. (PC)
Begins to recognize and understand symbols. (LDC)	b. Matches and recognizes similarities and differences in letters, with modeling and support.	Recognizes that letters of the alphabet are a special category of visual graphics that can be individually named. (LKS)	Recognizes and name all upper-and lowercase letters of the alphabet. (PC)
Begins to recognize and understand symbols. (LDC)	c. Recognizes as many as 10 letters, especially those in own name, family and friends.	Recognizes that letters of the alphabet are a special category of visual graphics that can be individually named. (LKS) Recognizes print in everyday life, such as numbers, letters, one's name, words and familiar logos and signs. (LKS)	Recognizes and name all upper-and lowercase letters of the alphabet. (PC)

STRAND 2: EMERGENT LITERACY (Continued)

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Uses sounds, signs or words for a variety of purposes. (LDC)	d. Uses letter-sound knowledge identifying the sounds of a few letters and producing the correct sounds for as many as ten letters, with modeling and support.	Identifies letters and associates correct sounds with letters. (LKS)	Demonstrates understanding of spoken words, syllables and sounds (phonemes). (PA)
Emergent Literacy and Memory	Comprehension	Book Appreciation	Reading Standards for Informational Text and Reading Standards for Literature
Develops interest in and involvement with books and other print materials. .	a. Takes an active role in reading activities.	Demonstrates an interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics. (LKS)	Actively engages in group reading activities with purpose and understanding. (RRLTC)
Develops interest in and involvement with books and other print materials. (LDC)	b. With prompting and support, identifies characters and major events in a story.	Retells stories or information from books through conversation, artistic works, and creative movement. (LKS)	With prompting and support, identify characters, setting, and major events in a story. (KID-LIT)
Develops interest in and involvement with books and other print materials. (LDC)	c. With prompting and support, asks and answers a variety of questions about books or stories told or read aloud.	Asks and answers questions and makes comments about print materials. (LKS)	With prompting and support, ask and answer questions about key details in a text. (KID-LIT)

STRAND 2: EMERGENT LITERACY (Continued)

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
<p>Develops interest in and involvement with books and other print materials. (LDC)</p> <p>Recognizes familiar people, places and things. Recalls and uses information in new situations. (CD)</p>	<p>d. With prompting and support, draws connections between story events and personal experiences.</p>	<p>Retells stories or information from books through conversation, artistic works, creative movement. (LKS)</p>	<p>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer question. (RBPk)</p>
<p>Uses a variety of strategies to solve problems. (CD)</p>	<p>e. With prompting and support, identifies events and details in the story and makes predictions.</p>	<p>Asks and answers questions and makes comments about print materials. (LKS)</p>	<p>With prompting and support, ask and answer questions about key details in a text. (KID- LIT)</p>
<p>Develops interest in and involvement with books and other print materials. (LDC)</p>	<p>f. With prompting and support, gives an opinion for liking or disliking a book or story.</p>	<p>Shows interest in shared reading experiences and looking at books independently. (LKS)</p>	<p>Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. (TTP)</p>

STRAND 2: EMERGENT LITERACY (Continued)

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Develops interest in and involvement with books and other print materials. (LDC)	g. With modeling and support, begins to demonstrate an understanding of the differences between fiction and non-fiction.	Demonstrates interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics. (LKS)	Recognize common types of text. (CS)
Develops interest in and involvement with books and other print materials. (LDC)	h. With modeling and support, identifies the topic of informational text that has been read aloud.	Asks and answers questions and makes comments about print materials. (LKS)	With prompting and support, identify the main topic and retell key details of a text. (KID-IT)
Uses imitation or pretend play to express creativity and imagination. (CD)	i. With modeling and support, retells or reenacts a story in sequence with pictures or props.	Retells stories or information from books through conversation, artistic works, creative movement or drama. (LKS)	With prompting and support, retell familiar stories, including key details. (KID-LIT)
Begins to recognize and understand symbols. (LDC) Uses sounds, signs or words for a variety of purposes. (LDC)	j. With modeling and support, demonstrates reading fluency by use of phrasing, intonation and expression in shared reading of familiar books, poems, changes, songs, nursery rhymes or other repetitious or predictable texts.	Uses different forms of language. (LKS)	Read emergent-reader texts with purpose and understanding. (FL)

STRAND 3: EMERGENT WRITING

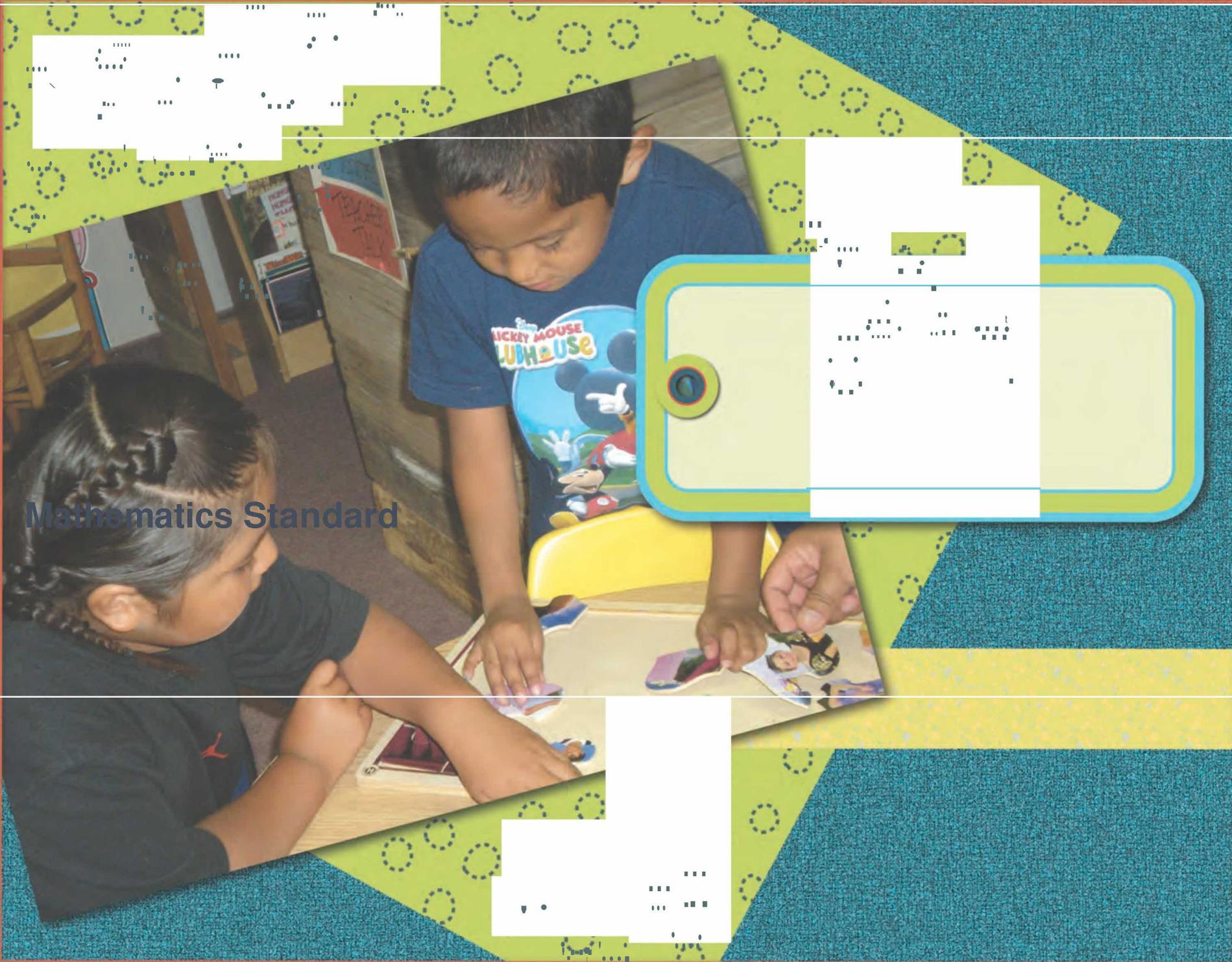
INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Fine Motor Development, Communicating and Speaking and Emergent Literacy	Early Writing, Writing Processes, and Writing Applications	Early Writing	Writing Standards
Develops small muscle control and coordination. Uses different actions on objects. (PMD)	a. Uses a variety of writing tools, materials, and surfaces to create drawings or symbols.	Experiments with writing tools and materials. (LKS)	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (PDW)
Uses hands or feet to make contact with objects or people. (PMD) Uses sounds, signs or words for a variety of purposes. (LDC)	b. With modeling and support, uses a combination of drawing, dictating and emergent writing to communicate an idea or opinion about an experience, story, or book, and to express knowledge or share information about a topic of interest.	Recognizes that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion. (LKS)	Use of a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. (TTP)

STRAND 3: EMERGENT WRITING (Continued)

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
<p>Uses sounds, signs or words for a variety of purposes. (LDC)</p>	<p>c. Dictates to and shares thoughts, ideas, and stories with adults.</p>	<p>Recognizes that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion. (LKS)</p>	<p>Use of a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.</p> <p>Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (TTP)</p>
<p>Controls small muscles in hands when doing simple tasks. (PMD)</p>	<p>d. Writes own name using letter-like forms or convention print.</p>	<p>Copies, traces, or independently writes letters or words. (LKS)</p>	<p>Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (CSE)</p> <p>Print many upper-lowercase letters. (CSE)</p>

STRAND 3: EMERGENT WRITING (Continued)

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Begins to recognize and understand symbols. (LDC)	e. Intentionally uses scribbles/writing and inventive writing to convey meaning, ideas, or to tell a story; e.g., signing artwork, captioning, labeling, creating lists, making notes.	Copies, traces, or independently writes letters or words. (LKS) Recognizes that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion. (LKS)	Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (TTP)
Begins to recognize and understand symbols. (LDC) Develops small muscle control and coordination. (PMD)	f. With prompting and support, forms letters starting with large motor (sky writing, paint brush and water, sidewalk chalk) progressing to fine motor (paper and pencil).	Copies, traces, or independently writes letters or words. (LKS) Manipulates writing, drawing, and art materials. (PDH)	Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (CSE) Print many upper-lowercase letters. (CSE)
Begins to recognize and understand symbols. (LDC)	g. Organizes writing from left to right, indicating an awareness that letters cluster as words and words cluster into phrases or sentences by use of spacing or marks.	Uses scribbles, shapes, pictures and letters to represent objects, stories, experiences or ideas. (LKS)	Understands that words are separated by spaces in print. (PC) Follow words from left to right, top to bottom, and page by page. (PC)



Mathematics Standard

10

MATHEMATICS STANDARD

For Young Children From Three to Five Years Old

Overview

Mathematic knowledge, interests, and skills are basic to children's success in school and later life. Mathematics is a way of thinking, knowing, problem-solving, and reasoning that is accessible to all children regardless of their prior knowledge and experiences. From a very early age, mathematics helps children to connect ideas, develop logical thinking, and question, analyze and understand the world around them.

Through their senses, children embrace mathematics as an integral part of their world. Children thrive in environments that promote thinking and curiosity, are rich in mathematical language, and nurture their natural drive to explore and experiment with numbers, shapes, measurement, and **patterns**. Spontaneous and planned math experiences that are developmentally appropriate encourage children's positive attitudes towards mathematics.

The Math Standard is organized into the following strands and related concepts:

Strand 1: Counting and Cardinality

- Counts Out Loud
- Knows Number Names and Symbols
- Counts to Tell Number of Objects
- Compares Numbers and Quantities

Strand 2: Operations and Algebraic Thinking

- Explores Addition and Subtraction
- Patterning

Strand 3: Measurement and Data

- Sorts and Classifies
- Data Analysis
- Measures

Strand 4: Geometry

- Spatial Reasoning
- Shapes

Mathematics Standard Definitions

Algebraic thinking is being taught when teachers help children recognize **patterns**, make generalizations, and then use **symbols** to represent problems and their solutions. (J. V. Copley, *The Young Child and Mathematics*, Second Edition)

Attributes are characteristics or qualities of objects, such as color, position, roundness, shape, size, number of corners; e.g., a child notices that the plate is round.

Cardinality is the understanding that when counting items, the number word applied to the last object represents the total amount.

Concrete Representation is a graph/table on which physical objects or pictures are arranged.

Data is information, often in the form of facts or figures, obtained from experiments or surveys, used as a basis for making calculations or drawing conclusions.

Extend (a pattern) means to continue for a distance, in this case, the pattern; to increase the length of the pattern.

Geometric Shapes are forms such as triangles, rectangles, squares, circles, etc.

Three-Dimensional (geometric forms) are solid geometric shapes such as cubes, cylinders, spheres, and cones.

Two-Dimensional (geometric shapes) are shapes with flat surfaces such as circles, triangles, squares, or rectangles.

Graphs display information in an organized manner.

Match means to pair items or objects that are identical.

Nonstandard measurement is a unit of measure whose values may vary such as a person's foot length, paper clips, paces, or blocks. It is unlike a standard unit of measure, such as inch or pound, whose values do not vary.

Numeral is the written symbol that represents a number; e.g., "seven" is the numeral for the number seven.

One-to-one Correspondence is the ability to match numbers to objects or objects to objects; e.g., 4 forks with 4 spoons.

Operations are mathematical **processes** such as addition, subtraction, multiplication, and division.

Patterns are regular or repetitive forms, orders, or arrangements of objects, sounds, or movements.

Positional Terms are words that describe people, places, and objects in relation to other things or in the way an object is placed or arranged such as in, out, under, over, off, beside, behind, before, after, etc.; e.g., a child says, "I put the bowl on the table."

Quantity is an amount, measure or number; e.g., how many cars are in a box?

Set is a group of objects.

Spatial Reasoning is a sense of objects and how they relate to each other in terms of their position or direction.

Sort means to classify objects that share certain **attributes**; e.g., place all red blocks in one group and all blue blocks in another.

Standard Measuring Tools are **tools** such as rulers, yardsticks, scales, thermometers, to measure length, height, weight, temperature, etc.

Subitize means to count items in groups; e.g., not counting items individually. Utilizing visualization, it is recognizing an amount rather than counting it; e.g., when someone rolls the dice in a game and knows instantly what was rolled without counting each dot on the dice, that person is subitizing.

Symbols are gestures or printed signs that represent quantities in mathematics; e.g., using three fingers to represent "three".

STRAND 1: COUNTING AND CARDINALITY

Concept 1: Counts Out Loud

The child counts out loud and uses number words in daily conversations.

To build an understanding of counting, children need environments that are rich in mathematical language and provide varied opportunities to count in ways that are personally meaningful, challenging, and fun.

Indicators and Examples in the Context of Daily Routines, Activities, and Play

Shows interest in and awareness of counting.

Participates in counting activities.

Recites numbers one to 10 with increasing accuracy.

Counts out loud to 10.

Sings counting songs.

Counts to 10 while playing hide and seek.

STRAND 1: COUNTING AND CARDINALITY

Concept 2: Knows Number Names and Symbols

The child identifies numerals and uses number words in daily activities.

To build an understanding of number names and **symbols** children need number rich environments that allow them to explore and play with numbers and **numerals** throughout the day and across the curriculum.

Indicators and Examples in the Context of Daily Routines, Activities, and Play

Uses numerals and number symbols in the context of daily routines, activities, and play.

Draws a squiggly line and says, "Here is my phone number."

Looks at the grocery advertisement and says, "Oranges are on sale for three dollars."

Uses and creates symbols to represent numbers.

Holds up four fingers when asked, "How old are you?"

Writes **numerals** and **numeral-like symbols** in the sand.

Writes out a bill while playing restaurant and says, "You owe 10 dollars."

Identifies numerals one to 10.

Names some **numerals** while child is reading a book.

Recognizes **numerals** in the environment; e.g., signs, grocery store, room numbers.

Points to **numerals** on his shirt and says, "I have a two and a five on my shirt." (The **numerals** may or may not be a two and a five.)

STRAND 1: COUNTING AND CARDINALITY

Concept 3: Counts to Tell Number of Objects

The child uses number words and counting to identify quantity.

Learning the meaning of numbers begins with hands-on experiences using a variety of objects found in the home, the classroom and nature. To build an understanding of "how much" and to explore number relationships, children need daily experiences involving counting in ways that are personally meaningful, challenging, and fun.

Indicators and Examples in the Context of Daily Routines, Activities, and Play

Counts groups of objects using one-to-one correspondence (one object for each number word).

Touches and counts the number of cars on the rug, "one, two, three, four, five."

Counts out four straws for the four children at the table.

Counts a collection of up to 10 items using the last counting word to tell, "How many?"

Counts out six eggs. When adult asks, "How many?" the child responds, "six."

Counts and responds, "seven" when the teacher asks, "How many girls are here today?"

Matches numerals to quantities they represent using physical models and representations.

Spins a spinner, lands on five and moves five steps.

Matches three objects to the numeral three.

Identifies quantity of three-five objects without counting (subitize).

Looks briefly at a picture and says, "There are three ducks."

Looks at a pile of blocks and says, "There are four blocks."

STRAND 1: COUNTING AND CARDINALITY

Concept 4: Compares Numbers and Quantities

The child applies a range of strategies such as counting or matching to compare sets of objects.

Learning the meaning of numbers begins with hands-on experiences, using a variety of objects found in the home, the classroom and nature. To build an understanding of numbers and the quantities they represent, children need daily experiences involving comparing groups of objects in ways that are personally meaningful, challenging, and fun.

Indicators and Examples in the Context of Daily Routines, Activities, and Play

Compares two sets of objects using terms such as more, fewer, or the same.

Looks at friend's blocks and says, "I have more blocks than you."

Matches one car for each toy person to see if there are fewer cars or people.

STRAND 2: OPERATIONS AND ALGEBRAIC THINKING

Concept 1: Explores Addition and Subtraction

The child combines and separates groups of objects and names how many.

Learning the meaning of a number begins with hands-on experiences using a variety of objects found in the home, the classroom, and nature. To build an understanding of numbers and to discover number relationships, children need opportunities to describe the changes that result from putting sets of objects (e.g., blocks, animals, toy people) together or taking them apart.

Indicators and Examples in the Context of Daily Routines, Activities, and Play

Demonstrates an understanding that adding increases the number of objects in a group.

Adds one block to her pile of blocks and says, "Now I have more."

Has one slice of apple on her plate and adds another slice and says, "Now I have two."

Participates in stories and rhymes involving addition; e.g., *One Elephant Went Out to Play*.

Describes changes in two or more sets of objects when they are combined.

Recognizes that three cars and two trucks is a total of five vehicles.

Puts the red, yellow, and blue crayons together and tells how many crayons.

Demonstrates an understanding that taking away decreases the number of objects in a group.

Participates in stories and rhymes involving subtraction; e.g., *Five Little Monkeys*.

Gives some marbles to a friend and then says, "Now I have less."

Describes changes in a set of objects when they are separated into parts.

Plays with a plastic ball and bowling pins and tells how many fell down and how many are left standing.

Gives two grapes to a friend and says, "Now I have two grapes and you have two grapes."

STRAND 2: OPERATIONS AND ALGEBRAIC THINKING

Concept 2: Patterning

The child recognizes, copies, extends, describes and creates patterns.

Recognition and investigation of **patterns** are important components of a child's development. A child's ability to work with **patterns** is the precursor to mathematical thinking, especially algebraic **processes**. Children need frequent opportunities to engage in pattern-related activities such as playing with repetitive sounds and movement or noticing **patterns** in textures and pictures.

Indicators and Examples in the Context of Daily Routines, Activities, and Play

Recognizes patterns in the real world.

Follows and remembers movements in familiar songs and rhymes.

Notices **patterns** on clothing.

Anticipates what comes next in the daily routine.

Copies simple patterns.

Matches a **pattern** on a picture to make a necklace from shaped beads.

Imitates a **pattern** in a rhythmic activity such as stomp, clap, stomp, clap.

Extends simple patterns.

Places the next two dominoes, one up and one down when shown a series of dominoes with one up, one down, one up, one down.

Extends a rhythmic **pattern**: clap, pat, clap, pat.

Creates simple patterns.

Builds a road alternating long and short unit blocks.

Creates a simple pattern using shells.

Describes similarities and differences in patterns.

Says, "We always wash our hands after we come in from outside, but today we got a drink first."

Says, "My shirt has two red stripes and one blue stripe, your shirt has one green stripe and one red stripe."

STRAND 3: MEASUREMENT AND DATA

Concept 1: Sorts and Classifies

The child sorts and groups objects by a variety of characteristics/attributes.

Recognizing relationships between objects allows young children to make generalizations and predictions beyond information directly available to them. The ability to think logically and to reason (problem solve) extends far beyond mathematical boundaries.

Indicators and Examples in the Context of Daily Routines, Activities, and Play

Sorts and classifies objects by one or more attributes (e.g., size, color, shape, texture, use).

Picks all the books about bugs out of the library.

Puts objects together that have the same use; e.g., puts all the vehicles in a pile and all of the blocks in another pile.

Sorts rough and smooth objects into two separate piles.

Explains how items were sorted into groups.

Says, "I put all of these together [helicopter, bee, plane, birds] because they all fly."

Sorts buttons and says, "All these have two holes. These have four holes."

STRAND 3: MEASUREMENT AND DATA

Concept 2: Data Analysis

The child collects, organizes, displays, and describes relevant data.

Children are natural observers and questioners. To build upon this strength, adults should facilitate children's opportunities to ask questions, sort and classify objects, collect and display information, and talk about what is meaningful to them.

Indicators and Examples in the Context of Daily Routines, Activities, and Play

Asks questions to gather information.

Asks, "What is your favorite color?" Child uses a photo of herself to indicate a favorite color on a class graph.

Surveys the classroom asking, "Do you like chocolate milk or white milk?"

Displays data to answer simple questions about themselves or the environment.

Makes tally marks representing the number of brothers and sisters they have.

Moves to an area of the room to indicate their vote for the next game to play.

Uses descriptive language to compare data in picture graphs or other concrete representations.

Looks at picture graph of selected fruit and says, "A lot of kids like bananas."

Identifies which category has more, fewer, or the same number of objects.

Uses charts and graphs to analyze information or answer questions.

Counts number of children who have a pet and do not have a pet to answer the question, "Are there more children in our class who have a pet or who do not have a pet?"

Looks at attendance chart to determine if more boys or girls are present.

STRAND 3: MEASUREMENT AND DATA

Concept 3: Measures

The child uses measurement to describe and compare objects in the environment.

Starting at a very young age, children compare who is taller or who has more. Immersing children in measurement activities provides them with opportunities to explore, compare, and discuss the use of measurement in their environment.

Indicators and Examples in the Context of Daily Routines, Activities, and Play

Compares objects and uses terms such as longer-shorter, hotter-colder, and faster-slower.

Says, "My car is going faster than yours."

Exclaims, "I can't pull the wagon. You're too heavy. Get out!"

Says, "I need a bigger box for these blocks."

Uses non-standard units of measurement (e.g., hands, bodies, containers) to estimate measurable attributes.

Measures how many small containers it takes to fill one large container at the water table.

Uses outstretched arms to measure a doorway.

Cuts a piece of yarn they think will be long enough to go around a pumpkin.

Uses various standard measuring tools for simple measuring tasks.

Takes measuring tape and pretends to measure objects in a room.

Helps measure cups of flour for bread.

Helps measure a doorway with a yardstick to see if a wheelchair will fit.

Orders objects by measurable attributes.

Places purple color samples (as from a paint store) in order from lightest to darkest.

Places blocks in order by height.

Uses appropriate vocabulary to describe time and sequence related to daily routines.

Says, "After snack, we go outside."

Responds appropriately when asked, "What did you do this morning?"

Relates a sequence of events from a trip to the store.

STRAND 4: GEOMETRY

Concept 1: Spatial Reasoning

The child uses and demonstrates an understanding of positional terms.

Geometry for young children involves observing, playing with, and purposefully investigating shapes that are found in their environment. Children spontaneously make spatial comparisons. This familiarity is a foundation for more complex learning experiences involving shape, position, and orientation in space.

Indicators and Examples in the Context of Daily Routines, Activities, and Play

Uses and responds to positional terms (e.g., between, inside, under, above, behind).

Moves next to Javier when asked to stand next to a friend.

Says to his friend, "Please put your milk on the table."

Describes the position or location of objects in relation to self or to other objects.

Plays with a car on a road constructed out of blocks and says, "The car is on the road."

Notices a puppy between two children in a magazine picture and says, "The puppy is in the middle."

STRAND 4: GEOMETRY

Concept 2: Shapes

The child recognizes names and describes common shapes and their properties.

Geometry for young children involves observing, playing with, and purposefully investigating shapes that are found in their environment. Beginning in infancy, children compare objects by form and shape. This familiarity is a foundation for more complex learning experiences involving shape, position, and orientation in space.

Indicators and Examples in the Context of Daily Routines, Activities, and Play

a. Recognizes basic two-dimensional shapes.

Points to a door when requested to point to something that is a rectangle.

Exclaims, "My buttons are circles!"

b. Uses the names of geometric shapes when describing objects found in the environment.

Says, "I have a pink oval," when playing Shape Bingo.

Asks, "May I have another square block?"

Declares, "Look, the stop sign is an octagon."

c. Creates two- and three-dimensional shapes during play.

Uses arms to form a circle to represent the sun.

Uses finger to draw basic shapes in shaving cream or sand.

d. Compares and describes attributes of two- and three- dimensional objects in the environment using own vocabulary.

Describes shapes in a feely box.

Notices and signs, "I see rectangles on the side of my milk carton."

Says, "The ball doesn't have any corners."

Integration

Integration of Approaches to Learning and Language and Literacy into the Mathematics Standard.

MATHEMATICS	
STRAND 1: COUNTING AND CARDINALITY	
Approaches to Learning - Actions that would incorporate Approaches to Learning into Mathematics.	Language & Literacy - Actions that would incorporate Language and Literacy into Mathematics.
1. Curiosity - The pre-k class was curious about how many airplanes were flying over their playground. During the year, with support from the teachers, they tallied the number of planes that flew over their playground each day.	1. The children, with support from the teachers, made a chart to help tell the story about the number of trains that went by the playground during the school year. The teacher brought non-fiction books into the classroom about trains.
2. Persistence - The children worked hard to move chairs into the block area to create the seating on a bus for first, second and third rows. The teacher commented on how persistent they were in completing the task.	2. The teacher joined the children in the "airplane" and acted as the flight attendant. She said, "What do the passengers in the first row want to drink? What do the passengers in the second row want to drink?" She wrote the answers on a piece of paper. She asked another child to assist as a flight attendant. She said, "We need five milks, three orange juices and three packages of string cheese."

MATHEMATICS

STRAND 2: OPERATIONS AND ALGEBRAIC THINKING

Approaches to Learning - Actions that would incorporate Approaches to Learning into Mathematics.

Language & Literacy - Actions that would incorporate Language and Literacy into Mathematics.

1. Problem solving - Teacher says, "I have four cookies. But we have eight children. How are we going to solve this problem and make sure everyone gets an equal amount of the cookies?"

1. Teacher points out the pattern in a book such as Polar Bear, Polar Bear or I went Walking. Teacher asks, "Did you notice a pattern in the book? What pattern do you hear?"

2. Persistence - Teacher says, "Susie, you've worked a long time making a long line of car, person, car, person. You are making a pattern. What comes next in your pattern?"

2. Billy takes three buttons from the bucket and Jose takes two buttons out of the bucket. With teacher assistance, the boys combine their buttons and teacher asks, "When you add three buttons and two buttons, how many are there all together?" The boys count out loud one, two, three, four, five and say "five buttons." The teacher then suggests that the boys draw a picture of their discovery in combining numbers.

MATHEMATICS

STRAND 3: MEASUREMENT AND DATA

Approaches to Learning - Actions that would incorporate Approaches to Learning into Mathematics.

Language & Literacy - Actions that would incorporate Language and Literacy into Mathematics.

1. Curiosity - When children express curiosity about the circumference of the tree outside their classroom, the teacher invites them to each cut a string that they estimate will go around the tree. They each try to wrap their string around the tree to see who was correct.

1. The teacher asked the children to take their strings home and see if they had something at home the same length as their string. She asked their families to help them tell a story, through drawing or dictation of what they measured.

2. Curiosity and attentiveness - Teacher noticed that a child is measuring the tables with connecting cubes. He said, "I noticed that you have spent a very long time measuring the tables with the connecting cubes. What made you decide to measure the tables?"

2. During a graphing activity the children, with teacher support, analyzed the graph. They discovered that seven of them had dogs, two had cats and one had a dog and cat. They surmised that dogs were more popular than cats.

MATHEMATICS

STRAND 4: GEOMETRY

Approaches to Learning - Actions that would incorporate Approaches to Learning into Mathematics.

Language & Literacy - Actions that would incorporate Language and Literacy into Mathematics.

1. Reasoning - The children were using paper towel tubes to print circles on the paper with paint. They dipped the end of the tube in paint and created many circles on the paper. During a conversation with some of the children, the teacher said, "Oh look the tube is called a cylinder and the end prints circles." The teacher brought over other three- dimensional shapes and asked, "Which one might print a square? How can we find out?"

1. Teacher provides a feely box or bag with variously shaped objects. Children take turns placing a hand in the container and describe what they are feeling and try to guess what is inside. Afterwards, the teacher provides academic language such as corners, sphere, etc. for the child's description. For example, "You are right. It is pointy, we call that having corners."

2. Creativity - After children have spent several weeks working with a classroom set of blocks, the teacher provides them with variety of found materials to create their own unique set of blocks.

2. After reading *The Mitten*, the teacher asks, "What do you think will really fit in the mitten?" The teacher has a child's mitten for children to compare for size.

Alignment

Within the Alignment Matrix are codes that reference where in the Head Start Outcomes and the Infant/Toddler Guidelines the examples are found.

Reference Codes for the HS Outcomes Framework Alignment

- ATL - Approaches to Learning
- CAE - Creative Arts Expression
- ELD - English Language Development
- LD - Language Development
- LKS - Literacy Knowledge & Skills
- LR- Logic & Reasoning
- MKS - Mathematics Knowledge & Skills
- PDH - Physical Development & Health
- SED - Social & Emotional Development
- SKS - Science Knowledge & Skills
- SSKS - Social Studies Knowledge & Skills

Reference Codes for the Infant/Toddler Developmental Guidelines

Alignment:

- ATL - Approaches to Learning
- CD - Cognitive Development
- LDC - Language Development and Communication
- PMD - Physical and Motor Development
- SED - Social and Emotional Development

STRAND 1: COUNTING AND CARDINALITY

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
	Counts Out Loud	Number Concepts & Quantities	Counting and Cardinality
Searches for missing or hidden objects. (CD)	a. Shows interest in and awareness of counting.	Recognizes numbers and quantities in the everyday environment.	Know number names and the count sequence.
Uses sounds, signs or words for a variety of purposes. (LDC)	b. Counts out loud to 10.	Recites numbers in the correct order and understands that numbers come "before" or "after" one another.	Count to 100 by ones and by tens.
	Knows Number Names and Symbols	Number Concepts & Quantities	Counting and Cardinality
Uses objects in new ways or pretend play. (CD)	a. Uses numerals and number symbols in the context of daily routines, activities, and play.	Recognizes numbers and quantities in everyday environment.	Write numbers from 0-20. Represent a number of objects with a written numeral 0-20.
Uses imitation or pretend play to express creativity and imagination. (CD)	b. Uses and creates symbols to represent numbers.	Recognizes print in everyday life, such as numbers, letters, one's name, words, and familiar logos and signs.	
Recognizes familiar people, places and things. (CD)	c. Identifies numerals 1-10.	Associates quantities and the names of numbers with written numerals.	

STRAND 1: COUNTING AND CARDINALITY (Continued)

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
	Count to Tell Number of Objects	Number Concepts & Quantities	Counting and Cardinality
Uses different actions on objects. (PMD)	a. Counts groups of objects using one-to-one correspondence (1 object for each number word).	Uses one-to-one counting and subitizing to determine quantity.	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
Listens with interest to language of others (CD)	b. Counts a collection of up to 10 items using the last counting word to tell, "How many?"	Uses the number name of the last object counted to represent the number of objects in the set.	Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
	c. Matches numerals to quantities they represent using physical models and representations.	Associates quantities and the names of numbers with written numerals.	Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

STRAND 1: COUNTING AND CARDINALITY (Continued)

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
	d. Identifies quantity of 3-5 objects without counting (subitize).	Uses one-to-one counting and subitizing to determine quantity.	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group; e.g., by using matching and counting strategies. (Include groups with up to ten objects)
	Compare Numbers and Quantities	Number Relationships & Operations	Counting and Cardinality
Pays attention to people and objects. (CD)	a. Compares 2 sets of objects using terms such as more, fewer, or the same.	Uses a range of strategies such as counting, subitizing, or matching to compare quantity in two sets of objects and describes the comparison with terms, such as more, less, greater than, fewer, or equal to.	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group; e.g., by using matching and counting strategies. (Include groups with up to ten objects.)

STRAND 2: OPERATIONS AND ALGEBRAIC THINKING

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
	Explores Addition and Subtraction	Number Relationships & Operations	Operations and Algebraic Thinking
Makes things happen and watches for results or repeats action. (CD)	a. Demonstrates an understanding that adding increases the number of objects in a group.	Recognizes that numbers (or sets of objects) can be combined or separated to make another number through the grouping of objects.	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
Shows ability to acquire and process new information. (CD)	b. Describes changes in 2 or more sets of objects when they are combined.	Identifies the new number created when numbers are combined or separated.	Solve addition and subtraction word problems and add and subtract with 10; e.g., by using objects or drawings to represent the problem.
Searches for missing or hidden objects. (CD)	c. Demonstrates an understanding that taking away decreases the number of objects in a group.		Decompose numbers less than or equal to 10 into pairs in more than one way; e.g., by using objects or drawings, and record each decomposition by drawing or equation (e.g., $5=2+3$ and $5=4+1$).
Recalls and uses information in new situations. (CD)	d. Describes changes in a set of objects when they are separated into parts.		Fluently add and subtract within 5.

STRAND 2: OPERATIONS AND ALGEBRAIC THINKING (Continued)

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
	Patterning	Patterns	Mathematical Practices
Attends to colors, shapes, patterns or pictures. (CD)	a. Recognizes patterns in the real world.	Recognizes, duplicates, and extends simple patterns.	#7 - Look for and make use of structure. Young students begin to discern a pattern or structure.
	b. Copies simple patterns.		
	c. Extends simple patterns.		
	d. Creates simple patterns.	Creates patterns through the repetition of a unit.	
	e. Describes similarities and differences in patterns.	Sorts, classifies, and serializes (puts in a pattern) objects using attributes, such as color, shape, or size.	

STRAND 3: MEASUREMENT AND DATA			
INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
	Sorts and Classifies	Patterns	Measurement and Data
Explore object characteristics in many different ways. (ATL)	a. Sorts and classifies objects by one or more attributes (e.g., size, color, shape, texture, use).	Sorts, classifies, and serializes (puts in a pattern) objects using attributes, such as color, shape, or size.	Classify objects into given categories; count the number of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10).
	b. Explains how items were sorted into groups.	Classifies, compares, and contrasts objects, events, and experiences. (LR)	
	Data Analysis		Measurement and Data
Shows eagerness and curiosity as a learner. (ATL)	a. Asks questions to gather information.	Seeks multiple solutions to a question, task, or problem. (LR)	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.
Engage in and actively explores self, objects, and surroundings. (ATL)	b. Displays data to answer simple questions about themselves or the environment.	Represents people, places, or things through drawings, movement, and three-dimensional objects. (LR)	
Uses consistent sounds, gestures or words to communicate. (LDC) Approach and explore new experiences in familiar settings. (ATL)	c. Uses descriptive language to compare data in picture graphs or other concrete representations.	Classifies, compares, and contrasts objects, events, and experiences. (LR) Uses language to express ideas and needs. (LD)	

STRAND 3: MEASUREMENT AND DATA (Continued)

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Explore object characteristics in many different ways. (ATL)	d. Uses charts and graphs to analyze information or answer questions.	Seeks multiple solutions to a question, task or problem. (LR) Recognizes that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion. (LKS)	

STRAND 3: MEASUREMENT AND DATA (Continued)

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
	Measures	Measurement & Comparison	Measurement and Data
Explore object characteristics in many different ways. (ATL)	a. Compares objects and uses terms such as longer-shorter, hotter-colder, and faster- slower.	Compares objects using attributes of length, weight, and size (bigger, longer, taller, heavier).	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
	b. Uses nonstandard units of measurement (e.g., hands, bodies, containers) to estimate measurable attributes.	Uses nonstandard and standard techniques and tools to measure and compare.	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of' the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.
	c. Uses various standard measuring tools for simple measuring tasks.		Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
	d. Orders objects by measurable attributes.	Orders objects by size and length.	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of' the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

STRAND 3: MEASUREMENT AND DATA (Continued)			
INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Understands simple routines, rules or limitations. (SED)	e. Uses appropriate vocabulary to describe time and sequence related to daily routines.	<p>Uses increasingly complex and varied vocabulary. (LD)</p> <p>Uses scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas. (LKS)</p>	

STRAND 4: GEOMETRY

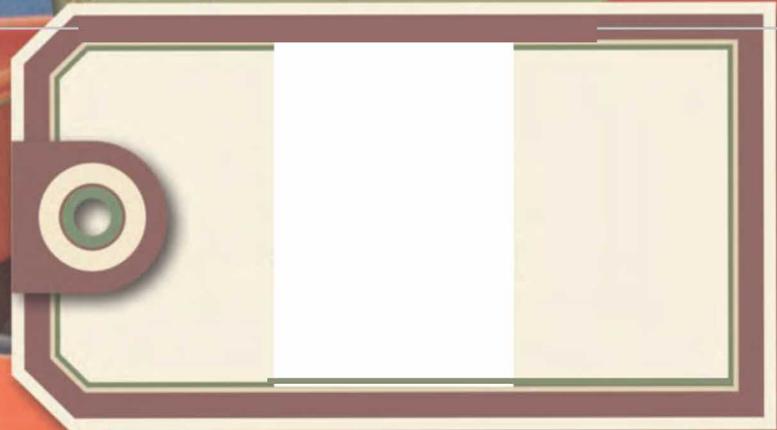
INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
	Spatial Reasoning	Geometry & Spatial Sense	Geometry
<p>Develops increasing ability to change positions and move body from place to place. (PMD)</p> <p>Coordinates eye and hand movements. (PMD)</p>	<p>a. Uses and responds to positional terms (e.g., between, inside, under, above, behind).</p>	<p>Understands directionality, order, and position of objects, such as up, down, in front, behind.</p>	<p>Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind and next to.</p>
	<p>b. Describes the position or location of objects in relation to self or to other objects.</p>	<p>Understands movement concepts, such as control of body, how the body moves (such as an awareness of space and directionality), and that the body can move independently or in coordination with other objects. (PDH)</p>	<p>Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides, and vertices/"corners") and other attributes (e.g., having sides of equal length).</p>

STRAND 4: GEOMETRY (Continued)

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
	Shapes	Geometry & Spatial Sense	
<p>Uses senses to explore people, objects, and the environment. (CD)</p> <p>Attends to colors, shapes, patterns or pictures. (CD)</p>	a. Recognizes basic two-dimensional shapes.	Recognizes and names common shapes, their parts, and attributes.	Correctly name shapes regardless of their orientations or overall size.
	b. Uses the names of geometric shapes when describing objects found in the environment.		Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind and next to.
	c. Creates two- and three-dimensional shapes during play.	Combines and separates shapes to make other shapes.	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").
	d. Compares and describes attributes of two- and three-dimensional objects in the environment using own vocabulary.	<p>Compares objects in size and shape.</p> <p>Uses language to express ideas and needs. (LD)</p>	Analyze and compare two- and three- dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides, and vertices/"corners") and other attributes (e.g., having sides of equal length).



Science Standard



SCIENCE STANDARD

For Young Children from Three to Five Years Old

Overview

Children have a natural sense of wonder and curiosity. Science, for young children, is an active and open-ended search for new knowledge. Children ask questions and seek answers in order to understand the world around them. Children learn by being actively engaged with hands-on experiences, real objects and natural, relevant occurrences.

As children seek answers, they will plan, observe, predict, and form **conclusions**. Children's observations, predictions, explanations, and **conclusions**, correct or incorrect, should be respected and valued by caregivers. Children's experiences with scientific **inquiry** form the basis for further investigation and thought. Learning through **inquiry** requires both the child's curiosity and adult guidance.

The Science Standard is organized into the following Strand and related concepts:

Strand 1: Inquiry and Application

- Exploration, Observations, and Hypotheses
- Investigation
- Analysis and Conclusions
- Communication

Science Standard Definitions

Analysis means breaking up a whole (object, investigation, or thought) into parts to find out or study the parts.

Attributes are characteristics of a person, place, or thing or qualities of objects, such as color, position, roundness, shape, size, number of corners, etc.

Conclusion means an explanation about an object, idea, or occurrence based on previous experience and investigation.

Hypotheses (plural of hypothesis) are theories or explanations of a happening or event which become the starting point of an investigation.

Inquiry is the study of, investigation of, or research into a topic to gain knowledge and insight.

STRAND 1: INQUIRY AND APPLICATION

Concept 1: Exploration, Observations, and Hypotheses

The child asks questions and makes predictions while exploring and observing in the environment.

Children use their senses to observe by looking, touching, tasting, smelling and listening. Curiosity about the natural world leads children to ask questions. They ask Why? Where? What if? How? Who?

Indicators and Examples in the Context of Daily Routines, Activities, and Play

Exhibits curiosity about objects, living things, and other natural events in the environment by using one or more senses.

Observes a butterfly on a flower with a magnifying glass.

Feels and smells the orange blossoms on the tree in his caregiver's back yard.

Identifies attributes of objects, living things, and natural events in the environment.

Notices bean seeds planted in clear bags have sprouted into plants with roots and a stem.

Moves in the sunlight and realizes that her own shadow moves when she moves.

Describes changes in objects, living things, and the natural events in the environment.

Describes how he is getting bigger.

Says, "When I came to school it was cloudy and now it is sunny."

Begins to describe the similarities, differences and relationships between objects, living things and natural events.

Places a picture of a baby chick with a hen.

Says, "Your rock is smooth and mine is rough."

Asks and responds to questions about relationships of objects, living things, and events in the natural environment.

Answers, "It will melt," in response to the question, "What do you think will happen if we put the ice in the sun?"

Asks, "What is the nest made of? How did a bird do this without hands?"

STRAND 1: INQUIRY AND APPLICATION

Concept 2: Investigation

The child tests predictions through exploration and experimentation.

Children use their senses and a variety of **tools** and materials to gather information while investigating. Active experimentation requires questioning, refining, and **persistence**. Children explore answers to their questions and begin to form more complex **conclusions**. Information gathered in the process extends a child's knowledge of the world and their environment.

Indicators and Examples in the Context of Daily Routines, Activities, and Play

Uses a variety of tools and materials to investigate.

Uses various **tools** to examine insects; e.g., magnifying glass, tongs, or tweezers.

Selects a scale to figure out how many small blocks will weigh as much as a big block.

Makes predictions and checks them through hands-on investigation with adult support.

Predicts that the rock will sink when placed in water.

Says, "If I step on the balloon, it will pop."

Adjusts the experiment if results are different than expected and continues testing.

Continues to mix different colors of paint to try to make purple.

Looks for another metal object when the magnet will not stick to the coins.

Persists with an investigation.

Child returns day after day to see if the chicken eggs have hatched.

Child plants seeds and continues to care for them and observes changes.

STRAND 1: INQUIRY AND APPLICATION

Concept 3: Analysis and Conclusion

The child forms conclusions about observations and experimentations.

Children form **conclusions** about their observations and experimentations by collecting and thinking about the information gathered.

Indicators and Examples in the Context of Daily Routines, Activities, and Play

Uses a variety of materials to record and organize data.

Uses journals, drawings or **graphs** to record information about the plant growth.

Creates a collection of items relevant to an experiment.

Identifies cause and effect relationships.

Says, "It fell because I let go of the string" while using a pulley to hoist a bucket.

Explains, "When it rains the playground gets muddy."

Constructs explanation about investigations.

Concludes that round objects roll down the ramp and flat objects slide down the ramp after placing different objects on a ramp.

Says, "Your plant died because you didn't water it."

STRAND 1: INQUIRY AND APPLICATION

Concept 4: Communication

The child discusses and reflects upon the scientific investigation and its findings.

Based on past experiences, children use language or an alternate communication system to show recognition of scientific principles and a deeper understanding of their environment. Science incorporates language and literacy skills which are an essential foundation for later reading comprehension.

Indicators and Examples in the Context of Daily Routines, Activities, and Play

Displays and interprets data.

Places all floating materials on one tray and all sinking items on another tray during a sink/float activity.

Finds out that marbles roll faster than other items after looking at a chart displaying speeds of various objects.

Presents their scientific ideas in a variety of ways.

Makes own version of a bird nest with twigs, feathers, and other materials.

Draws a picture of a plant after planting seeds and watching them grow.

Conducts further investigation based on prior experience and information gained.

Says, "Next time I want to see what happens if I water the plant every day."

Chooses to mix other colors to see if she can get the same shade.

Integration

Integration of Approaches to Learning, Language and Literacy, and Mathematics into the Science Standard.

SCIENCE		
STRAND 1: INQUIRY AND APPLICATION		
Approaches to Learning - Actions that would incorporate Approaches to Learning into Science.	Language & Literacy - Actions that would incorporate Language and Literacy into Science.	Mathematics - Actions that would incorporate Mathematics into Science.
1. Initiative - The teacher pairs students to work on cooperative science activities.	1. The teacher provides science journals (individual or class) to record observations, experiments and/or investigations (e.g., class pet, adopted tree, school garden).	1. The teacher uses natural object collections (e.g., rocks, shells, pine cones, sticks, bark) for sorting, classifying, ordering and other mathematical concepts.
2. Persistence and attentiveness - The teacher intentionally leaves materials out after an investigation so children can persist with further investigation on their own or in groups.	2. The teacher provides non-fiction books, magazines and technology resources on a variety of science topics throughout the classroom.	2. The teacher uses graphing strategies to record student predictions and results of science activities.

Alignment

Within the Alignment Matrix are codes that reference where in the Head Start Outcomes and the Infant / Toddler Guidelines the examples are found.

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- ATL - Approaches to Learning
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Reference Codes for the Infant / Toddler Developmental Guidelines Alignment:

- ATL - Approaches to Learning
- CD - Cognitive Development
- LDC - Language Development and Communication
- PMD - Physical and Motor Development
- SED - Social and Emotional Development

Reference Codes for Kindergarten Science Standards

- IP - Inquiry Process
- PS - Physical Science

STRAND 1: INQUIRY AND APPLICATION

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
	Exploration, Observations, and Hypotheses	Scientific Skills & Method	Observations, Questions, and Hypotheses
Uses senses to explore people, objects and the environment. (CD)	a. Exhibits curiosity about objects, living things, and other natural events in the environment by using 1 or more senses.	Uses senses and tools, including technology, to gather information, investigate materials and observe processes and relationships.	Observe common objects using multiple senses.
Attends to colors, shapes, patterns, or pictures. (CD)	b. Identifies attributes of objects, living things, and natural events in the environment.	Observes and discusses common properties, differences and comparisons among objects.	Identify the following observable properties of objects using the senses: shape, texture, size and color. (PS)
	c. Describes changes in objects, living things, and the natural events in the environment.	Observes, describes, and discusses living things, and natural processes.	Compare objects according to their measurable characteristics (e.g., longer/shorter, lighter/heavier).
	d. Begins to describe the similarities, differences and relationships between objects, living things and natural events.	Observes, describes, and discusses living things, and natural processes.	Organize (e.g., compare, classify and sequence) objects, organisms, and events according to various characteristics.
Uses sounds, signs or words for a variety of purposes. (LDC)	e. Asks and responds to questions about relationships of objects, living things, and events in the natural environment.	Ask questions and seeks new information. (ATL)	Asks questions based on experiences with objects, organisms, and events in the environment.

STRAND 1: INQUIRY AND APPLICATION (Continued)

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
	Investigation	Scientific Skills & Method	Scientific Testing (Investigating and Modeling)
Uses objects as intended. (ATL)	a. Uses a variety of tools and materials to investigate.	Uses senses and tools, including technology, to gather information, investigate materials and observe processes and relationships.	Demonstrates safe behavior and appropriate procedures (e.g., use of instruments, materials, organisms) in all science inquiry.
Makes things happen and watches for results or repeats action. (CD)	b. Makes predictions and checks them through hands-on investigation with adult support.	Describes and discusses predictions, explanations, and generalizations based on past experience.	Predicts results of an investigation based on life, physical, and Earth and space sciences (e.g., five senses, changes in weather). (IP)
Experiments with different uses for objects. (CD)	c. Adjusts the experiment if results are different than expected and continues testing.	Maintains interest in a project or activity until completed. (ATL)	Participate in guided investigations in life, physical, and Earth and space sciences.
Developing confidence; trying new things and taking risks. (ATL)	d. Persists with an investigation.	Sets goals and develops and follows through on plans. (ATL)	

STRAND 1: INQUIRY AND APPLICATION (Continued)

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
	Analysis and Conclusions	Scientific Skills & Method	Analysis and Conclusions
	a. Uses a variety of materials to record and organize data.	Observes, describes, and discusses properties of materials and transformation of substances.	Organize (e.g., compare, classify, and sequence) objects, organisms, and events according to various characteristics. Compare objects according to their measurable characteristics (e.g., longer/shorter, lighter/heavier).
Makes things happen, and watches for results or repeats action. (CD)	b. Identifies cause and effect relationships.	Recognizes cause and effect relationships. (LR)	Investigate how applied forces (push and pull) can make things move. (PS)
Recalls and uses information in new situations. (CD)	c. Constructs explanation about investigations.	Classifies, compares, and contrasts objects, events, and experiences. (LR)	Communicate with other groups to describe the results of an investigation. (IP)

STRAND 1: INQUIRY AND APPLICATION (Continued)

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
	Communication	Scientific Skills & Method	Communication
	a. Displays and interprets data.	Collects, describes, and records information through discussions, drawings, maps, and charts.	Communicate observations with pictographs, pictures, models or words.
	b. Presents their scientific ideas in a variety of ways.	Collects, describes, and records information through discussions, drawings, maps, and charts.	Communicate with other groups to describe the results of an investigation.
Recalls and uses information in new situations. (CD)	c. Conducts further investigation based on prior experience and information gained.	Uses past knowledge to build new knowledge. (LR)	Participate in guided investigations in life, physical, and Earth and space sciences. (IP)



Social Studies Standard

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SOCIAL STUDIES STANDARD

For Young Children Three To Five Years Old

Overview

The inclusion of Social Studies in early childhood environments is important in order to nurture children's understanding of themselves and others. Social Studies includes: basic skills and competencies that set the foundation for learning about concepts of social science.

At a young age, children begin to develop their social identity and think about their place in the social world. As children grow, they develop an increased awareness of their personal histories and heritage, and a sense of time and place. Through everyday interactions with children and adults, they develop an appreciation for rights and responsibility within a group, and how social rules help people in promoting safety and fairness.

The Social Studies Standard is organized into the following Strands and related concepts:

Strand 1: Family

- Understands Family

Strand 2: Community

- Understands Community
- Rights, Responsibilities and Roles within Community
- Geography

Strand 3: Historical Thinking

- Understands Time - Past, Present and Future

Social Studies Standard Definitions

Directionality means relating to or indicating direction within community.

STRAND 1: FAMILY

Concept 1: Understands Family

The child demonstrates an understanding of families and the roles and responsibilities of being a family member.

Children are curious about their world. They thrive on learning experiences that are meaningful and that connect to what they have previously learned. A child's family is central to their understanding of themselves and provides a foundational reference for their roles and relationships at school and within the larger community. As their perception grows, children further expand this scope to understand how systems work together.

Indicators and Examples in the Context of Daily Routines, Activities, and Play

Views self as a member of the family unit.

Says, "I'm going on vacation with my family."

Mentions, "I have a baby brother and a big sister."

Identifies family members; e.g., mother, father, sister, brother, grandparents, cousins, etc.

Draws a picture of her family.

Points to or names family members in a photograph.

Describes/discusses own family's cultural or family traditions.

States, "We do that at my house" during a story about a traditional celebration.

Tells another child about a recent family activity; e.g., holiday, birthday, dinner, or wedding.

Identifies similarities and differences in their family composition and the families of others.

Participates in a chart-making activity showing the number of siblings in each family.

Says, "Your grandmother lives with you and my aunt lives with me."

Develops an awareness of their personal & family history.

Shares information about their adoption.

States, "My mom was in the Army and now she came back home."

Shows knowledge of family members' roles and responsibilities in the home.

Says, "My big brother cleans up the kitchen after we eat."

Says, "My mom takes me to school."

STRAND 2: COMMUNITY

Concept 1: Understands Community

The child recognizes that he/she lives in a place with many people and that there are people and events in other places.

Children become aware of and begin to recognize and appreciate the similarities and differences between people through their experiences of cultural and traditional events. Children gain awareness of people and their backgrounds through participation in their community and learning environment. Children begin to understand that events occur outside their own families and their own environment through conversation with peers and exposure to the cultures of others.

Indicators and Examples in the Context of Daily Routines, Activities, and Play

Recognizes that places where people live are made up of individuals from different cultures and who speak different languages.

Says, "Your uncle speaks Navajo."

Says, "My grandma is from Mexico."

Identifies, discusses and asks questions about similarities and differences in other people in their community.

Asks, "Why do you eat with chopsticks?"

Says to a peer, "Your skin is a different color than mine."

Describes some characteristics (e.g., clothing, food, jobs) of the people in their community.

Describes the clothes worn by dancers at the pow-wow celebration.

Talks about the firefighter they met at their neighborhood fire station.

STRAND 2: COMMUNITY

Concept 2: Rights, Responsibilities and Roles within Community

The child demonstrates a sense of belonging to the community and contributes to its care.

Children recognize themselves as part of their home and community. Children are given opportunities to experience choices and to make their own decisions in order to demonstrate their roles as individuals. As children learn to demonstrate respect for ideas and rules, they gain the skills necessary for being contributing members of the family and of a community.

Indicators and Examples in the Context of Daily Routines, Activities, and Play

Demonstrates responsible behaviors.

Assists with setting the table.

Cleans up the play area when appropriate.

Shows an understanding of how to care for the environment.

Picks up trash outside and puts paper in the recycling container.

Helps to plant flowers.

Recognizes that people rely on others for goods and services; e.g., farm goods, mail delivery, safety or health care.

Pretends to buy or sell food in "grocery store" dramatic play.

Says, "I went to the doctor because I was sick."

Seeks opportunities for leadership.

Shows a friend how to fold clothes in dramatic play.

Selects a task from the job chart.

Describes the purpose of rules.

Reminds a classmate to use "walking feet" while in the classroom so he won't be hurt.

Explains, "We wash our hands before we eat, so we don't have germs."

Recognizes that people have wants and must make choices because resources and materials are limited.

Notices that the red paint is gone and asks the teacher to get more out of the supply closet.

Offers to share the sponge in the water table when there is only one available.

Describes their role at home, at school, and in the community.

Says, "I am the line leader today."

Says, "I helped my mom count the apples at the grocery store."

STRAND 2: COMMUNITY

Concept 3: Geography

The child demonstrates an awareness of locations within and around their community.

As young children explore their community and visit a variety of places, they begin to develop a sense of direction and location. While going for rides on the bus or in a car, or while walking in their neighborhoods, children become aware of signs, **symbols** and other landmarks.

Indicators and Examples in the Context of Daily Routines, Activities, and Play

Uses words to describe directionality and/or location within the community.

Says, "We went by the library on our way to the park."

Says, "This is the door that goes outside to the playground."

Describes some physical features of the environment in which the child lives; e.g., bodies of water, mountains, weather.

Says, "There are a lot of mountains where I live."

Says, "It is hot outside."

STRAND 3: HISTORICAL THINKING

Concept 1: Understands Time - Past, Present and Future

The child demonstrates an awareness of time and sequence of events in their daily lives.

As young children explore their family and community identity and roles, they begin to develop a sense of what is in the past and what is in the future. While describing, experiencing, planning or discussing past events, children become aware of time, what is now and what is later.

Indicators and Examples in the Context of Daily Routines, Activities, and Play

Demonstrates an understanding of time in the context of daily experiences.

Tells her mom that her friend was sick yesterday and not at school.
Reminds substitute teacher that they go on the playground after snack in the morning.
Shows the new boy in the class the picture schedule so he knows what comes next.
Describes what happens next in a familiar story.

Understands that events happened in the past and how these events relate to one's self, family and community.

Describes a family snow trip while reading *The Snowy Day*.
Says, "We had a piñata at my party, too."

Integration

Integration of Approaches to Learning, Language and Literacy, and Mathematics into the Social Studies Standard.

SOCIAL STUDIES		
STRAND 1: FAMILY		
Approaches to Learning - Actions that would incorporate Approaches to Learning into Social Studies.	Language & Literacy - Actions that would incorporate Language and Literacy into Social Studies.	Mathematics - Actions that would incorporate Mathematics into Social Studies.
1. Confidence - The teacher asks the children to share their family book in whole group and talk about what makes them special.	1. The teacher plans for the children to make their own "Family" book. They can draw pictures or bring in photographs of the members of their family, write their names/ roles (mommy, grandpa, big sister, etc.), dictate family traditions/ customs.	1. The teacher plans a graphing activity to compare the number of family members in each child's family.
2. Creativity - The teacher plans a puppet show / role play to encourage the children to talk about their favorite activities to do with their family.	2. Read a book about families and provide props in the dramatic play area for the children to act out the story read to them.	2. The teacher plans a cooking activity that includes all tasks necessary to make a desired food for snack, including measuring, counting, dividing quantities for all children to share.

SOCIAL STUDIES

STRAND 2: COMMUNITY

Approaches to Learning - Actions that would incorporate Approaches to Learning into Social Studies.	Language & Literacy - Actions that would incorporate Language and Literacy into Social Studies.	Mathematics - Actions that would incorporate Mathematics into Social Studies.
<p>1. Initiative - The teacher consistently reviews the classroom community rules so the children can demonstrate independence during activities, routines and play by reminding peers to use "walking feet" in the classroom as one of the Community rules.</p>	<p>1. During whole group, the teacher leads the children through creation of the classroom community rules and writes them as the children dictate.</p>	<p>1. The teacher brings in pictures and books of various traffic signs to discuss shapes and colors associated with different safety rules in the community. The children then create their own traffic sign by making a rule and choosing a shape to represent their rule. They can then do a matching activity of all the shapes / rules the children created.</p>
<p>2. Curiosity - After reading a book about Inuits building igloos, the teacher develops curiosity by leading the children in asking questions, looking for pictures, and actively searching out information about Inuits and igloos.</p>	<p>2. During centers, the teacher places picture/word cards of various people and their homes out for the children to match; e.g., Inuit and igloo, Native American and adobe home, child and house, etc.</p>	<p>2. The teacher leads the children through building an igloo out of milk jugs, with discussion on planning, estimating, measuring, counting using rulers, graphs, pictures of examples, etc.</p>

SOCIAL STUDIES

STRAND 3: HISTORICAL THINKING

Approaches to Learning - Actions that would incorporate Approaches to Learning into Social Studies.	Language & Literacy - Actions that would incorporate Language and Literacy into Social Studies.	Mathematics - Actions that would incorporate Mathematics into Social Studies.
<p>1. Curiosity - After leading a discussion on Martin Luther King Jr. as a factual historical figure, the teacher can encourage curiosity through brainstorming what makes the children same or different from each other (e.g., hair color, eye color, height).</p>	<p>1. The teacher reads a non-fiction book about Martin Luther King Jr. and has the children write or dictate their dream for the world.</p>	<p>1. The teacher plans a graphing activity to summarize the results of a brainstorming activity comparing the similarities and differences of the children in the class.</p>
<p>2. Attentiveness - The teacher leads the children in a song during hand washing to encourage attentiveness to the task, understanding of the steps involved, and ability to complete the task despite distractions from peers.</p>	<p>2. The teacher leads a discussion around the vocabulary involved in sequencing and the passage of time (first, next, last, now, then, etc.) and also key vocabulary for each sequence introduced.</p>	<p>2. The teacher has sequencing cards for hand washing procedures, tooth brushing, dressing, daily classroom schedule, etc. so the children can recognize and practice the sequence of events on their daily routines.</p>

Alignment

Within the Alignment Matrix are codes that reference where in the Head Start Outcomes and the Infant / Toddler Guidelines the examples are found.

Reference Codes for the HS Outcomes Framework Alignment

- ATL - Approaches to Learning
- CAE - Creative Arts Expression
- ELD - English Language Development
- LD - Language Development
- LKS - Literacy Knowledge & Skills
- LR- Logic & Reasoning
- MKS - Mathematics Knowledge & Skills
- PDH - Physical Development & Health
- SED - Social & Emotional Development
- SKS - Science Knowledge & Skills
- SSKS - Social Studies Knowledge & Skills

Reference Codes for the Infant / Toddler Developmental Guidelines Alignment:

- ATL - Approaches to Learning
- CD - Cognitive Development
- LDC - Language Development and Communication
- PMD - Physical and Motor Development
- SED - Social and Emotional Development

Reference Codes for Kindergarten Social Studies Standards

- AH - American History
- CG - Civics/Government
- E - Economics
- G - Geography
- WH - World History

STRAND 1: FAMILY

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
	Understands Family	Self, Family & Community	
Engages in behaviors that build relationships with familiar adults. (SED)	a. Views self as a member of the family unit.	Identifies personal and family structure.	
Shows a preference for familiar adults. (SED) Recognizes familiar people, places and things. (CD)	b. Identifies family members; e.g., mother, father, sister, brother, grandparents, cousins, etc.		
	c. Describes/discusses own family's cultural or family traditions.		
	d. Identifies similarities and differences in their family composition and the families of others.		
Develops awareness of self as separate from others. (SED)	e. Develops an awareness of their personal & family history.		
Expresses feelings and emotions through facial expressions, sounds, or gestures. (SED) Expresses physical needs verbally and non-verbally. (PMD) Responds when physical needs are met. (PMD)	f. Shows knowledge of family members' roles and responsibilities in the home.		Give examples of work activities that people do at home. (E)

STRAND 2: COMMUNITY

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
<p>Seeks to find comfort in new situations. (SED)</p> <p>Listens with interest to language of others. (LDC)</p> <p>Shows ability to acquire and process new information. (CD)</p>	<p>Understands Community</p> <p>a. Recognizes that places where people live are made up of individuals from different cultures and who speak different languages.</p>	<p>Self, Family & Community</p>	<p>Recognize that Native Americans are the original inhabitants of North America. (AH)</p> <p>Recognize that groups of people in early civilizations (e.g., people of the Americas, Europeans, Asians, Africans) moved from place to place to hunt and gather food. (WH)</p> <p>Recognize through images how people live differently in other places and times. (G)</p>
<p>Responds to unfamiliar adults cautiously. (SED)</p> <p>Shows interest in and awareness of other children. (SED)</p> <p>Shows interest and curiosity in new people and objects. (CD)</p>	<p>b. Identifies, discusses and asks questions about similarities and differences in other people in their community.</p>	<p>Understands similarities and respects differences among people.</p>	<p>Recognize that classmates have varied backgrounds but may share principles, goals, customs, and traditions. (CG)</p> <p>Discuss the food, clothing, housing, recreation, and celebrations practiced by cultural groups in the local community. (G)</p>

STRAND 2: COMMUNITY (Continued)

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
<p>Shows emotional connection and attachment to others. (SED)</p> <p>Shows interest in songs, rhymes, and stories. (LDC)</p> <p>Shows interest in photos, pictures, and drawings. (LDC)</p> <p>Pays attention to people and objects. (CD)</p>	<p>c. Describes some characteristics (e.g., clothing, food, jobs) of the people in her community.</p>	<p>Recognizes a variety of jobs and the work associated with them.</p>	<p>Recognize national symbols and monuments that represent American democracy and values: American Flag Bald Eagle Statue of Liberty White House (CG) Recognize the Pledge of Allegiance and the National Anthem. (CG)</p> <p>Recognize the significance of national holidays: Thanksgiving President's Day Martin Luther King, Jr. Day Constitution Day (CG)</p> <p>Discuss how land in the students' community is used for industry, housing, business, agriculture, and recreation. (G)</p> <p>Describe how people earn a living in the community and the places they work. (G)</p>

STRAND 2: COMMUNITY (Continued)

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
<p>Begins to manage own behavior and show self-regulation. (SED)</p> <p>Responds to and interacts with other children. (SED)</p> <p>Responds to verbal communication of others. (LDC)</p> <p>Responds to non-verbal communication of others. (LDC)</p> <p>Begins to develop self-help skills. (PMD)</p> <p>Shows characteristics of healthy behaviors. (PMD)</p>	<p>Rights, Responsibilities and Roles within Community</p> <p>a. Demonstrates responsible behaviors.</p>	<p>Self, Family & Community</p>	<p>Discuss the importance of students contributing to a community (e.g., helping others, working together, cleaning up the playground). (CG)</p>
<p>Uses objects in new ways or in pretend play; e.g., pretending to clean table with baby blanket. (CD)</p>	<p>b. Shows an understanding of how to care for the environment.</p>	<p>Understands that people can take care of the environment through activities, such as recycling.</p>	<p>Identify the origin of natural resources (e.g., fish from sea, minerals from the ground, wood from trees, food from farms). (G)</p> <p>Recognize that resources are renewable, recyclable, and non-renewable. (G)</p>

STRAND 2: COMMUNITY (Continued)

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
<p>Uses imitation or pretend play to learn new roles and relationships. (SED)</p> <p>Recalls and uses information in new situations. (CD)</p> <p>Uses imitation or pretend play to express creativity and imagination. (CD)</p>	<p>c. Recognizes that people rely on others for goods and services; e.g., farm goods, mail delivery, safety or health care.</p>	<p>Recognizes that people share the environment with other people, animals, and plants.</p>	<p>Recognize that early civilizations improved their lives through advancements (e.g., domestication of animals, tools, farming methods, calendars). (WH)</p> <p>Identify people who help keep communities and citizens safe (e.g. police, fire fighters, nurses and doctors.) (C/G)</p> <p>Discuss different types of jobs that people do. (E)</p> <p>Match simple descriptions of work with the names of those jobs. (E)</p>

STRAND 2: COMMUNITY (Continued)

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
<p>Shows increasing independence. (SED)</p> <p>Uses consistent sounds, gestures, or words to communicate. (LDC)</p> <p>Makes things happen and watches for results or repeats action. (CD)</p> <p>Shows imagination and creativity in solving problems. (CD)</p> <p>Moves body with purpose to achieve a goal. (PMD)</p> <p>Uses different actions on objects. (PMD)</p>	<p>d. Seeks opportunities for leadership.</p>		<p>Identify the current President of the United States and Governor of Arizona. (CG)</p>

STRAND 2: COMMUNITY (Continued)

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
<p>Understands simple routines, rules or limitations. (SED)</p> <p>Begins to understand gestures, words, questions, and routines. (LDC)</p> <p>Begins to recognize and understand symbols. (LDC)</p> <p>Applies knowledge to new situations. (CD)</p> <p>Begins to understand safe and unsafe behaviors. (PMD)</p>	<p>e. Describes the purpose of rules.</p>	<p>Understands the reasons for rules in the home and classroom and for laws in the community.</p>	<p>Recognize the rights and responsibilities of citizenship:</p> <p>Elements of fair play, good sportsmanship, and the idea of treating others the way you want to be treated</p> <p>Importance of participation and cooperation in a classroom and community</p> <p>Why there are rules and the consequences for violating them</p> <p>Responsibility of voting (every vote counts) (CG)</p> <p>Discuss differences between needs and wants. (E)</p> <p>Recognize various forms of U.S. currency. (E)</p> <p>Recognize that people use money to purchase goods and services. (E)</p>

STRAND 2: COMMUNITY (Continued)

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Shows ability to cope with stress. (SED) Begins to recognize and respond to other children's feelings and emotions. (SED)	f. Recognizes that people have wants and must make choices because resources and materials are limited.		
Shows confidence in increasing abilities. (SED)	g. Describes their role at home, at school, and in the community.		Identify examples of responsible citizenship in the school setting and in stories about the past and present. (CG)

STRAND 2: COMMUNITY (Continued)

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
<p>Uses sounds, signs, or words for a variety of purposes; e.g., When asked, "Where is the ball?" a toddler points to the ball in the corner. (LDC)</p> <p>Uses senses to explore people, objects and the environment. (CD)</p> <p>Searches for missing or hidden objects. (CD)</p> <p>Develops increasing ability to change positions and move body from place to place. (PMD)</p> <p>Imitates sounds, gestures or words; e.g., sounds heard in their neighborhood. (LDC)</p> <p>Attends to colors, shapes, patterns or pictures. (CD)</p>	<p align="center">Geography</p> <p>a. Uses words to describe directionality and/or location within the community.</p> <p>b. Describes some physical features of the environment in which he/she lives; e.g., bodies of water, mountains, weather.</p>	<p align="center">People & the Environment</p> <p>Describes or draws aspects of the geography of the classroom, home, and community.</p> <p>Recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations.</p>	<p align="center">Geography</p> <p>Discuss geographic concepts related to current events.</p> <p>Recognize the differences between maps and globes.</p> <p>Construct maps of a familiar place (e.g., classroom, bedroom, playground, neighborhood).</p> <p>Determine the relative location of objects using the terms near/far behind/in front, over/under, left/right, up/down.</p> <p>Identify land and water on maps, illustrations, images, and globes.</p> <p>Locate continents and oceans on a map or globe.</p> <p>Identify plants and animals in the local environment.</p> <p>Identify the basic properties of earth materials (rocks, soil, water; natural or man-made; reusable and recyclable).</p> <p>Understand the characteristics of weather and how it affects people.</p>

STRAND 3: HISTORICAL THINKING

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
	Understanding Time - Past, Present and Future	History & Events	
Shows reciprocity in using language in simple conversations; e.g., answering simple questions about their day. (LDC) Participates in physical care routines. (PMD)	a. Demonstrates an understanding of time in the context of daily experiences.	Differentiates between past, present, and future. Understands how people live and what they do changes over time.	Sequence recounts of historical events and people using concepts before and after. (AH)
	b. Understands that events happened in the past and how these events relate to one's self, family and community.	Recognizes events that happened in the past, such as family or personal history.	Retell personal events to show an understanding of how history is the story of events, people, and place in the past. (AH, WH) Listen to recounts of historical events and people and discuss how they relate to present day. (AH, WH) Use primary source materials (e.g., photos, artifacts) to study people and events from the past. (AH, WH) Use information from written documents, oral presentations, and the media to discuss current local events. (AH, WH)

Physical
Development,
Health and Safety
Standard



PHYSICAL DEVELOPMENT, HEALTH AND SAFETY

For Young Children From Three To Five Years Old

Overview

It is important to recognize that children's physical development and their health and safety have as important a place in the curriculum as other areas of development. Children develop skills necessary for future social and academic success as they explore, combine and refine their physical movements. Thoughtfully planned movement experiences with vigorous outdoor and indoor activities should be part of the daily schedule.

Children in our care deserve environments that are safe and encourage healthy living. Therefore, it is important to model healthy living practices and teach children the importance of good hygiene, a healthy diet and the need for exercise and rest.

The Physical Development, Health and Safety Standard is organized into the following Strands and related concepts:

Strand 1: Physical and Motor Development

- Gross Motor Development
- Fine Motor Development

Strand 2: Health

- Personal Health and Hygiene Practices

Strand 3: Safety

- Safety and Injury Prevention

Physical Development, Health and Safety Standard Definitions

Dexterity is having skill in using one's hands, body or mind.

Eye-Hand Coordination involves visual and tactile senses working together in order to develop and perfect physical skills.

Fine Motor refers to the physical development of the smaller muscles of the body, which includes the hands, feet and eyes.

Fine Motor Skills are demonstrated when children attempt or perform activities that use and coordinate the small muscles in the hand and wrists.

Gross Motor pertains to the physical development of the large muscles in the legs, arms and torso.

Manipulatives are small items used by children to gain control of their small muscles and to develop eye hand coordination; they are concrete materials used to develop concepts and skills.

STRAND 1: PHYSICAL AND MOTOR DEVELOPMENT

Concept 1: Gross Motor Development

The child moves with balance, control and coordination.

Children are in constant motion. This movement develops young children's large muscles as they run, jump, and play in both structured and unstructured settings. Children increase their ability to control their bodies and learn that regular physical activity can enhance their overall physical, social and mental health.

Indicators and Examples in the Context of Daily Routines, Activities, and Play

Moves with balance.

Walks along the curb without falling off.

Bends, stretches and twists while playing or exercising.

Moves with control (e.g., walks, runs, skips, jumps, gallops, hops).

Runs during a game of tag, slowing and accelerating as needed to maneuver around equipment and people.

Walks backward.

Moves with coordination.

Kicks, throws and catches a ball.

Pumps swing on outdoor play equipment.

Demonstrates spatial awareness in physical activity.

Moves forward, backward and sideways.

Jumps for height and distance.

STRAND 1: PHYSICAL AND MOTOR DEVELOPMENT

Concept 2: Fine Motor Development

The child uses fingers, hands and wrists to manipulate tools and materials.

Developing **fine motor skills** is an important foundation for other developmental areas such as **cognitive development**, artistic expression, daily living skills and handwriting. Children begin to demonstrate an increased amount of strength, **dexterity**, and stamina to perform **fine motor** tasks using a variety of **manipulatives** and **tools**. When children are engaged in appropriate activities and experiences, they develop the ability to gain **fine motor** control, which leads to independence.

Indicators and Examples in the Context of Daily Routines, Activities, and Play

Uses fingers, hands, and wrists to manipulate a variety of tools and materials, (e.g., crayons, markers, chalk, sponges, paint brushes, scissors, pencils, silverware).

Tears paper into pieces to make a collage.

Draws and paints a mural on paper taped to the wall.

Uses eye-hand coordination to perform simple tasks.

Strings large beads.

Hits peg with a wooden hammer.

Manipulates smaller objects, tools and instruments that require wrist and squeezing motions.

Twists the cap off of a jar.

Uses pencil/crayon to make recognizable shapes, lines and dots.

Cuts paper with scissors.

Uses fine motor skills in daily living.

Buttons, unbuttons, snaps, buckles, laces or ties shoe.

Uses eating utensils at mealtimes.

STRAND 2: HEALTH

Concept 1: Personal Health and Hygiene Practices

Child demonstrates knowledge of personal health practices, routines and understands the functions of body parts.

Children begin at a young age to learn living skills that will assist them in making appropriate healthy choices. They learn that proper nutrition, exercise and rest are necessary for a healthy body.

Indicators and Examples in the Context of Daily Routines, Activities, and Play

Demonstrates hygiene practices.

Uses a tissue to wipe nose when needed and throws the tissue away.

Washes and dries hands after using the toilet.

Brushes teeth after meals.

Demonstrates healthy practices:

Nutrition

Explains why the body needs food; e.g., "to make my body grow."

Asks for water while playing outside.

Physical activity and rest

Says, "When I run my legs get strong." or "I run fast because I exercise."

Takes a break under the shade after running on the playground.

Awareness of the functions of body parts.

Identifies function of body parts; e.g., "I hear with my ears." or "I see with my eyes."

Tells a friend, "My muscles make me strong."

STRAND 3: SAFETY

Concept 1: Safety and Injury Prevention

Child demonstrates knowledge of personal safety practices and routines.

Children demonstrate awareness and understanding of personal and environmental safety rules and how to keep themselves safe. These principles should be relevant to Arizona and to the community/region in which the child lives.

Indicators and Examples in the Context of Daily Routines, Activities, and Play

Identifies and follows basic safety rules with guidance and support; e.g., sun safety, animal and plant safety, outdoor and indoor safety.

Puts on sun protection; e.g., hat and sunglasses before going outside in the sun.

Keeps a safe distance from moving swings.

Says, "When I use a hammer, I wear goggles."

Demonstrates transportation and street safety practices.

Waits for an adult to say it's safe to cross the street.

Cooperates using car seat and seat belts in family car or school bus.

Enforces personal boundaries (safety, self-advocacy and boundary awareness).

Says, "Don't touch me."

Gets the attention (by touch or sound) of a trusted adult when made to feel uncomfortable or unsafe by another person.

Knows personal information.

Tells a caregiver/teacher her mother's name.

Tells a familiar adult their first and last name.

Demonstrates emergency safety practices.

Tells a friend to call 911 because the "doll is hurt."

Participates in classroom fire drill routine with adult support and modeling.

Identifies how adults help to keep us safe.

Identifies the roles of firefighters and police officers in an emergency situation.

Seeks out teacher when she is hurt or afraid.

Integration

Integration of Approaches to Learning, Language and Literacy, and Mathematics into the Physical Development, Health and Safety Standard.

PHYSICAL DEVELOPMENT, HEALTH AND SAFETY		
STRAND 1: PHYSICAL AND MOTOR DEVELOPMENT		
Approaches to Learning - Actions that would incorporate Approaches to Learning into Physical Development, Health and Safety.	Language & Literacy - Actions that would incorporate Language and Literacy into Physical Development, Health and Safety.	Mathematics - Actions that would incorporate Mathematics into Physical Development, Health and Safety.
1. Initiative - The teacher intentionally plans cooperative group games, activities and events.	1. The teacher prepares an obstacle course using symbols, pictures and words to direct student through the course.	1. The teacher directs the students in a game of Simon Says including directions that utilize counting and math concepts (e.g., "Simon Says do three jumping jacks", "Simon Says stand next to a friend.").
2. Reasoning and problem-solving - The teacher develops student self-control by using a "Freeze Dance" technique.	2. The teacher provides clay for children to explore and manipulate to build fine motor muscles.	2. The teacher provides tweezers for children to move small objects to create patterns in ice cube trays.

PHYSICAL DEVELOPMENT, HEALTH AND SAFETY		
STRAND 2: HEALTH		
Approaches to Learning - Actions that would incorporate Approaches to Learning into Physical Development, Health and Safety.	Language & Literacy - Actions that would incorporate Language and Literacy into Physical Development, Health and Safety.	Mathematics - Actions that would incorporate Mathematics into Physical Development, Health and Safety.
1. Confidence - The teacher provides a "We Care" kit for students to assist other students who may need a band aid or tissue.	1. The teacher includes non-fiction books on a variety of health topics throughout the classroom.	1. The teacher encourages students to sing a counting song while washing hands.
2. Reasoning and problem-solving - The teacher plans a group activity to have children discover how germs are spread by using floured hands and a balloon.	2. The teacher helps student create All About Me books where students can record personal data such as height, weight, etc. twice a year.	2. The teacher facilitates portions by using the terms more and less and by using equivalent standard measuring tools during meal time (e.g., children are served with $2\frac{1}{4}$ cup servings in place of $1\frac{1}{2}$ cup serving of fruit).

PHYSICAL DEVELOPMENT, HEALTH AND SAFETY

STRAND 3: SAFETY

Approaches to Learning - Actions that would incorporate Approaches to Learning into Physical Development, Health and Safety.	Language & Literacy - Actions that would incorporate Language and Literacy into Physical Development, Health and Safety.	Mathematics - Actions that would incorporate Mathematics into Physical Development, Health and Safety.
1. Creativity - The teacher uses puppets to have students act out safety rules of the playground.	1. The teacher provides a variety of non-fiction books about safety and community helpers throughout the classroom.	1. The teacher provides a variety of safety signs in the block area and encourages discussion around shapes of signs.
2. Persistence - The teacher creates a school bus setting in the dramatic play center for the children to practice bus safety.	2. The teacher facilitates and helps children to create a class book about school safety rules.	2. The teacher plans for children to make simple cell phones to use in the dramatic play center to practice calling 911.

Alignment

Within the Alignment Matrix are codes that reference where in the Head Start Outcomes and the Infant / Toddler Guidelines the examples are found.

Reference Codes for the HS Outcomes Framework Alignment

- ATL - Approaches to Learning
- CAE - Creative Arts Expression
- ELD - English Language Development
- LD - Language Development
- LKS - Literacy Knowledge & Skills
- LR- Logic & Reasoning
- MKS - Mathematics Knowledge & Skills
- PDH - Physical Development & Health
- SED - Social & Emotional Development
- SKS - Science Knowledge & Skills
- SSKS - Social Studies Knowledge & Skills

Reference Codes for the Infant / Toddler Developmental Guidelines Alignment:

- ATL - Approaches to Learning
- CD - Cognitive Development
- LDC - Language Development and Communication
- PMD - Physical and Motor Development
- SED - Social and Emotional Development

STRAND 1: PHYSICAL AND MOTOR DEVELOPMENT

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Gross Motor Development	Gross Motor Development	Gross Motor Skills	Demonstrates competency in motor skills and movement patterns need to perform a variety of physical activities
Demonstrates large muscle balance, stability, control and coordination.	a. Moves with balance.	Develops motor control and balance for a range of physical activities, such as walking, propelling a wheel chair or mobility device, skipping, running, climbing and hopping.	Demonstrate locomotor skills with age-appropriate ability.
Demonstrates large muscle balance, stability, control and coordination.	b. Moves with control (e.g., walks, runs, skips, jumps, gallops, hops).		Demonstrate locomotor skills with age-appropriate ability.
Moves body, arms, and legs with coordination.	c. Moves with coordination.	Develops motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bouncing, or hitting balls, and riding a tricycle.	Demonstrate a variety of developmentally appropriate specialized movement skills.

STRAND 1: PHYSICAL AND MOTOR DEVELOPMENT (Continued)

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Develops increasing ability to change positions and move body from place to place.	d. Demonstrates spatial awareness in physical activity.	Understands movement concepts, such as control of the body, how the body moves (such as an awareness of space and directionality), and that the body can move independently or in coordination with other objects.	Perform movement concepts in physical activity; Spatial awareness: personal space, direction, level, pathways, planes, dodging, fleeing, chasing, tagging.

STRAND 1: PHYSICAL AND MOTOR DEVELOPMENT (Continued)

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Fine Motor Development	Fine Motor Development	Fine Motor Skills	Demonstrates competency in motor skills and movement patterns need to perform a variety of physical activities
Develops small muscle control and coordination. (PMD)	a. Uses fingers, hands, and wrists to manipulate a variety of tools and materials, (e.g., crayons, markers, chalk, sponges, paint brushes, scissors, pencils, silverware).	Develops hand strength and dexterity.	Demonstrate a variety of manipulative skills.
Coordinates eye and hand movements.	b. Uses eye-hand coordination to perform simple tasks.	Develops eye-hand coordination to use everyday tools, such as pitchers for pouring or utensils for eating.	
Uses different actions on objects.	c. Manipulates smaller objects, tools and instruments that require wrist and squeezing motions.	Manipulates writing, drawing and art tools.	
Controls small muscles in hands when doing simple tasks.	d. Uses fine motor skills in daily living.	Manipulates a range of objects, such as blocks or books.	

STRAND 2: HEALTH			
INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Physical Health and Well-Being	Personal Health and Hygiene Practices	Health Knowledge & Practice	Comprehensive of Health Promotions and Disease Prevention Concepts
Shows characteristics of healthy development.	a. Demonstrates hygiene practices.	Completes personal care tasks, such as dressing, brushing teeth, toileting, and washing hands independently from adults.	Demonstrate healthy practices and behaviors to maintain or improve personal health.
Participates in physical care routines.	b. Demonstrates healthy practices: 1) Nutrition; 2) Physical Activity and Rest	Eats a variety of nutritious foods. Gets sufficient rest and exercise to support healthy development.	Identify that healthy behaviors affects personal health and overall well-being.
	c. Awareness of the functions of body parts.		Recognize what the human body is and what it means to be healthy.

STRAND 3: SAFETY

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Physical Health and Well-Being	Safety and Injury Prevention	Health Knowledge & Practice	Comprehensive of Health Promotions and Disease Prevention Concepts
Begins to understand safe and unsafe behaviors.	a. Identifies and follows basic safety rules with guidance and support; e.g., sun safety, animal and plant safety, outdoor and indoor safety.	Follows basic health and safety rules and responds appropriately to harmful or unsafe situations.	Demonstrate healthy practices and behaviors to maintain or improve physical health.
	b. Demonstrates Transportation and Street Safety Practices.	Communicates an understanding of the importance of health and safety routines and rules.	
	c. Enforces personal boundaries (Safety, Self Advocacy and Boundary Awareness).	Follows basic health and safety rules and responds appropriately to harmful or unsafe situations.	
Uses sounds, signs or words for a variety of purposes. (LDC)	d. Knows personal information.		
Begins to understand safe and unsafe behaviors.	e. Demonstrates Emergency Safety Practices.	Follows basic health and safety rules and responds appropriately to harmful or unsafe situations.	Demonstrate healthy practices and behaviors to maintain or improve physical health.
	f. Identifies how adults help to keep us safe.		Identify trusted adults and professionals who can help promote health.



Fine Arts Standard

FINE ARTS STANDARD

For Young Children from Three to Five Years Old

Overview

The arts nurture the imagination and creative spirit of all children. Sensory awareness (sight, sound, touch, smell, taste) is the foundation for all imaginative activity and creative expression. For young children, the importance of the arts is in the process of creating rather than the end result.

As children are involved in the arts process they develop independence, self-esteem, and self-expression. The arts connect all areas of learning and are fundamental to children's development and education. The arts enable all children to discover more about who they are and gain insight into their own culture and the cultures around them.

The Fine Arts Standard is organized into the following Strands and related concepts:

Strand 1: Visual Arts

- Creates and Understands Visual Arts

Strand 2: Music and Creative Movement

- Creates and Understands Music, Movement and Dance

Strand 3: Drama

- Creates Dramatic Activities

Fine Arts Standard Definitions

Improvisations are songs, games, stories, dance, or chants that a child makes up.

Instruments can be any traditional or non-traditional devices used or made to create musical sounds.

Media can be any means or materials used to express or communicate an idea or thought.

Processes are methods and procedures used to accomplish a task or make a creation.

Tools are implements, **instruments** or utensils, that are used to cut, dig, pound, rub, paint, write or create works of expression.

Two or Three Dimensions are works of art that have height, depth, and/or width.

Vocalizations are oral sounds, words or songs produced by one's voice.

STRAND 1: VISUAL ARTS

Concept 1: Creates and Understands Visual Arts

The child uses a wide variety of materials, media, tools, techniques and processes to explore, create and understand art.

Children communicate ideas, experiences and feelings by leaving their mark with crayons, markers, paints, modeling and construction of masterpieces. Children discover that they and others are artists. Children begin to develop vocabulary to share their opinions about artistic creations and experiences. They reflect upon and describe the characteristics and qualities of their work and the work of others.

Indicators and Examples in the Context of Daily Routines, Activities, and Play

Uses a variety of materials/media, tools and techniques to create original works of art (e.g., paper, rocks, sand, clay; tools such as cotton swabs, small/large brushes, drinking straws, and techniques such as drawing, painting, sculpting).

Makes a collage using fabric, torn paper and yarn.

Uses wood scraps with glue to make "constructions."

Uses clay to make a sculpture.

Creates art work with details which represent creative and personal choices, ideas, experiences and feelings.

Draws a portrait including facial details.

Draws a picture of where he went for vacation.

Takes the time to select a piece of paper for the desired texture and color.

Creates art in two and three dimensions.

Uses glue and craft sticks to create a work of art.

Uses twigs to construct a house.

Seeks an understanding of artwork by self or others by commenting on or questioning the artwork.

Tells a story about the picture she drew.

Asks, "How did you make the clay do that?" when observing another child's sculpture.

STRAND 2: MUSIC AND CREATIVE MOVEMENT

Concept 1: Creates and Understands Music, Movement and Dance

The child uses a wide variety of instruments, movements, techniques and music to explore and create.

Singing, dancing, making music and moving to sounds/rhythms are fundamental musical activities of young children. These activities help young children explore and demonstrate self-expression, creativity, body awareness and nurtures appreciation of the arts. Children begin to develop a vocabulary to share opinions about musical/movement creations and experiences.

Indicators and Examples in the Context of Daily Routines, Activities, and Play

Experiments with a variety of instruments, vocalizations, sounds or creative movements.

Uses voices to make animal sounds.

Uses a tin pie pan and spoon to make a drum.

Sings and moves to familiar rhymes, songs, and chants.

Marches, slowing down or speeding up with the music.

Sings the "Hello" song.

Uses familiar songs, rhymes or chants to create their own musical/movement improvisations.

Makes up her own verse and movements to a favorite song/tune.

Says, "Look, I'm walking like an elephant."

Responds to different types of music, (e.g., rock, classical, jazz, spirituals, reggae, Native American chants, gospel, bluegrass, lullabies, marches and country music).

Rocks a baby doll when hearing a lullaby.

Says, "I like the music with the drums in it."

Uses creative movement and dance to interpret the mood of various types of music and stories.

Acts out a story.

Twirls a scarf back and forth in the air and moves to the music.

STRAND 3: DRAMA

Concept 1: Creates Dramatic Activities

The child uses the portrayal of events, characters, or stories through acting and using props and language to explore and create.

Children use the richness of their daily activities to create pretend play, assuming different roles and characters. These experiences contribute to children's ability to self-regulate, communicate more effectively and engage in cooperative activity with peers while practicing roles of others.

Indicators and Examples in the Context of Daily Routines, Activities, and Play

Assumes roles from daily activities using a variety of props.

Selects from a box of clothes a hat, jacket and piece of rope and portrays a firefighter putting out a fire.

Pretends to be a teacher and reads a book to the stuffed bear.

Takes on more than one dramatic play role at a time.

Plays a daddy and a baby by changing his voice.

Says, "I'll be the doctor and the nurse. You be the patient."

Pretends an object exists without using a prop.

Orders a veggie pizza and reaches into his pocket for imaginary money to pay for the meal.

Pretends to put on a hat and coat to go outside.

Dramatizes familiar stories.

Plays the wolf in The Three Little Pigs.

Says, "My grandfather told me a story about the wind. I'll be the wind."

Adds details and new elements to dramatic play situations.

Gets more props for her friends.

Uses the blanket as a table cloth at the restaurant.

Integration

Integration of Approaches to Learning, Language and Literacy, and Mathematics into the Fine Arts Standard.

FINE ARTS		
STRAND 1: VISUAL ARTS		
Approaches to Learning - Actions that would incorporate Approaches to Learning into Fine Arts.	Language & Literacy - Actions that would incorporate Language and Literacy into Fine Arts.	Mathematics - Actions that would incorporate Mathematics into Fine Arts.
1. Creativity - Gathers and maintains an art area that includes a variety of materials to allow children to display initiative in creating or designing an original work of art.	1. Introduces new and unique vocabulary in describing colors such as fuchsia, magenta, indigo, teal, etc.	1. Helps children recognize and name lines, circles, and other shapes in works of art.
2. Attentiveness and Persistence - Designates time and space to save and display children's art creations to foster sustained attention and persistence.	2. Records child's description of artwork or the work of others.	2. Provides materials for creating multi-dimensional works of art.
STRAND 2: MUSIC AND CREATIVE MOVEMENT		
Approaches to Learning - Actions that would incorporate Approaches to Learning into Fine Arts.	Language & Literacy - Actions that would incorporate Language and Literacy into Fine Arts.	Mathematics - Actions that would incorporate Mathematics into Fine Arts.
1. Confidence - Promotes risk-taking and builds confidence by allowing children to demonstrate self-expression in movement to music.	1. Posts printed lyrics with pictures for classroom songs to connect printed words to vocal expressions.	1. Provides opportunities for children to clap patterns in a variety of rhythms and tempos.
2. Curiosity - Encourages curiosity and experimentation by providing a diverse variety of musical instruments and music.	2. Introduces descriptive musical vocabulary words such as tempo, rhythm, beat, pause, crescendo, a cappella, and names of musical	2. Uses bean bag activities to experience positional words such as high/low, top/bottom, side to side, front/back.

	instruments.	
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STRAND 3: DRAMA		
Approaches to Learning - Actions that would incorporate Approaches to Learning into Fine Arts.	Language & Literacy - Actions that would incorporate Language and Literacy into Fine Arts	Mathematics - Actions that would incorporate Mathematics into Fine Arts
1. Reasoning and problem-solving - Providing props to allow children to practice reasoning and problem-solving skills by creating their own dramatic play experiences.	1. Develop children's comprehension skills through re-enacting shared stories and nursery rhymes.	1. Provides place settings in the dramatic play area to promote one-to-one correspondence.
2. Confidence - Encourages and extends expression of child's own opinions, ideas, and feelings through imaginary play to build confidence.	2. Initiates discussion regarding fantasy versus reality in dramatic play and stories.	2. Provides materials to allow children to identify variability in size, number, weight, shape, etc.

Alignment

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Reference Codes for the Infant / Toddler Developmental Guidelines Alignment:

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STRAND 1: VISUAL ARTS

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Approaches to Learning	Creates and Understands Visual Arts	Art	Arts
Delight in finding new properties and uses for familiar objects and experiences.	a. Uses a variety of materials/media, tools and techniques to create original works of art (e.g., paper, rocks, sand, clay; tools such as cotton swabs, small/large brushes, drinking straws, and techniques such as drawing, painting, sculpting)	Uses different materials and techniques to make art creations.	The student will use materials, tools, and techniques in his or her own artwork.
Uses different actions on objects. (PMD)	b. Creates art work with details which represent creative and personal choices, ideas, experiences and feelings.	Creates artistic works that reflect thoughts, feelings, experiences, or knowledge.	The student will develop, revise, and reflect on ideas for expression in his or her own artwork.
Develops small muscle control and coordination. (PMD)	c. Creates art in two and three dimensions.	Represents people, places, or things through drawings, movement and three-dimensional objects. (LR)	
	d. Seeks an understanding of artwork by self or others by commenting on or questioning the artwork.	Discusses one's own artistic creations and those of others.	The student will apply criteria for judging the quality of specific artwork.

STRAND 2: MUSIC AND CREATIVE MOVEMENT			
INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Approaches to Learning	Creates and Understands Music, Movement and Dance	Music Creative Movement & Dance	Arts - Kindergarten Music, Beginning Dance
Uses different actions on objects. (PMD) Uses sounds, gestures and movements to impact the environment and interactions. (ATL)	a. Experiments with a variety of instruments, vocalizations, sounds or creative movements.	Experiments with musical instruments.	Discovering various uses of music in daily experience.
Observes and imitates sounds, gestures and behavior. (CD)	b. Sings/moves to familiar rhymes, songs, and chants.	Participates in music activities, such as listening, singing, or performing.	Exploring the relationship between music and dance by responding to sounds through movement.
Shows interest in listening to sound. (LDC)	c. Uses familiar songs, rhymes or chants to create his/her own musical/movement improvisations.	Uses creative movement to express concepts, ideas, or feelings.	Identify and explore the tempo and meter of various music examples.
Responds to nonverbal communication of others. (LDC)	d. Responds to different types of music, (e.g., rock, classical, jazz, spirituals, reggae, Native American chants, gospel, bluegrass, lullabies, marches and country music).	Moves to different patterns of beat and rhythm in music.	Explore and respond physically to the ways in which movement can be used to mirror and/or contrast sounds, rhythms and tempos.
Moves body with purpose to achieve a goal. (PMD)	e. Uses creative movement and dance to interpret the mood of various types of music and stories.	Uses creative movement to express concepts, ideas, or feelings.	Use movement to express images, ideas, situations, and feelings from text.

STRAND 3: DRAMA

INFANT & TODDLER GUIDELINES	AZ EARLY LEARNING STANDARD	HEAD START CHILD OUTCOME	AZ KINDERGARTEN STANDARD
Approaches to Learning	Creates Dramatic Activities	Drama	Arts - Beginning Theatre
Uses objects in new ways or in pretend play. (CD)	a. Assumes roles from daily activities using a variety of props.	Engages in pretend play and acts out roles. (LR)	Imagine and describe characters, their relationships, what they want and why.
	b. Takes on more than one dramatic play role at a time.	Uses creativity and imagination to manipulate materials and assume roles in dramatic play situations.	Cooperates in the dramatic process.
Pretends and uses imagination during play. Uses imitation or pretend play to express creativity and imagination. (CD)	c. Pretends an object exists without using a prop.	Recognizes the difference between pretend or fantasy situations and reality. (LR)	
Pays attention briefly and tries to reproduce pleasurable effects and events.	d. Dramatizes familiar stories.	Uses dialogue, actions, and objects to tell a story or express thoughts and feelings about one's self or a character.	Use available art materials, tools, and resources to convey the characters through costumes, accessories, and make-up designs for a scene or productions.
Watches what others do, begin to pretend, and uses materials in new and different ways.	e. Adds details and new elements to dramatic play situations.	Uses past knowledge to build new knowledge. (LR) Understands how people live and what they do changes over time. (SSKS)	Describe how place and time affect characters and story in class improvisations, scripts and productions of theatre and/or other media.



Resources

ARTICLES

- Young Children with Special Needs** Page 178
ADE, Early Childhood Education Unit
- English Language Learners** Page 179
ADE, Early Childhood Education Unit
- The Benefits of an Inclusive Education: Making It Work** Page 183
National Association for the Education of Young Children (NAEYC) Critical Issues
- Responding to Linguistic and Cultural Diversity:** Page 185
Recommendations for Effective Early Childhood Education Position Statement NAEYC

WEB SITES

- Early Childhood Curriculum, Assessment, and Program Evaluation** Position Statement NAEYC and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE);
<http://www.naeyc.org/files/naeyc/file/positions/StandCurrAss.pdf>
- Promoting the Use of Content Standards: Recommendations for Teacher Educators**
View Point, NAEYC Journal <http://www.journal.naeyc.org/...00303/PromotingStandards.pdf>
- Responding to Linguistic and Cultural Diversity**
NAEYC Position Statement (full text) <http://www.naeyc.org/files/naeyc/file/positions/diversity.pdf>

YOUNG CHILDREN WITH SPECIAL NEEDS

Each child is a unique person with an individual personality, learning style, and experiential background. These Early Learning Standards have been designed for use with all young children. Although children develop through a generally predictable sequence of milestones, they may not proceed through them in the same way and in the same amount of time. Development also proceeds at varying rates within the different areas of a particular child's functioning. Some children will exhibit skills far above their age group in some areas of development, while other children may take longer to achieve certain indicators. Some children may skip certain indicators altogether and this is normal for them. Variability among all children, not just those with disabilities, is normal. Uniqueness is to be valued. Therefore, it is important for early care and education professionals to individualize experiences, activities, the environment, and materials to meet the child's developmental needs, including those with developmental delays or specific disabilities.

Adults should view a child's current strengths and skills as the starting point for planning new experiences rather than as a limitation; this applies to children with special needs as well as those who are developing more typically. Each child is unique. Each grows and develops skills and competencies at his own pace. Some children may have a developmental delay or disability that may require program staff members to adapt expectations, experiences, materials, and/or the environment so that individual children can successfully achieve a particular standard, concept and/or indicator. All children within an age group should not be expected to arrive at each concept or indicator at the same time or to show mastery to the same degree of proficiency.

All Children Are Gifted.... Some Just Open Their Presents Later than Others

ENGLISH LANGUAGE LEARNERS

As we consider the Arizona Early Learning Standards for young children, it is important to attend to the needs of those who are English language learners. We recognize that regardless of what language children come to us speaking, they have previously acquired knowledge and learning as a result of the language spoken in their home. Through that language, young children have established meaningful relationships and have begun to construct a knowledge base.

The home language is linked to the child's values, attitudes, and cultural traditions. It is critical to be respectful and supportive of the cultural heritage and home language of a child while encouraging English language acquisition. This ensures a partnership between the home and the learning environment. Research shows the stronger the native language foundation the greater the academic success in English language development.

Just as all children learn and develop at different rates, with unpredictable starts, stops, and surges along the way, individual differences also exist among children who are acquiring English as a second language. As young children enter kindergarten, they may still demonstrate some weaknesses, but these limitations tend to disappear for young English language learners with direct instruction in English.

The Arizona Early Learning Standards support English language acquisition. Early childhood settings provide a context for learning, crucial for all children, but especially critical for English language learners. Young English language learners listen purposefully to English speaking teachers and peers to gather information about their new language. Consistent and overt student engagement in the form of active speaking and listening is essential. The types of instructional activities typically present in early childhood settings facilitate the development of English.

EFFECTIVE INSTRUCTIONAL STRATEGIES

Effective instructional strategies for English language learners are effective for all learners. Effective instruction for all children requires a variety of instructional activities and strategies. The following teaching strategies are appropriate for all young learners in all early learning environments or settings:

Oral Communication

- Communicate with the child using words along with some type of gestures, facial expressions, intonations or actions.

- Use nonverbal clues such as pictures, objects or demonstrations.
- Model proper English and enunciate words clearly.
- Build on language that is already understood using graphic organizers, hands-on learning activities, peer models.
- Use repetition. Saying the same thing more than once gives a child more than one opportunity to understand.
 - If the repetition involves a single item, it may provide an opportunity for the child to learn the word.
- Communicate the "here and now." Talking about the present limits the conversation and enables the child to focus on fewer options for response. It also helps the teacher to understand what the child is talking about.
- Rephrase ideas and thoughts orally to clarify meaning.
- Use a variety of oral responses: single words, single sentences, phrases, and statements.
- Avoid using slang.
- Encourage the child to use words from her/his native language when she/he cannot find the appropriate word in English.
- Accept child's approximations of words spoken in English.
- Provide support in the child's native language when needed. This support provides access to his/her knowledge and experience. It also shows a respect for the language/culture and establishes rapport.
- Increased wait time. Give English language learners more "wait and think" time.

Vocabulary Development

- Link vocabulary to first hand experiences with pictures, concrete objects, and real life events.
- Use everyday vocabulary and gradually expand vocabulary so child continues to progress and is challenged.

Learning Environment

- Allow ample time for the child to become familiar with the educational setting before approaching with questions or directives in English. This will create a stress free environment and encourage risk taking.
 - Begin with the child's prior knowledge to extend and expand the learning.
 - Provide activities and space for child to play or work alone until he/she is ready to interact with other children.
 - Establish a daily routine. The child is able to use the cues and become a part of the group without understanding the language. The routine provides structure and a sense of security for children.
 - Affirm the children's culture and language through literature, music, learning materials, and resources that are culturally and linguistically relevant.
 - Use cooperative learning activities. Participation in small group learning activities promotes positive interaction. All students need frequent opportunities to speak and use language skills. English language learners benefit from face to face interaction in an authentic and meaningful situation and from observing peers.
 - Include first and second language speaking children in the same group.
 - Identify program and community members who can help with oral and written translations.

Book Use

- Use books which contain repeated, predictable language patterns. Patterns include rhyming and repetition of sounds, words, refrains, or entire sentences.
- Use books with clear illustrations that help tell the story. Use the pictures to explain new vocabulary and hold the attention of young learners. Photographs capture hard to explain emotions.
- Highlight key vocabulary or concepts. Pose a specific listening objective to help children focus, such as asking them to think about three feelings described in the book.

- If there is an aide or adult available ask him/her to sit near a child learning English to quietly reinforce the story if needed.
- If needed, edit a story as you read or tell the story using the pictures or illustrations.
- Pause regularly to do an informal check of child's comprehension and allow him/her to discuss the pictures or story, while not losing focus.
- Use child's words to create a sentence or story. Adult writes down the child's words verbatim. Story or sentence can be read back to the child. It allows child to see and hear her/his own words and builds word knowledge using familiar language.

THE BENEFITS OF AN INCLUSIVE EDUCATION: MAKING IT WORK

In an increasing number of early childhood programs around the country, teachers, children, and parents are discovering the benefits of educating young children with special needs together with their same-age peers. Since learning is so important in the early years, this is the best time for children to begin to respect all people's differences and the contributions each individual makes. The key to creating a successful inclusive program is educating ourselves and others about how to ensure every student in the classroom has the chance to reach his or her fullest potential.

Children with disabilities are, first and foremost, children, and then children who may need support or adaptations for learning. The term "special needs" refers to a wide range of developmental disabilities or learning needs that may occur in different areas and to varying degrees. Traditionally, children with special needs were pulled out of regular classrooms and grouped together as if all their needs were alike. Relatively few children with disabilities were served in community-based early childhood programs apart from Head Start or public school programs.

In 1992, the Americans with Disabilities Act (ADA) established equal rights for people with disabilities in employment, state and local public services, and public accommodations including preschools, child care centers and family child care homes. The ADA has helped more and more educators recognize that developmentally appropriate classrooms are places where all children can and should learn together.

Early childhood teachers' strong knowledge of child development helps them to successfully teach young children with all talents, interests, and abilities. In effective inclusive programs, teachers adapt activities to include all students, even though their individual goals may be different. At times, early childhood professionals and children may benefit from the assistance of related professionals such as physical therapists and other school personnel who recognize children's individual interests and strengths.

Some raise concerns about the advisability of creating inclusive environments: Will inclusive classrooms hinder the academic success of children without special needs? How will an inclusive environment meet the needs of children with disabilities? Will children without special needs lose out on teacher time? How can early childhood professionals access resources, support and training? While these questions are valid, parents and teachers will find that creative modifications help all children's learning. According to the director of one NAEYC-accredited center, "Inclusion has helped us better focus on meeting the needs of every child in our program."

Research shows that the benefits of inclusive classrooms reach beyond academics. This is particularly important for young children, who learn best when they feel safe, secure, and at home in their classrooms. An environment that encourages young children's social and emotional development will stimulate all aspects of their learning. Children in inclusive classrooms:

- demonstrate increased acceptance and appreciation of diversity;
- develop better communication and social skills;
- show greater development in moral and ethical principles;
- create warm and caring friendships; and
- demonstrate increased self-esteem.

Early childhood professionals who have successfully included young children with special needs note that, contrary to some expectations, they needed few adaptations to meet the needs of all children. They report not necessarily needing more staff, money, or expertise, but rather support from peers and specialists, willingness to adapt to new environments, and positive relationships with families.

Professional development programs, supplemental support staff, and teamwork by parents and school personnel will help achieve inclusion's ultimate goal: to provide a challenging and supportive educational experience for all children.

Resources:

Caring for Children with Special Needs. 1993. San Francisco, CA: Child Care Law Center

Chandler, P.A. 1994. *A Place for Me*. Washington, DC: NAEYC #237/\$4.50

Division for Early Childhood, Council for Exceptional Children, 1444 Wazee St., Suite 230, Denver, CO, 80202. Early Childhood Initiative, Colorado Department of Education, State Office Building, Denver, CO, 80203. *Understanding the ADA*. 1993. Washington, DC: NAEYC #514. 50¢ each/ 100 for \$10.

Woolery, M. & J.S. Wilbers, eds. 1994. *Including Children with Special Needs in Early Childhood Programs*. Washington, DC: NAEYC #145/ \$8.

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RESPONDING TO LINGUISTIC AND CULTURAL DIVERSITY: RECOMMENDATIONS FOR EFFECTIVE EARLY CHILDHOOD EDUCATION

Linguistically and culturally diverse is an educational term used by the U.S. Department of Education to define children enrolled in educational programs who are either non-English-proficient (NEP) or limited-English-proficient (LEP). Educators use this phrase, linguistically and culturally diverse, to identify children from homes and communities where English is not the primary language of communication. For the purposes of this statement, the phrase will be used in a similar manner.

This document primarily describes linguistically and culturally diverse children who speak languages other than English. However, the recommendations of this position statement can also apply to children who, although they speak only English, are also linguistically and culturally diverse.

The children and families served in early childhood programs reflect the ethnic, cultural, and linguistic diversity of the nation. The nation's children all deserve an early childhood education that is responsive to their families, communities, and racial, ethnic, and cultural backgrounds. For young children to develop and learn optimally, the early childhood professional must be prepared to meet their diverse developmental, cultural, linguistic, and educational needs. Early childhood educators face the challenge of how best to respond to these needs.

The acquisition of language is essential to children's cognitive and social development. Regardless of what language children speak, they still develop and learn. Educators recognize that linguistically and culturally diverse children come to early childhood programs with previously acquired knowledge and learning based upon the language used in their home. For young children, the language of the home is the language they have used since birth, the language they use to make and establish meaningful communicative relationships, and the language they use to begin to construct their knowledge and test their learning. The home language is tied to children's culture, and culture and language communicate traditions, values, and attitudes. Parents should be encouraged to use and develop children's home language; early childhood educators should respect children's linguistic learning styles. In so doing, adults will enhance children's learning and development.

NAEYC's goal is to build support for equal access to high-quality educational programs that recognize and promote all aspects of children's development and learning, enabling all children to become competent, successful, and socially responsible adults. Children's educational experiences should afford them the opportunity to learn and to become effective, functioning members of society. Language development is essential for learning, and the development of children's home language does not interfere with their ability

to learn English. Because knowing more than one language is a cognitive asset, early education programs should encourage the development of children's home language while fostering the acquisition of English.

For the optimal development and learning of all children, educators must **accept** the legitimacy of children's home language, **respect** (hold in high regard) and **value** (esteem, appreciate), the home culture, and **promote** and **encourage** the active involvement and support of all families, including extended and nontraditional family units.

When early childhood educators acknowledge and respect children's home language and culture, ties between the family and programs are strengthened. This atmosphere provides increased opportunity for learning because young children feel supported, nurtured, and connected not only to their home communities and families but also to teachers and the educational setting.

The full text of this position statement includes recommendations for a responsive learning environment with a) recommendations for working with children; b) recommendations for working with families; c) recommendations for professional preparation of early childhood educators; and d) recommendations for programs and practice.

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Arizona Resources

There are many quality resources for children and families in Arizona and within your community. This is not an all inclusive list; this is a starting point.

Arizona Department of Education, Early Childhood Education Unit
www.ade.az.gov/earlychildhood

Arizona Department of Health Services, Bureau of Child Care
Licensure <http://www.azdhs.gov/als/childcare/>

Arizona Child Care Resource and Referral
<http://arizonachildcare.org>

Arizona Child Care Association
www.azcca.org

Arizona's Children Association
<http://www.arizonaschildren.org/>

Arizona Early Intervention Program
<https://www.azdes.gov/main.aspx?menu=98&id=3026>

Arizona Promising Practices
http://www.azpromisingpractices.com/teachers_earlychi.html

Arizona School-Age Coalition
<http://www.azfoundation.org/catalog/org>

Association for Supportive Child Care
(Apache, Coconino, Gila, Maricopa, Mohave, Navajo, Pinal or Yavapai counties) 480.449.1680 (Maricopa County) 1.800.905.4389 (outside Maricopa county) <http://www.asccaz.org/>

Birth to Five Helpline
www.azftf.gov/WhatWeDo/Programs/Pages/birthtofivehelpline.aspx
1-877-705-KIDS (5437)

Child and Family Resources, Inc
(Cochise, Graham, Greenlee, La Paz, Pima, Santa Cruz or Yuma Counties) 520.323.4283 (Pima county) 1.800.905.4389 (outside Pima county) Tucson, AZ <http://www.Childfamilyresources.org>

Childhood Assessment System for OPM <http://www.azed.gov/early-childhood/files/2012/02/arizonas-early-childhood-assessment-system-for-on-going-progress-monitoring-2012-13.pdf>

Children's Action Alliance
<http://azchildren.org/>

Child Find
<http://www.azed.gov/special-education/az-find/>

Child Care

About

<http://childcare.about.com/>

After School Alliance

<http://www.afterschoolalliance.org>

Better Baby Care Campaign

www.betterbabycare.org

Child Care Exchange

<http://www.childcareexchange.com>

National Child Care Information Center

http://www.csrees.usda.gov/nea/family/part/childcare_part_nccic.html

National Network for Child Care

<http://www.nncc.org>

Family/Parents

Clearinghouse on Early Education and Parenting (Articles in English and Spanish)

<http://ecap.crc.illinois.edu/poptopics.html>

Family Support America

<http://www.familysupportamerica.org/>

Home Schooler Network

<http://www.homeschoolernetwork.com> (California?)

Kid Source On line

<http://www.Kidsource.com>

Net Family News (Links to Family Resources)

<http://netfamilynews.org/links.htm>

Parents Action for Children

<http://www.iamyourchild.org/>

Parent Education Resources

<http://www.parent-education.com/index.html>

PBS Parents

<http://pbs.org/parents/>

Pediatric Parenting

<http://www.keepkidshealthy.com/>

PTA (National)

<http://www.pta.org>

Organizations

Arizona Association for the Education of Young Children
<http://azaeyc.net/>

Affiliate Chapters of AzAEYC:

Central Arizona AEYC
<http://azaeyc.net/affiliates/central-azaeyc->

Southern Arizona AEYC
<http://azaeyc.net/affiliates/southern-azaeyc->

Northern Arizona AEYC
<http://azaeyc.net/affiliates/northern-azaeyc>

Yuma County AEYC
<http://azaeyc.net/affiliates/yuma-azaeyc->

Valley of the Sun AEYC
<http://azaeyc.net/affiliates/vsaeyc>

Association for Childhood Education International (ACEI)
<http://www.acei.org/>

National Association for the Education of Young Children (NAEYC)
<http://www.naeyc.org/>

National Black Child Development Institute (NBCDI)
<http://www.nbcdi.org/>

Multicultural Education

Center for Research on Education, Diversity and Excellence
<http://www.crede.org>

Multicultural Education Resource Directory
Oregon Department of Education
(**COMPREHENSIVE** directory organized by resource topics with individual listings under each topic.)
<http://www.ode.state.or.us/teachlearn/specialty/multiculturalled/multiyddirectory03.doc>

National Association for Multicultural Education
<http://nameorg.org/>

Web Sites with Comprehensive Education Links

Administration for Children and Families
Head Start Bureau
<http://www.acf.hhs.gov/programs/ohs/>

An Administrator's Guide to Preschool Inclusion
http://www.fpg.unc.edu/sites/default/files/resources/reports-and-policy-briefs/ECRII_Administrators_Guide_2000.pdf

Arizona Division of Early Childhood of the Council for Exceptional Children
<http://home.mindspring.com/~llevine1/>

Ask Evelyn
<http://www.askevelyn.com/links.htm>

The Blue Pages-Arizona's Disability Resource Guide
<http://www.azed.gov/special-education/files/2011/06/gr07-pin-blue-pages.pdf>

Caras KIT: Creating Adaptations for Routines and Activities
http://www.dec-sped.org/Store/Additional_Resources

Discovery School
<http://www.discoveryeducation.com/teachers/>

Earlychildhood.com
<http://www.earlychildhood.com/?domainredirect=true&>

Mountain Plains Regional Resource Center
<http://www.cpdusu.org/projects/rrc1213/>

NAEYC Journal
<https://oldweb.naeyc.org/pubs/>

National Center for Family Literacy
<http://www.famlit.org/>

National Governors Association
<http://www.nga.org/center/>

Office of Special Education Programs (OSEP)
<http://www2.ed.gov/about/offices/list/osers/osep/index.html>

Pre-K Now Newsletter
<http://www.preknow.org>

PBS Teacher Source
<http://www.pbs.org/teachersource/prek2.htm>

Pre-K Fun
<http://www.prekfun.com/>

Preschool Education.com <http://www.preschooleducation.com>

Early Childhood Educators' and Family Web Corner
[Http://users.stargate.net/~cokids/teacher.html](http://users.stargate.net/~cokids/teacher.html)

Early Childhood Links
<http://www.earlychildhoodlinks.com/teachers/>

Early Childhood Technical Assistance Center (ECTA)
<http://www.ectacenter.org/>

ECTA eNotes
www.ectacenter.org/enotes/enotes.asp

Early Childhood Today
www.scholastic.com/earlychildhoodtoday

Education Links
<http://education.bjbarton.com/links>

Education World
<http://www.education-world.com>

Federal Resources for Educational Excellence
<http://www.free.ed.gov/>

Raising Special Kids
<http://www.raisingpecialkids.org/>

The Activity Idea Place
<http://www.123child.com>

Teachers Guide
<http://www.theteachersguide.com/magazines.html>

The Teacher's Guide
<http://www.theteachersguide.com>

Web Site 4 Teachers
<http://www.websites4teachers.com/>

Wrightslaw
www.wrightslaw.com

Yahoo Education Directory
<http://dir.yahoo.com/Education/>

Research

Center for the Improvement of Early Reading Achievement
<http://www.ciera.org/links/index.html>

Council of Chief State School Officers
<http://www.ccsso.org>

Education Commission of the States
<http://www.ecs.org/>

Education Planet – Lesson Planet
<http://www.educationplanet.com/search/Education/EarlyChildhoodeducation>

Education Resources Information Center
<http://www.eric.ed.gov>

National Institute of Early Education Research (NIEER)
<http://nieer.org>

National Center for Early Development and Learning
<http://www.fpg.unc.edu/~ncedl/pages/sites.cfm> This site has been removed. Referred to:
Frank Porter Graham Child Development Institute
<http://www.fpg.unc.edu/projects>

Regional Educational Laboratories
<http://www.relnetwork.org>

References Reviewed During the 2013 Update Process

Arizona Infant and Toddler Early Learning Guidelines,

<http://www.azftf.gov/Documents/Arizona%20Infant%20and%20Toddler%20Developmental%20Guidelines%20DRAFT%20for%20VETTING.pdf>

Conezio, Kathleen and Lucia French. "Science in the Preschool Classroom Capitalizing on Children's Fascination with the Everyday World to Foster Language and Literacy Development". NAEYC Young Children. Sep. 2002.

<http://www.naeyc.org/files/yc/file/200209/ScienceInThePreschoolClassroom.pdf>

Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8 (3rd ed.),

<http://www.naeyc.org/store/node/162>

Florida VPK Early Learning Standards, <http://www.fldoe.org/earlylearning/perform.asp>

Head Start Outcomes Framework, U.S. Department of Health and Human Services, Administration for Children and Families, Head Start Child Development and Early Learning Framework, [http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Assessment/Child%20Outcomes/HS_Revised_Child_Outcomes_Framework\(rev-Sept2011\).pdf](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Assessment/Child%20Outcomes/HS_Revised_Child_Outcomes_Framework(rev-Sept2011).pdf)

Illinois Early Learning and Development Standards Preschool, Illinois State Board of Education,

http://www.isbe.state.il.us/earlychi/pdf/early_learning_standards.pdf

Language Essentials for Teachers of Reading and Spelling (LETRS) - Dr. Louisa C. Moats, http://www.louisamoats.com/About_LETRS.php

Minnesota Early Childhood Standards, Minnesota Department of Education, Early Learning Resources,

<http://education.state.mn.us/MDE/EdExc/EarlyChildRes/index.html>

National Association for the Education of Young Children (NAEYC), <http://www.naeyc.org/>

New York State Prekindergarten Learning Standards,

http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/prekindergarten_learning_standards_jan_10_2011.pdf

Ohio Early Learning Curriculum,

<http://education.ohio.gov/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=1698>

Pennsylvania Early Learning Standards,

http://www.pakeys.org/pages/get.aspx?page=career_standards Peoria

Unified School District - Early Childhood Curriculum

Robert Pinata - Books / Articles -

Teaching Strategies Gold™ Resource Activities,

<http://www.teachingstrategies.com/page/GOLD-assessment-online.cfm> Washington State

Early Learning and Development Guidelines, Washington State Department of Early Learning,

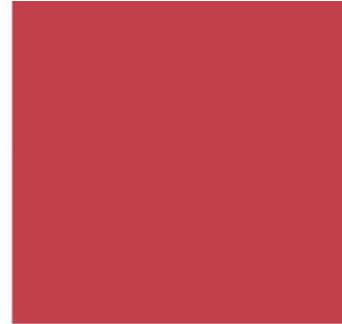
<http://www.del.wa.gov/d>

velopment/guidelines/

Zero to Three,

<http://www.zerotothree>

e.org/



QUALITY FIRST POINTS SCALE

- Staff Qualifications
- Administrative Practices
- Curriculum and Child Assessment



DIRECTIONS

1. The Quality First Points Scale will be reviewed and assessed for programs that meet the 3-, 4- and 5-Star Rating scores for the ERS and CLASS assessments (*see Quality First Star Ratings Scale*).
2. If all indicators in one column are “yes”, continue to the next column.
3. If any indicator is “no”, stop.
4. All indicators in each column must be marked “yes” in order to earn the points indicated at the end of each column.

Staff Qualifications – OFFICE OF CHILD CARE LICENSING REQUIREMENTS (regulations are paraphrased)				Points Earned
<i>Center Based - One Administrator (Director or Assistant Director) has the following education and experience:</i>	<i>Center Based - Teachers have the following education and experience:</i>	<i>Center Based - Assistant Teachers have the following education and experience:</i>	<i>Family Child Care - Providers have the following education and experience:</i>	
<p>R9-5-401</p> <p>1. At least 24 months of child care experience, a high school or high school equivalency diploma, and:</p> <ul style="list-style-type: none"> • Six credit hours or more in early childhood, child development, or a closely-related field from an accredited college or university <p>OR</p> <ul style="list-style-type: none"> • At least 60 hours of training in early childhood, child development, or a closely-related field, and an additional 12 hours of training in program administration, planning, development, or management; <p>2. At least 18 months of child care experience and:</p> <ul style="list-style-type: none"> • An N.A.C., C.D.A., or C.C.P. credential <p>OR</p> <ul style="list-style-type: none"> • At least 24 credit hours from an accredited college or university, including at least six credit hours in early childhood, child development, or a closely-related field; <p>3. At least six months of child care experience and:</p> <ul style="list-style-type: none"> • An AA or AAS in ECE, child development or closely related field. <p>4. At least three months of child care experience and:</p> <ul style="list-style-type: none"> • A BA or BS in ECE, child development or a closely-related field. 	<p>R9-5-401</p> <p>1. Six months of child care experience and:</p> <ul style="list-style-type: none"> • A high school diploma or high school equivalency diploma <p>OR</p> <ul style="list-style-type: none"> • At least 12 credit hours from an accredited college or university, including at least six credit hours in early childhood, child development, or a closely-related field; <p>2. Associate or bachelor degree from an accredited college or university in early childhood, child development, or a closely-related field</p> <p>OR</p> <p>N.A.C., C.D.A., or C.C.P. credential;</p>	<p>R9-5-401</p> <p>1. Current and continuous enrollment in high school or a high school equivalency class;</p> <p>2. High school or high school equivalency diploma</p> <p>3. Enrollment in vocational rehabilitation, as defined in A.R.S. § 23-501</p> <p>4. Employment as a teacher-caregiver aide for 12 months</p> <p>5. Service as a volunteer in a child care facility for 12 months;</p>	<p>R9-3-303</p> <p>1. If the staff member will work with enrolled children only while supervised by the provider or assistant provider, be at least 16 years of age or registered as a Level I with S*CCEEDS;</p> <p>2. If the staff member will work with enrolled children without being supervised by the provider or assistant provider:</p> <ul style="list-style-type: none"> • Be at least 18 years of age and have a high school diploma, high school equivalency diploma, associate degree, or bachelor degree <p>OR</p> <ul style="list-style-type: none"> • Be registered as a Level II-A with S*CCEEDS 	N/A

Staff Qualifications (must meet standards in all columns of each row to receive points)			Points Earned
<i>Center Based - Administrators (Director and Assistant director) and Teachers* have the following education and experience:</i>	<i>Center Based - Assistant Teachers have the following education and experience:</i>	<i>Family Child Care - Providers have the following education and experience:</i>	
<p>2a. July 1, 2011 25% have <u>Education:</u> 12 college credit hours in early childhood or related fields listed in the documentation requirements section.</p> <p>OR Certificate of completion in ECE or child development from a community college</p> <p>OR CDA</p> <p>AND <u>Experience:</u> 1 year of teaching in or administration of an early care and education program</p>	<p>2b. 50% have <u>Experience:</u> 6 months of experience working in an early care and education program</p>	<p>2c. <u>Education:</u> 6 college credit hours in early childhood or related fields listed in the documentation requirements section.</p> <p>OR Certificate of completion in ECE or child development from a community college</p> <p>OR CDA</p> <p>AND <u>Experience</u> 1 year of experience in an early care and education program</p>	2 points
<p align="center">Education Requirements Starting July 1, 2015</p> <p><u>A total of 50% have the following education</u> 25% have 12 college credit hours in early childhood or related fields listed in the documentation requirements section.</p> <p>OR Certificate of completion in ECE or child development from a community college</p> <p>OR CDA</p> <p>AND 25% have AA or AAS in ECE</p> <p>OR AA or AAS that includes at least 15 college credit hours in early childhood or related fields listed in the documentation requirements section.</p>			

<p>OR</p> <p>BA in any field w/at least 15 college credit hours in early childhood or related fields listed in the documentation requirements section.</p>			
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****Teacher refers to one who is primarily responsible for the classroom operations, including writing the lesson plans, conducting the parent-teacher conferences, and documenting the children's developmental progress.***

Staff Qualifications (must meet standards in all columns of each row to receive points)			Points Earned
<i>Center Based - Administrators (Director and Assistant director) and Teachers*</i> have the following education and experience:	<i>Center Based - Assistant Teachers</i> have the following education and experience:	<i>Family Child Care - Providers</i> have the following education and experience:	
<p>4a. <u>A total of 75% have the following education</u></p> <p>Education:</p> <p>25% have 12 college credit hours in early childhood or related fields listed in the documentation requirements section.</p> <p>OR Certificate of completion in ECE or child development from a community college</p> <p>OR CDA</p> <p>AND 50% have AA or AAS in ECE</p> <p>OR AA or AAS that includes at least 15 college credit hours in early childhood or related fields listed in the documentation requirements section.</p> <p>OR BA in any field w/at least 15 college credit hours in early childhood or related fields listed in the documentation requirements section.</p> <p>AND Experience: 1 year of teaching in or administration of an early care and education program</p>	<p>4b. 50% have</p> <p>Experience: 6 months of experience working in an early care and education program</p>	<p>4c.</p> <p>Education: 12 college credit hours in early childhood or related fields listed in the documentation requirements section.</p> <p>OR Certificate of completion in ECE or child development from a community college</p> <p>OR CDA</p> <p>AND Experience 1 year of experience in an early care and education program</p>	4 points

**Teacher refers to one who is primarily responsible for the classroom operations, including writing the lesson plans, conducting the parent-teacher conferences, and documenting the children's developmental progress.*

Staff Qualifications (must meet standards in all columns of each row to receive points)			Points Earned
<i>Center Based - Administrators (Director and Assistant director) and Teachers* have the following education and experience:</i>	<i>Center Based - Assistant Teachers have the following education and experience:</i>	<i>Family Child Care - Providers have the following education and experience:</i>	
<p>6a. 25%** have **50% starting July 1, 2015, 75% starting July 1, 2020</p> <p>Education: BA or BS in ECE or related field</p> <p>OR State of AZ Provisional/Standard Teaching Certificate in Early Childhood Education</p> <p>OR State of AZ Provisional / Standard Teaching Certificate in Early Childhood Special Education with ECE endorsement.</p> <p>OR State of AZ Provisional/Standard Teaching Certificate in Elementary Education with ECE endorsement.</p> <p>AND Experience: 6 months of teaching in an early care and education program</p> <p>AND The remaining percentage of teachers meets the requirements at the 2 point level.</p>	<p>6b. 50% have</p> <p>Experience: 6 months of experience working in an early care and education program</p>	<p>6c.</p> <p>Education: AA or AAS in ECE</p> <p>OR AA or AAS that includes at least 15 college credit hours in early childhood or related fields listed in the documentation requirements section.</p> <p>OR BA or BS in any field w/at least 15 college credit hours in early childhood or related fields listed in the documentation requirements section.</p> <p>AND Experience: 1 year of experience in an early care and education program</p> <p style="text-align: center;">July 1, 2020</p> <p>BA or BS in ECE or related field</p> <p>OR State of AZ Provisional/Standard Teaching Certificate in Early Childhood Education</p> <p>OR State of AZ Provisional / Standard Teaching Certificate in Early Childhood Special Education with ECE endorsement.</p> <p>OR State of AZ Provisional/Standard Teaching Certificate in Elementary Education with ECE endorsement.</p> <p>AND Experience: 1 year of experience in an early care and education program</p>	6 points

STAFF QUALIFICATIONS - Documentation Requirements

- Official Transcripts for all staff with college credits or diplomas. **Only courses with a grade of C or better will be accepted.**
- Complete staffing tab in the Quality First Dashboard, for each employee. ****coach verifies**
 - Enter each staff using the [Add new row](#) link.
 - Enter Director, Assistant Director, Teacher, and Assistant Teachers are included. **Do not include staff who do not work directly in the classroom with children.**
 - Click on [Edit Details](#) for each staff member and enter the information required. **Do not enter college credits or degrees.**

The related fields below are considered for college credits and degrees:

- Child and Family Studies
- Human Development
- Elementary Education
- Special Education
- Developmental Psychology
- Social Work
- Consumer Studies
- Human Services

Administrative Practices - OFFICE OF CHILD CARE LICENSING REQUIREMENTS (regulations are paraphrased)			Points Earned
<i>Center Based - Ratios and Group Sizes</i> <i>Age of youngest child determines ratio of group. All classrooms will be assessed.</i>	<i>Family Child Care - Ratios and Group Sizes</i>	<i>All Programs - Retention</i>	
R9-5-404.A Infants 1:5 or 2:11 1-year-old children 1:6 or 2:13 2-year-old children 1:8 3-year-old children 1:13 4-year-old children 1:15 5-year-old children not school-age 1:20	R9-3-306 1. The provider or the assistant provider is present and actively involved at the child care group home when one to five enrolled children are at the child care group home 2. At least one adult staff member in addition to the provider or the assistant provider is present and actively involved at the child care group home when six to 10 enrolled children are at the child care group home.	None	N/A

Administrative Practices (must meet standards in all columns of each row to receive points)			Points Earned
<i>Center Based - Ratios and Group Sizes***</i> <i>Age of youngest child determines ratio of group. All classrooms will be assessed.</i>	<i>Family Child Care - Ratios and Group Sizes***</i>	<i>All Programs - Retention</i>	
2a. Group sizes are a maximum of no more than two times the ratio of children per a single adult <ul style="list-style-type: none">• Infants 1:5, max of 10 children• 12-24 months 1:6, max of 12 children• 2 year olds 1:8, max of 16 children• 3 year olds 1:13, max of 26 children• 4-5 year olds 1:15 max of 30 children	2b. Ratios and group sizes are the following: Up to 5 children enrolled <ul style="list-style-type: none">• 1:5, max of 5 children 6 – 10 children enrolled <ul style="list-style-type: none">• 1:5, max of 10 children	2c. In the past 2 years, the retention rate for Director, Assistant Director and Lead Teachers or Family Child Care Provider does not fall below 60%. If a program falls below 60%, 2 points will be earned with a written retention plan to address barriers and propose recommendations to be implemented.	2 points

Administrative Practices (must meet standards in all columns of each row to receive points)			Points Earned
<i>Center Based - Ratios and Group Sizes***</i> <i>Age of youngest child determines ratio of group. All classrooms will be assessed.</i>	<i>Family Child Care - Ratios and Group Sizes***</i>	<i>All Programs - Retention</i>	
4a. Group Sizes are the following: <ul style="list-style-type: none">• Infants 1:5, max of 10 children• 12-24 month 1:6, max of 12 children• 2 Year Olds 1:8, max of 16 children• 3 Year Olds 1:12, max of 24 children	4b. Ratios and group sizes are the same as the previous level.	4c. In the past 2 years, the retention rate for Director, Assistant Director and Lead Teachers or Family Child Care Provider does not fall below 65%. If a program falls below 65%, 4 points will be earned with a written retention plan to address barriers and	4 points

• 4-5 Year Olds 1:13, max of 26 children		propose recommendations to be implemented.	
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Administrative Practices (must meet standards in all columns of each row to receive points)			Points Earned
<i>Center Based - Ratios and Group Sizes***</i> <i>Age of youngest child determines ratio of group. All classrooms will be assessed.</i>	<i>Family Child Care - Ratios and Group Sizes***</i>	<i>All Programs - Retention</i>	
6a. Ratios and Group Sizes meet the following: <ul style="list-style-type: none"> • Infants 1:4, max of 8 children • 12-24 months 1:4, max of 8 children • 2 year olds 1:6, max of 12 children • 3 year olds 1:9, max of 18 children • 4-5 year olds 1:10, max of 20 children Ratios and groups sizes at the 6 point level are based on NAEYC Accreditation Standards.	6b. Ratios and group sizes are the following: <p>Up to 5 children enrolled</p> <ul style="list-style-type: none"> • 1:4, max of 5 children <p>6 – 10 children enrolled</p> <ul style="list-style-type: none"> • 1:4 max of 10 children 	6c. In the past 3 years, the retention rate for all classroom staff or Family Child Care staff does not fall below 65%. If a program falls below 65%, 6 points will be earned with a written retention plan to address barriers and propose recommendations to be implemented.	6 points

ADMINISTRATIVE PRACTICES – Documentation Requirements
<input type="checkbox"/> Complete staffing tab in the Quality First Dashboard, for each employee. <ul style="list-style-type: none"> <input type="checkbox"/> Ensure that hire date and termination date is accurately reflected for each employee, including those that are no longer employed. <input type="checkbox"/> Do not remove any employees that are no longer employed. The “Active?” checkbox should be empty for people no longer employed. <input type="checkbox"/> Complete the classroom ratios and group sizes form. <p>***Group Size. There may be more than one group in a particular room. When more than one group occupies the same classroom, staff must be able to identify which children they are responsible for supervising at any time during the day. The ratios and group sizes at each point level will be assessed for each group that occupies the same classroom.</p>

Curriculum and Child Assessment - OFFICE OF CHILD CARE LICENSING REQUIREMENTS (regulations are paraphrased)				Points Earned
All Programs - State Standards and Program Guidelines	Center Based - Curriculum	Family Child Care - Curriculum	All Programs – Child Assessment	
None	<p>R9-5-501.C.5</p> <p>1. Prepares and posts a dated lesson plan in each indoor activity area for each calendar week, which is maintained on facility premises for 12 months after the lesson plan date and provides opportunities for each child to:</p> <ul style="list-style-type: none"> • Gain a positive self-concept • Develop and practice social skills • Think, reason, question, and experiment • Acquire language skills • Develop physical coordination skills • Participate in structured large muscle physical activity • Develop habits that meet health, safety, and nutritional needs • Express creativity • Learn to respect cultural diversity of children and staff • Learn self-help skills • Develop a sense of responsibility and independence 	<p>R9-3-401</p> <p>6. The program at the child care group home is:</p> <p>a. Structured to meet the following:</p> <ul style="list-style-type: none"> i. The age and developmental level of each enrolled child; ii. The needs of each enrolled child; and iii. The enrolled children's need for familiarity, consistency, and routine; and <p>b. Based upon a weekly schedule that includes:</p> <ul style="list-style-type: none"> i. Routines, such as meals and snacks and rest periods, that follow a familiar and consistent pattern; ii. If weather and air quality permit, outdoor activities; iii. Stories, music, dancing, singing, and reading; iv. Listening and talking opportunities; and v. Creative activities such as water play, cutting and pasting, painting, coloring, dramatic play, and playing with blocks; 	None	N/A

Curriculum and Child Assessment (must meet all columns of each row to receive points)				Points Earned
All Programs - State Standards and Program Guidelines	All Programs - Curriculum	All Programs - Child Assessment****		
<p>2a.</p> <p>Teachers*, Directors and Assistant Directors have completed the approved 2 hour training on the Introduction to the Arizona Early Learning Standards (AZELS)* and Infant – Toddler Developmental Guidelines (ITDG).</p> <p><i>The Infant-Toddler Developmental Guidelines will be required when written and available.</i></p> <p><i>*A valid Arizona Early Childhood Teaching Certificate</i></p>	<p>2b.</p> <p>The Arizona Early Learning Standards and Infant-Toddler Developmental Guidelines (when complete) are clearly reflected in the written activity plans.</p> <p>AND</p> <p>There is a written process for sharing curriculum with families.</p>	<p>2c.</p> <p>Assessment of children’s growth and development is an ongoing process and is conducted during children’s daily activities and routines to assess progress in the 4 domain areas of social, emotional, cognitive and physical development.</p> <p>AND</p> <p>Parent Teacher conferences are offered once per year.</p>		2 points

<i>or Endorsement is accepted in lieu of training.</i>			
<i>*Teacher refers to one who is primarily responsible for the classroom operations, including writing the lesson plans, conducting the parent-teacher conferences, and documenting the children's developmental progress.</i> Curriculum and Child Assessment (must meet all columns of each row to receive points)			Points Earned
<i>All Programs - State Standards and Program Guidelines</i>	<i>All Programs - Curriculum</i>	<i>All Programs - Child Assessment****</i>	
4a. Programs follow the Arizona Program Guidelines for High Quality Early Education Birth through Kindergarten. recommendations for transitions between environments.	4b. Written curriculum plans include specific learning objectives for children based on each child's documented or observed assessment information.	4c. Assessment of children's growth and development includes gathering and documenting information received from families either from child information surveys, daily communications with families, or formal conferences held with the families. AND Programs use a variety of methods that include observation/anecdotal notes, children's work samples, developmental checklists.	4 points

Curriculum and Child Assessment (must meet all columns of each row to receive points)			Points Earned
<i>All Programs - State Standards and Program Guidelines</i>	<i>All Programs - Curriculum</i>	<i>All Programs - Child Assessment****</i>	
6a. Teachers*, Directors and Assistant. Directors have completed the approved training on at least two of the modules of the Arizona early Learning Standards or Infant – Toddler Development Guidelines (when written and available).	6b. Written activity plans include strategies, modifications, and/or adaptations to fully involve all children with special health and/or developmental needs, including gifted and talented (e.g. adaptive materials are listed to be gathered, wide range of materials allow for individual use based on development, etc.). <i>This item may be N/A</i>	6c. Additional child assessment strategies include developmental and sensory screening activities (either provided directly or arranged for by the provider) and, when necessary, families are referred to appropriate health or intervention agencies. AND Parent teacher conferences are offered twice per year.	6 points

**Teacher refers to one who is primarily responsible for the classroom operations, including writing the lesson plans, conducting the parent-teacher conferences, and documenting the children's developmental progress.*

CURRICULUM AND CHILD ASSESSMENT – Documentation Requirements

- AZELS and/or ITDG training certificates for all Lead Teachers, Directors, Assistant Directors and Family Child Care Providers.
 - Certificates for the Introduction to the standards.
 - Certificates for individual modules.
- Curriculum plans for each classroom/group for the most recent full month (4 weeks of plans per classroom).
 - (2 points) AZELS or ITDG is indicated on each curriculum plan.
 - (4 points) individual children's goals are reflected on the curriculum plan or documented and linked to the curriculum plan.
 - (6 points) Modifications for children with special health and/or developmental needs are indicated on the curriculum plan or documentation is provided that links to the curriculum plan.

CURRICULUM AND CHILD ASSESSMENT – Documentation Requirements

- Five child assessments including at least one child in each classroom in the program. **Assessor will choose randomly.**
 - Documentation of social development is included in each child's assessment.
 - Documentation of emotional development is included in each child's assessment.
 - Documentation of cognitive development is included in each child's assessment.
 - Documentation of physical development is included in each assessment.
 - Parent-teacher conference schedule which indicates how many time per year conferences are offered.
 - Observation/anecdotal records are included in each child's assessment.
 - Children's work samples are included in each child's assessment.
 - Developmental checklists are included in each child's assessment.
 - Information received from families is included in each child's assessment. Documentation includes, but is not limited to the following:
 - Family surveys about child's growth and development.
 - Documentation of communications with families about child's growth and development.
 - Documentation of formal conferences that include the family's perspective.
 - Documentation of parent interviews to understand the child's development from the family perspective.
- Developmental Screening and/or referral forms for families to receive screenings.

****Recommendations have been made to First things First to designate a standardized, statewide child assessment tool. First things First will consider this recommendation for future implementation in the Quality First Points Scale.

ARIZONA'S HIGH-QUALITY PLAN



Goal Areas

1

Support an ambitious early learning and **REFORM AGENDA**

- 1.1 Develop an interagency coordination plan - April 2014
- 1.2 Demonstrate progress toward Arizona School Readiness Indicators-related outcomes - June 2017
- 1.3 Develop long-term sustainability plan - June 2016

2

Align and raise **STANDARDS**

- 2.1 Maximize participation in TQRIS (Quality First) in *Targeted High Need Regions* - June 2017
- 2.2 Increase programs in the top tiers of TQRIS serving Children with High Needs in *Targeted High Need Regions* - June 2017
- 2.3 Evaluate TQRIS by validating rating scale - June 2016
- 2.4 Maximize participation in TQRIS on Indian lands statewide - June 2017
- 2.5 Improve application of health and safety standards in TQRIS programs that serve Children with High Needs in *Targeted High Need Regions* - June 2017
- 2.6 Improve application of child nutrition and physical activity standards in TQRIS programs that serve Children with High Needs in *Targeted High Need Regions* - June 2017

3

Provide information and resources to **FAMILIES**

- 3.1 Make rating and licensing information available to all families statewide - September 2014
- 3.2 Maximize participation in early identification/intervention programs by Children with High Needs in *Targeted High Need Regions* - June 2017
- 3.3 Increase families' understanding, knowledge, and skills to promote their child's development in *Targeted High Need Regions* - June 2017
- 3.4 Increase families' understanding and knowledge of data from their child's KEA in *Targeted High Need Regions* - June 2017
- 3.5 Leverage resources to promote effective family support and early literacy strategies through a coordinated system in *Targeted High Need Regions* - June 2017
- 3.6 Increase families' understanding of data from Comprehensive Assessment System in *Targeted High Need Regions* - June 2017

4

Promote early learning and development **OUTCOMES**

- 4.1 Maximize knowledge and skills of statewide EC workforce across all five Essential Domains of School Readiness - June 2017
- 4.2 Increase number of EC educators in *Targeted High Need Regions* trained in use of screening and assessment tools in Comprehensive Assessment System and making appropriate referrals - June 2017

5

Build a great early childhood education **WORKFORCE**

- 5.1 Implement Workforce Knowledge and Competency Framework (WKCF), PD&TA Competencies, and Career Lattice - September 2017
- 5.2 Align and implement a streamlined progression of EC credentials and degrees - June 2017
- 5.3 Increase access to PD and degree programs for EC workforce in *Targeted High Need Regions* - June 2017
- 5.4 Implement Arizona EC workforce registry aligned with WKCF - June 2017

6

Use comprehensive **ASSESSMENT** systems and kindergarten entry assessment

- 6.1 Identify and implement child assessment tool for formative assessment for programs in TQRIS - June 2015
- 6.2 Identify and implement a KEA tool that aligns to K-3 system in school districts in *Targeted High Need Regions* - June 2017

7

Develop, align, and enhance **DATA** systems

- 7.1 Enhance Arizona Early Childhood Longitudinal Data System - June 2017
- 7.2 Align and connect assessment results across the Comprehensive Assessment System statewide - June 2017

Data for Arizona's Targeted High Need Regions**Descriptive Data for Targeted High Need Regions**

The table below provides data on Arizona's RTTT- Early Learning Challenge targeted High Need Regions: South Phoenix, Navajo Apache, Santa Cruz, and San Carlos Apache. EDCH has targeted four high need regions to fully implement the RTTT High Quality Plan. Two of the four are considered rural areas, one urban, and one tribal region (Navajo-Apache, Santa Cruz, South Phoenix, and San Carlos Apache Tribe, respectively). These regions were chosen deliberately to reflect diversity within the state, to focus on regions with children with high needs and issues of capacity within the community. Most notably, the population of children zero to five in these four regions live in poverty at disproportionate rates compared to Arizona, with proportions ranging from 34% in South Phoenix Region to 54% in San Carlos Apache Region, 10-30% higher than the population of children zero to five in poverty in Arizona (24%), respectively (American Community Survey 2010).

Navajo Apache Region is a high need region as demonstrated by economic indicators for the population of children zero to five. This region has one of the highest enrollments in public assistance programs in Arizona for children zero to five, with 64% enrolled in TANF; 75% enrolled in SNAP; 75% of children zero to four enrolled in WIC; and 89% of school-age children qualifying for free or reduced-price lunch. In addition, 34-37% of children (0-17) live in poverty. AIMS scores for this region reflect disproportionately high failure rates, with 45-66% of third-graders having failed the AIMS math test and 27-60% having failed the AIMS reading test in 2011.

Santa Cruz Region has observed a 10% increase in its population of children ages zero to five from 2000 to 2010 and economic data show that 36% of this zero to five population live in poverty; 28% are enrolled in TANF; 49% are enrolled in SNAP; 86% of children zero to four are enrolled in WIC; 21-89% of its school-age children (by district) qualify for free or reduced-price lunch; and the unemployment rate is twice that of Arizona (8.6%) (US Dept. of labor, Bureau of labor statistics, Local Area Unemployment Statistics, Arizona, January 2012, <http://data.bls.gov/timeseries/LASST04000003>) at 16%. Household data indicate that this region is 83% Hispanic; 80% of its homes with children five and older has Spanish spoken as the primarily language; and 26% of children zero to five live with someone other than their parents. The zero to five population in this region also have little access to health care, with 35% having no health insurance and 64% of births having been covered by AHCCCS (Medicaid) or IHS.

South Phoenix Region has one of the largest populations of children zero to five in the state (13%) and has increased by 25% from 2000 to 2010. Household data on children zero to five indicate specific issues of capacity in the community, with 39% living in a single parent household; 39% living with someone other than their parents; and 62% living with at least one foreign-born parent. Additionally, 56% of families with children five and older speak Spanish in the home and 56% of households are considered "linguistically isolated." Economic factors indicate children zero to five in this region are disproportionately poor, with 34% living in poverty and 36% enrolled in SNAP. Furthermore, 88% of school-age children receive free or reduced-price lunch. Finally, 37-90% of third-graders failed the AIMS math test in 2011, and 31-62% failed the AIMS reading test in 2011.

San Carlos Apache Region has one of the highest proportions of poverty for children zero to five in Arizona, with 54% of this population living in poverty, more than twice the proportion in Arizona (24%) (American Community Survey 2010); 65% enrolled in TANF; and 20% enrolled in SNAP. Additionally, this region has a 35% unemployment rate. Health insurance indicators show that 99% of children zero to five have no health insurance and 99% of births were covered by AHCCCS (Medicaid) or IHS. Household data on children zero to five also indicate specific issues of capacity in the community, with 50% of this population living in their grandparent's household and 40% of children ages five and older speaking a native North American language. Finally, this region also demonstrates disproportionately high failure rates on the AIMS test, with 79% of third-graders having failed the math test and 51% having failed the reading test in 2011.

All four regions enthusiastically support the RTT-ELC activities and scope of work. By focusing RTT-ELC activities in such high need areas, this effort will demonstrate the efficacy of a comprehensive system of service delivery within targeted high need areas and will provide evidence to inform and promote future scale-up efforts statewide. Arizona will use the ECDH Board, the existing local ECDH infrastructure through Regional Partnership Councils, established partnerships with other state and tribal agencies, and stakeholder involvement to support these Targeted High Need Regions.

HIGH NEED INDICATORS	REGION				SOURCE: Regional Needs and Assets	
	SOUTH PHOENIX	NAVAJO APACHE	SANTA CRUZ	SAN CARLOS APACHE		
DEMOGRAPHIC INDICATORS						
Total population (all ages) in Census 2010	419,714	72,331	47,420	15,000	US Census 2010	
Population of children (0-5) in Census 2010	52,710	6,099	4,435	1,074	US Census 2010	
Percent of population (0-5)	13%	8%	9%	7%	US Census 2010	
Population of children (0-4) in Census 2010	43,982	x	x	x	First Things First, Population Data for 2014 Allocations	
Population of children (0-5) in Census 2000	42,198	x	4,027	x	US Census 2000	
Change in pop. of children (0-5), 2000 to 2010 -- Percent increase or decrease	25%	x	10%		US Census 2000 & 2010	
Households (or Families)	x	x	15,437		US Census 2010	
Households with children (0-5)	Number	x	3,211		US Census 2010	
	Percent of all households	x	21%		US Census 2010	
Type of household with children (0-5)	Husband-wife households	61%	72%		US Census 2010	
	Single-male households	13%			US Census 2010	
	Single-female households	26%			US Census 2010	
Race or ethnicity (all ages)	Hispanic	78%	23%	83%	5%	US Census 2010
	White, not Hispanic	9%	65%	16%		US Census 2010
	White (including Hispanic)	x	x	x	1%	US Census 2010
	Black, not Hispanic	8%	x	0%		US Census 2010
	American Indian, not Hispanic	1%	8%	0%	93%	US Census 2010
Other, not Hispanic	4%	x	1%		US Census 2010	
Living arrangements for children (0-5)	With parent(s)	61%		74%		US Census 2010
	With relatives (no parent)	x	x	25%		US Census 2010
	With non-relatives	x	x	1%		US Census 2010
Children (0-5) living in their grandparent's household	Number	x	x	976		US Census 2010
	Percent of children (0-5)	x	x	22%	50%	US Census 2010
Children (0-5) living with one or two foreign-born parents -- Percent of children (0-5)	62%		x		American Community Survey	
Language spoken at home (ages 5 and older)	English	42%	63.2% Navajo; 38.5% Apache County	19%		American Community Survey
	Spanish	56%	4-6%	80%		American Community Survey
	A native North American language	1%	1-10%	x	40%	American Community Survey
	Another language	0%	>1%	>1%		American Community Survey
Population (ages 5 and older) who speak English less than "very well" -- Percent of population (5 and older)		1 in 5 children ages 5-17 lived in households where English was 'spoken well'	x	x	x	American Community Survey
Households which are "linguistically isolated" -- Percent of all households	56%		x	26%	x	American Community Survey
ECONOMIC INDICATORS						
Children (0-5) living in poverty	Number	17,759	x	x	x	First Things First, Population Data for 2014 Allocations
	Percent of children (0-5)	34%	34-37% of 0-17 year olds	36% of pop.	54%	FTF & US Census 2010
Residential foreclosure rate, February 2012 -- Number of foreclosures per 1,000 properties	x		1 per 438	1 per 309		RealtyTrac, Inc

HIGH NEED INDICATORS		REGION				SOURCE: Regional Needs and Assets
		SOUTH PHOENIX	NAVAJO APACHE	SANTA CRUZ	SAN CARLOS APACHE	
DEMOGRAPHIC INDICATORS						
Median family income for all families -- Dollars (2010)		\$42,000	\$44,636 to \$57,973	\$26-45,000	\$32,063	American Community Survey
Median family income for married couple families with own children under 18 years -- 2010		Phoenix city \$65,778*	x	\$41,000	x	American Community Survey
Unemployment rate -- 2010, 2011, or 2012		Phoenix city 10%	8.5% average in 2011- up to 10.7% in some parts	16.0%	35.0%	Arizona Dept of Commerce LAUS
TANF Enrollment, 2010 or 2011	Number of children (0-5)	1,794	x	x	x	Arizona Dept of Economic Security
	Percent of children (0-5)	x	64% **	28%	65%	Arizona Dept of Economic Security & US Census 2010
TANF Enrollment, Families with children (0-5) -- Number of families		x	x	x	x	Arizona Dept of Economic Security
SNAP Enrollment, 2011	Children (0-5)	1,794	x	x		Arizona Dept of Economic Security
	Percent of children (0-5)	19,292	74.70%	49%	20%	Arizona Dept of Economic Security
SNAP Enrollment, Families, 2011 -- Families with at least one child receiving SNAP		36%	75%	x	35%	Arizona Dept of Economic Security
WIC Enrollment	Number of children (0-4), 2009 or 2011	19,292	50%	3,156	x	Arizona Dept of Economic Security
	Percent of children (0-4)	38,702	75%	86%	x	Arizona Dept of Economic Security
Children eligible for free or reduced-price lunch (district schools only), March 201 -- Percent of children (school-age)		88%	89%	21-89%	x	Arizona Dept of Education
EDUCATIONAL INDICATORS						
AIMS third-grade math test, 2011 -- Percent failed to pass		Cartwright SD 37%; Pendergast SD 47%; Isaac SD 48%; Murphy SD 59%; Fowler SD 33%; Riverside SD 90%; Laveen SD 40%; Roosevelt SD 56%	Sanders USD 66%; Vernon elementary 45%	35% average for region	79%	Arizona Dept of Education
AIMS third-grade reading test, 2011 -- Percent failed to pass		Pendergast SD 31%; Cartwright SD 36%; Isaac SD 42%; Murphy SD 51%; Fowler SD 33%; Riverside SD 62%; Laveen SD 40%; Roosevelt SD 46%	Sanders USD 60%; Vernon Elementary 27%	28% average	51%	Arizona Dept of Education
Educational attainment of adults (25 and older)	Less than high school	33%	x	29%	x	American Community Survey, or ADHS Statistical Profiles
	High school or GED	28%	x	29%	x	American Community Survey, or ADHS Statistical Profiles
	More than high school	24%	x	17%	x	American Community Survey, or ADHS Statistical Profiles
	Bachelor's Degree or more	9%	x	x	x	American Community Survey, or ADHS Statistical Profiles
HEALTH and SAFETY INDICATORS						
Children 0-5 without health insurance -- Percent of children (0-5)		x	13-15%	35%	99%	American Community Survey
Births during calendar year 2010		x	935	484	x	ADHS Vital Statistics
Births during calendar year 2009		7,287	x	x	x	ADHS Vital Statistics
Mother was not married -- Percent of births		x	21%	x	x	ADHS Vital Statistics
Mother was 19 or younger -- Percent of births		18%	12% in 2010	16%	x	ADHS Vital Statistics
Baby had low birth weight (5.5 lb or less) -- Percent of births		8%	8%	8%	7%	ADHS Vital Statistics
Birth was covered by AHCCCS or HIS -- Percent of births		x	x	64%	99%	ADHS Vital Statistics

HIGH NEED INDICATORS	REGION				SOURCE: Regional Needs and Assets
	SOUTH PHOENIX	NAVAJO APACHE	SANTA CRUZ	SAN CARLOS APACHE	
DEMOGRAPHIC INDICATORS					
CHILD CARE INDICATORS					
Total number regulated child care centers in region	214	38	16	8	2010 DES Child Care Market Survey
Number of centers/homes enrolled in QF	79	3	5	7	Quality First PGMS
Number Head Start centers in region	x	x	4	6	National Head Start Association Website/list
NOTES: SD = School District; PCA = Primary Care Area; x = Data not available; **self report survey					

Source: Arizona Early Childhood Development and Health Board

RTTT ELC LETTERS OF SUPPORT

Arizona Business and Education Coalition
Arizona Chapter of the American Academy of Pediatrics
Arizona Charter Schools Association
Arizona Child Care Association
Arizona Community Foundation
Arizona Education Association
Arizona Head Start Association
Arizona School Administrators
Arizona School Boards Association
ASCC (Association for Supportive Childcare)
AZAEYC (Arizona Association for the Education of Young Children)
Blue Cross Blue Shield of Arizona
BUILD AZ
Bureau of Jewish Education of Greater Phoenix
Center for the Future of Arizona
Central Maricopa ECDH Regional Partnership Council
Central Phoenix ECDH Regional Partnership Council
Central Pima ECDH Regional Partnership Council
Chandler Public Library
Child Care Resource & Referral
Children's Action Alliance
Childsplay
City of Chandler, Mayor Kay Tibshraeny
City of Phoenix, Mayor Greg Stanton
CityServeAZ
Cochise ECDH Regional Partnership Council
Coconino ECDH Regional Partnership Council
Cocopah Tribe ECDH Regional Partnership Council
Colorado River Indian Tribes ECDH Regional Partnership Council
ELCA (Evangelical Lutheran Education Association) Schools and Learning Centers
FIBCO Family Services South Phoenix
Flagstaff School District
Gila ECDH Regional Partnership Council
Gila River Indian Community ECDH Regional Partnership Council
Graham/Greenlee ECDH Regional Partnership Council
Greater Phoenix Chamber of Commerce
Greater Phoenix Leadership
Hualapai Tribe ECDH Regional Partnership Council
Inter Tribal Council of Arizona
La Paz/Mohave ECDH Regional Partnership Council
Maricopa County Ed Service Agency – County Superintendent Covey
Mesa Community College
Mesa Public Schools
Navajo Apache ECDH Regional Partnership Council

Navajo Nation ECDH Regional Partnership Council
North Phoenix ECDH Regional Partnership Council
North Pima ECDH Regional Partnership Council
Northeast Maricopa ECDH Regional Partnership Council
Northland Pioneer College – Holbrook (Navajo County Community College District)
Northwest Maricopa ECDH Regional Partnership Council
Paiute Neighborhood Center Scottsdale
Pascua Yaqui Tribe ECDH Regional Partnership Council
Peoria Unified School District
Phoenix Children’s Hospital
Pinal ECDH Regional Partnership Council
Piper Trust
Read On Arizona
Rodel Foundation
Salt River Pima Maricopa Indian Community ECDH Regional Partnership Council
San Carlos Apache ECDH Regional Partnership Council
San Carlos Apache Indian Tribe
Santa Cruz County Boys & Girls Club
Santa Cruz County Education service Agency/Superintendent of Schools
Santa Cruz ECDH Regional Partnership Council
Santa Cruz Valley Unified School District
South Mountain Community College
South Phoenix ECDH Regional Partnership Council
South Pima ECDH Regional Partnership Council
Southeast Maricopa ECDH Regional Partnership Council
Southern Arizona Leadership Council
Southwest Human Development
Southwest Maricopa ECDH Regional Partnership Council
Stand for Children
Tanner Community Development Corp
Teen Outreach Pregnancy Services
The Arizona Commission on Indian Affairs
The Inter Tribal Council of Arizona
The Roman Catholic Diocese of Phoenix
The San Carlos Apache Tribe Letter and Resolution
Tohono O’dham Nation ECDH Regional Partnership Council
Tolleson Elementary School District No 17
Town of Queen Creek, Mayor Gail Barney
United Way of Northern Arizona
United Way of Tucson and Southern Arizona
University of Arizona
University of Arizona, Cooperative Extension
Upper Iowa University Mesa Campus
Valley of the Sun United Way
White Mountain Apache Tribe ECDH Regional Partnership Council
Yavapai County Education Service Agency
Yavapai County Health Service
Yavapai ECDH Regional Partnership Council
Yuma ECDH Regional Partnership Council



THE AMERICAN ACADEMY OF
PEDIATRICS
ARIZONA CHAPTER

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Director

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Director

October 1, 2013

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

The Arizona Chapter of the American Academy of Pediatrics (AzAAP) is a professional membership association comprised of pediatricians, and other pediatric health care providers and partners. AzAAP has built an impressive network among pediatricians and other medical professionals and child advocacy organization throughout Arizona. We are committed to improving the health of Arizona children and supporting the pediatric professionals who care for them. On behalf of the AzAAP and our over 900 members, I strongly support your leadership in applying for the *Race to the Top – Early Learning Challenge* funding.

Pediatricians and other healthcare providers have an unique role in ensuring children enter school ready to learn. Almost every child has frequent contact with the healthcare system in their early years of life. In addition to surveillance of development and monitoring for hearing and vision dysfunctions, many healthcare providers also provide information and support for early learning through assessing and supporting family function and supporting early literacy. The latter may range for simple questions about whether the parent is reading to their infant or young child to full-blown efforts such as Reach Out and Read, where reading is modeled and books distributed at well-care visits.

Our patients and families perceive us as a credible source of information, and often make decisions about how to best care for the health of their children based on our guidance. Only if they are healthy, can children learn and grow.

Optimal health is not the only thing a child needs to succeed. Without appropriate systems supporting early education and development, children will not be adequately prepared to succeed in school. Health and education are intertwined. AzAAP and our members value our partnerships and collaborations with other professions and systems outside of healthcare who work toward the common goal of giving children the best start in life.

In the course of the past several years, Arizona has made great strides in creating systems of support for our early childhood system. Through the support of First Things First, social and developmental support programs for children and families exist where there were none before. Children have better access to preventive oral healthcare, quality healthcare, and quality early education settings. With all of the progress to date, there is much work to be done. We are still in recovery from the impact of the recession. Too many children live in poverty or in families who struggle to remain in the middle class. Access to quality early education settings benefit young learners as well as parents who can go to work assured their young children are in good hands.

One special challenge that we face is how best to support children with high needs. We have a number of services for such children, but are working on the challenges of how best to knit the services together into a true coordinated system of support.

AzAAP supports the grant objectives and strategies, including using statewide information, as well as effective and evidence based strategies and data for facilitating the early learning of Arizona's high needs children, and providing a strategic map which includes goal setting and implementation to achieve four (4) targeted outcomes through statewide collective action.

We support the identified goals of:

- All children will have access to a quality early childhood education;
- Improve the quality of early childhood educator's qualifications and skills;
- Improve parent education activities related to early childhood growth and development;
- Improve the health, safety and inclusion standards in ECE.

We look forward to the ability to close the gap in services for Arizona's high needs children from birth to age five.

Respectfully,

(b)(6)

Peggy Stemmler, MD, MBA, FAAP
Interim Executive Director



The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

As the President of the Arizona Association for the Education of Young Children (AzAEYC), and on behalf of the entire Board of AzAEYC, I enthusiastically offer my support of Arizona's Race to the Top- Early Learning Challenge Application. AzAEYC commends you for your commitment to ensure that Arizona's early learning system excels and that our young children have access to the high-quality early care and education programs that lay the foundation for school readiness, academic success, and adult achievement.

Arizona AEYC is a state affiliate of the National Association for the Education of Young Children (NAEYC), the world's largest organization working on behalf of young children. Linkages to the national organization with over 80,000 members and a network of over 300 affiliates means that Arizona has access to resources that are central to improving the quality of classroom teaching and the education of early childhood teachers. Through its affiliation with NAEYC and its statewide presence in Arizona, AzAEYC fulfills its mission to support early childhood professionals by providing expertise in the areas of professional leadership, professional development, and public policy/advocacy. The connections and NAEYC networks have facilitated bringing nationally known experts to Arizona to share best practices and technical assistance. We will continue to use those connections to further the goals set forth in this application.

AzAEYC has been collaborating with First Things First on the BUILD/Professional Development Workgroup, and we are committed to implementing the plan as described in the application. It is an energetic and well-informed group dedicated to bringing Arizona's Early Childhood Professional Development System to updated and progressive standards. Revising the Core Knowledge Elements and Competencies and removing structural barriers to the early childhood degree sequence are primary to continuing the momentum that has been established by the Workgroup.

The structure of AzAEYC (a state affiliate with over 1100 members in six local affiliates and developing student chapters) enhances the ability to use state resources and to integrate NAEYC's evidence based best practices and systems development experts to various state components. This is crucial to building a professional development system impacting ALL early childhood professionals in a variety of settings. AzAEYC can be a major player in engaging a larger number of individuals in the professional development activities that are outlined in the application.

AzAEYC and local affiliates have been integrally involved in early childhood quality improvement in higher education settings and support private public partnerships. Pima Community College and Paradise Valley Community College have both attained NAEYC Community College accreditation this past year. Community of Practice models in Tucson and Phoenix have thrived as disseminators of national best practices with support of United Way and First Things First.

Arizona Association for the Education of Young Children
5615 North 21st Place
Phoenix, AZ 85016



We have established a pattern of being able to bring internationally known early childhood experts such as Ellen Galinsky and Sue Bredekamp to Arizona to strengthen the systems knowledge of early childhood professionals, and we support the expansion of such early childhood leadership-building capacity. We have renewed interest for additional affiliate chapters and student chapters throughout the state, and we are capitalizing on this interest in membership and leadership development.

Arizona has made substantial progress in building a unified early childhood system, and we are thrilled that the Race to the Top-Early Learning Challenge opportunity could accelerate our system building efforts. We thank you for your leadership and commitment to further development of these important initiatives. In turn, we offer our commitment to implement both the vision and the strategies that are presented in Arizona's Race to the Top-Early Learning Challenge application.

Sincerely,

(b)(6)

Dawn E. Craft
AZAEYC State Affiliate Board President

Arizona Association for the Education of Young Children
5515 North 21st Place
Phoenix, AZ 85016

Our mission is to lead, serve and collaborate
to mobilize enduring philanthropy
for a better Arizona.



September 23, 2013

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

The Arizona Community Foundation (ACF) is proud to provide our support for the Race to the Top – Early Learning Challenge application submitted by First Things First. Established in 1978, ACF works to improve the quality of life in Arizona by promoting and facilitating effective philanthropy. Our success is directly related to our generous donors who invest through the Arizona Community Foundation in our state's most effective nonprofit organizations.

We have worked closely with the U.S. Department of Education's Acting Deputy Secretary, James Shelton, particularly on i3 and Promise Neighborhoods, and we understand the excellence that his office demands in identifying and selecting worthy partners.

ACF highly values the investment in early learning as demonstrated in our own grant making and partnership efforts. ACF represents many community donors that have an interest in education and especially in early education initiatives as demonstrated by gifts to the Arizona Early Education Funds held at ACF. ACF donors and funds have made numerous grants to support early learning, health, literacy, and professional development for teachers. We sincerely believe that the best investment is in our youngest learners starting at birth.

A few years ago, we coalesced the leading research on early care and learning in Arizona and produced a report, "Building Our Foundation" that was widely circulated and used by leaders in our state. We appreciated that you invited us to present that report to your Transition Team to inform your thinking when you first became Governor. That report not only informed others thinking and approaches, but also informed ours.

In the past few years, Arizona has faced notable challenges affecting the early childhood system, but we have also made some important and meaningful progress. For example, in 2006 Arizona voters overwhelmingly approved a tobacco tax increase dedicated solely to support the development of a statewide early childhood development and health system. When it was challenged in the last election cycle, we and Helios supported an organization which was a strong voice to oppose that

Our mission is to lead, serve and collaborate
to mobilize enduring philanthropy
for a better Arizona.



challenge, and we are so proud of our state to overwhelmingly oppose the challenge and honor the original commitment.

Also, we have supported two Arizona early learning efforts that are in partnership with the U.S. Department of Education. First, we provided a grant to help Parents as Teachers achieve their match requirement so that they could successfully receive a significant i3 award (Parents as Teachers' i3 effort is supporting early learning in Native American communities and their largest i3 presence is in Arizona). Second, when La Zona de Promesa in Tucson applied for Promise Neighborhoods, they were one of the only applications in the country to receive a perfect score of 100. But, because they misunderstand one aspect of the application, they did not receive the award for the planning grant. Yet, the U.S. Department of Education believed in them so much, that they allowed La Zona de Promesa to join the learning cohort of those who were awarded the grant, minus the funding. So, when we and Helios heard this, we gave them the funds for the planning grant.

Fulfilling our commitment to our youngest children means more than simply funding programs and services. It means having a shared vision about what being prepared for kindergarten actually means and then a collective and sustained commitment to work across sectors to realize this vision. If we do not prioritize our youngest children, and, instead focus on the latter years, we are simply building on sand. With that recognition, we have made early learning/literacy a primary focus of our discretionary education dollars.

We also want to share how impressed we have been with the leadership of First Things First. The staff and regional councils have been tireless, passionate, knowledgeable and collaborative leaders in our state. The Arizona Community Foundation is proud to provide our support for this application and for your continued leadership on behalf of Arizona's youngest learners. If our participation can be of service to you or this effort, please call on us freely.

Sincerely,

(b)(6)

✓ Steven G. Seleznow
President & Chief Executive Officer
Arizona Community Foundation



Arizona
Education
Association

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October 2, 2013

The Honorable Jan Brewer
Governor of Arizona
1700 West Washington
Phoenix, Arizona 85007

Dear Governor Brewer,

On behalf of the Arizona Education Association's (AEA) membership of public school employees, we welcome participation in a collaborative effort to design, shape, and invest in Arizona's education system. The AEA recognizes that the Race to the Top (RTTT) Early Learning Challenge Grant represents an opportunity to make a lasting impact on student achievement, enhance the skills and knowledge of early childhood educators, and improve the health and wellbeing of young children.

We believe securing these funds will allow for scaling up systems which have already demonstrated success in high need areas, the same areas where K-12 educators are the most challenged by external forces to make gains in student achievement. We also support the project goals for greater outreach into high-need communities to make a difference with connecting families to literacy opportunities. Facilitating the early learning of Arizona's high-need children will help youth to engage in academic pursuits to keep their learning on track and keep pace with students around the state.

AEA shares in the steadfast commitment to ensure that Arizona's early learning system is the best it can be; members worked diligently in 2006 to encourage Arizona voters to approve a tobacco tax increase dedicated solely to support the development of a statewide early childhood development and health system. More needs to be done to establish a stable funding system that is free from political forces for all public education systems in the state.

We acknowledge and support the following core areas that are the hallmark of our state's Race to the Top – Early Learning Challenge application:

- Successful State Systems
- Access and Improvement to High-Quality, Accountable Programs
- Promoting Early Learning and Development Outcomes for Children
- A Great Early Childhood Education Workforce
- Measuring Outcomes and Progress

We do believe that this grant should support the early learning opportunities for public entities and that this funding should not be influenced by for-profit interests or an expansion of a voucher program to take money from public schools. We believe that obtaining support from business interests should be encouraged, but not if that support comes with the criteria that this funding expands to programs outside of public entities.

AEA's MISSION

AEA...
*keeping the
promise of
quality
public
education*

We acknowledge that with funding comes additional areas of accountability and we support accountability for program components, implementation fidelity and outcomes. We will not support high-stakes accountability measures for individual early childhood educators without much greater dialogue and clarity of design elements and intent.

Research emphatically shows the importance of these opportunities is critical before the age of 5. Arizona must fulfill our commitment to all children by providing them robust and innovative education opportunities, requiring greater coordination of efforts.

The Arizona Education Association believes that The Race to the Top – Early Learning Challenge Grant can help Arizona build on the strengths of our early childhood system, acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services and experiences that support young children’s success in school and in life.

AEA offers our commitment to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona’s Early Learning Challenge application. We encourage you to actively and strongly support this grant application to realize Arizona’s vision that ensures all children have a solid foundation for success in school—a vision clearly reflected in the state’s application for the Race to the Top/Early Learning Challenge.

Sincerely,

(b)(6)

Andrew F. Morrill, President
Arizona Education Association



Arizona Head Start ASSOCIATION



October 7, 2013

The Honorable Janice K. Brewer

Governor of Arizona

1700 West Washington

Phoenix, Az. 85007

Dear Governor Brewer,

As the Director of the Arizona Head Start Association (ASHA), which represents 33 programs and over 22,000 low income children in Arizona ages 0-5 and their families, we have a vested interest in building strong early childhood systems for our state. As you may know, Head Start children ages 3-5, and now with the addition of Early Head Start (pregnant mothers and children ages 0-3) has been providing high quality comprehensive child and family development programs for over 45 years. Through federal to local funding, Head Start brings in approximately \$140 million dollars each year to our state's neediest children. The overall effect, not only to our children and families, but our local communities, state agencies, and multitude of partners is substantial. Head Start programs through working partners are required to contribute at least a 20% in-kind match or non-federal share.

Head Start has always provided comprehensive services to all children enrolled including health, oral health, family engagement, services to children with disabilities, developmental screening and follow up including vision and hearing, nutrition, parent involvement and much more. Additionally, Head Start staff are engaged in a variety of professional development endeavors. Our goal is to help families become more self sufficient and to help children enter school ready to learn and be successful. As you can see, our goals and services are very aligned with First Things First. We frequently work with others when feasible and reasonable. Especially in light of scarce resources, we work collaboratively even more to leverage resources and reach the most vulnerable of our state's young children.

In summary the Arizona Head Start Association (AHSA) is very supportive of this application and broad vision of specific strategies presented by Arizona's Early Learning Challenge application.

Sincerely,

Stephen Honeystewa

(b)(6)

Director Arizona Head Start Association

September 25th, 2013

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington Street
Phoenix, Arizona 85007

Dear Governor Brewer,

We are very pleased to submit this letter on behalf of BUILD Arizona to support Arizona's application for the *Race to the Top Early Learning Challenge grant program*. BUILD Arizona is a coalition of children's champions who are working together to elevate the current early childhood work and system vision in our state and its intended outcomes for children and families by aligning programs, policies and resources. We are business leaders, philanthropic leaders, nonprofit executives, public sector representatives, educators, health and other practitioners working toward the shared goal of making and keeping Arizona competitive in the years ahead. BUILD AZ's overarching goals include the following:

- *All children enter school with the individual skills to meet success with Arizona's College and Career Ready Standards, graduate from high school and attain post-secondary education to prepare them for the 21st century workforce.*
- *Arizona continues to develop a coordinated system of programs, policies, and services for children birth to age eight that responds to the needs of families – so that our children have the best opportunity to be successful in the earliest grades and beyond.*

Over the past year, BUILD AZ has worked to engage private sector champions, along with early childhood practitioners and public sector representatives from First Things First and other state agencies, in identifying priority areas for continuing the development of our early childhood system. The priorities identified—including expanding access to high quality early learning opportunities, enhancing children's health through early intervention and nutrition services, and supporting the continued development of a comprehensive professional development system for early childhood practitioners—align perfectly with the goals outlined in the Race to the Top grant application. BUILD Arizona's partners also recognize the critical importance of ensuring our most high needs children have access to high quality early experiences and are committed to working with our private sector partners to elevate the importance of expanding these services to high need communities and populations throughout our state.

BUILD AZ is committed to supporting the strategic goals/vision of Arizona's Race to the Top Early Learning Challenge Grant by continuing to collaborate with First Things First and the many partners of the grant to move forward on our common goals, and by continuing to work to engage the private sector to elevate, support, invest in and advocate on behalf of our state's youngest children. Funded by three local foundations – Helios Education Foundation, Virginia G. Piper Charitable Trust and the Steele Family Foundation - BUILD Arizona is affiliated with the national BUILD Initiative, which is currently working with many states throughout the country to improve early childhood systems. As a BUILD state, BUILD AZ receives access to national experts and technical assistance, state to state peer networking opportunities, and opportunities to access cutting edge information and research that can be applied to

local efforts. These resources can be utilized to enhance and support state system building efforts such as those described in the RTT-ELC grant application.

The partners of BUILD AZ extend our gratitude to Governor Brewer and her staff for their commitment to and vision for Arizona's youngest children. The Race to the Top Early Learning Challenge grant provides an outstanding opportunity to continue our pattern of working together across multiple sectors to ensure all of Arizona's children have a solid foundation for success in school and in life—ultimately creating a prepared workforce, thriving economy and a brighter future for Arizona.

Sincerely,

(b)(6)

Karen Ortiz, Co-Chair, BUILD AZ
Vice President, Early Childhood Programs
Helios Education Foundation

Brian Spicker, Co-Chair BUILD AZ
Senior Vice President, Community Impact
Valley of the Sun United Way



September 23, 2013

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

I am the Executive Director of the Association for Supportive Child Care, which is home of the Child Care Resource and Referral (CCR&R) program for Northern and Central Arizona. I am writing this letter of support on behalf of CCR&R, for the First Things First application for the Race to the Top – Early Learning Challenge.

Child Care Resource and Referral began in Arizona in 1992 with funding from the Arizona Department of Economic Security/Child Care Administration through the Federal Child Care and Development Fund.

Finding child care is often an overwhelming experience for working families. Child Care Resource and Referral is a statewide program that assists parents in their search for child care and educates them on how to identify quality child care programs.

Child care and early education programs listed with CCR&R include family child care homes, child care centers, Head Start, preschools, faith-based child care centers and others.

CCR&R provides families with information on all types of child care, unbiased referrals to child care providers and programs, information about child care resources and services and information about choosing child care. Providing information regarding the Quality Rating and Information Scale (QRIS) and helping families become aware of the various components of the ratings align with the information that is provided to families when they call seeking a child care referral. Through this service, CCR&R supports the focused investment area of the Race to the Top – Early Learning Challenge application through engaging and supporting families.

CCR&R uses a database, NACCRRAware, that was developed by the National Association of Child Care Resource and Referral Agencies (NACCRRRA) to track and document the number of calls received requesting referral information. NACCRRAware has the ability to collect and aggregate a substantial amount of information. This information includes, but is not limited to the number of requests within specific geographic areas, age of children needing care, number of referrals received by each client and number of clients seeking subsidized child care. The database includes in-depth information about



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CCR&R is a program of the Association for Supportive Child Care in partnership with the Arizona Child Care Association and Child & Family Resources, Inc. Funding is provided by the Department of Economic Security, Child Care Administration.

the early childhood providers which includes but is not limited to the number of children that they serve, the age groups served, their regulatory status, languages provided, rates, meals served, and whether they serve children with special needs. Having this capability will align with the goal of building and enhancing an early learning data system that can be used for continuous program improvement and decision making.

Over the last decade, Arizona has made substantial progress building a unified early childhood system. The Race to the Top – Early Learning Challenge grant is an opportunity to dramatically propel our system forward.

We offer our commitment and pledge to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application.

We share Arizona's commitment to ensure that Arizona's early learning system excels in building a successful state system, in developing and maintaining high-quality early childhood programs and in promoting early learning and development outcomes for children.

Sincerely,

(b)(6)

Susan Jacobs
Executive Director



INTER TRIBAL COUNCIL of ARIZONA

October 10, 2013

- MEMBER TRIBES**
 AK-GHIN INDIAN COMMUNITY
 COCOPIAN TRIBE
 COLORADO RIVER INDIAN TRIBES
 FORT HODGSON YAVAPAI NATION
 FORT MOHAVE TRIBE
 GILA RIVER INDIAN COMMUNITY
 HAVASUPAI TRIBE
 HOPITRIBE
 NUALAPAI TRIBE
 KAIBAB-PAPUTE TRIBE
 PASCUA YAVU TRIBE
 PUEBLO OF ZUNI
 QUESCHAN TRIBE
 SALT RIVER PIMA MARICOPA
 INDIAN COMMUNITY
 SAN CARLOS APACHE TRIBE
 TONTO APACHE TRIBE
 TONTO APACHE TRIBE
 WHITE MOUNTAIN APACHE TRIBE
 YAVAPAI APACHE NATION
 YAVAPAI-PRESCOTT INDIAN TRIBE

The Honorable Janice K. Brewer
 Governor of Arizona
 1700 West Washington Street
 Phoenix, Arizona 85007

Dear Governor Brewer,

The Inter Tribal Council of Arizona, Inc. (ITCA) is a non-profit organization that represents and works on behalf of 21 of the 22 federally recognized tribes in Arizona. ITCA programming seeks to pave the way for stronger Indian communities by strengthening the families through collaborative and meaningful partnerships between tribal early childhood services, workforce employment & training and social/family services.

It is our experience that children who live on tribal lands face particular challenges that increase their risk for school failure. These include poverty, parental unemployment, and lack of access to health care. These risk factors are exacerbated by geographic isolation-the poverty rate is higher on reservations than among American Indian families in other areas. Further, the future of children residing on tribal lands depends on a high quality educational system that is inclusive of tribal components and reflects the needs of Indian children and families in a manner that is respectful of the sovereignty of tribes and Indian nations.

Arizona's vision for ensuring that all children, including children residing on tribal lands, have a solid foundation for success in school and life is clearly reflected in the state's application to The Early Learning Challenge. Activities such as tribal consultation and the engagement of tribal governments and tribal education stakeholders in the implementation of the state's early learning efforts is much needed and long overdue. It is for these reasons that the Inter Tribal Council of Arizona is pleased to submit this letter of support for Arizona's Race to the Top-Early Learning Challenge application. We believe the Race to the Top Early Learning Challenge offers challenges and opportunities and promotes educational outcomes of children on tribal lands. The Inter Tribal Council of Arizona offers its commitment to work together to plan, coordinate, and implement the vision and strategies outlined in Arizona's Early Learning Challenge application.

In the spirit of community,

(b)(6)

Terry Rambler,
 President, Inter Tribal Council of Arizona
 Chairman, San Carlos Apache Tribe



FIRST THINGS FIRST

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Kalman Mannis

Vice Chair
Leslie K. Meyer

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October 1, 2013

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

As Chair of the Navajo/Apache Regional Council, it is my pleasure to submit this letter of support for the Race to the Top-Early Learning Challenge grant. I serve in the school administrator seat and have lived in the region for almost 20 years. I am currently the STEM Education Specialist for Sequoia Charter Schools Organization. Throughout my career in education I have had the opportunity to see the need to support young children at the earliest age in developing their cognitive, social and learning skills. It has clearly been demonstrated that children that have access to early educational supports enter kindergarten better equipped to handle the rigor of public school. It is my view and experience that this early support provides our youngest citizens with a much needed boost for their lives.

The region I work in is located in northeastern Arizona, and is bordered on the north by the Navajo Nation regional area. At our south we share a border with the White Mountain Apache regional area. There are no Tribal lands within the Navajo/Apache regional area. As I am sure you know from your own experiences in this part of the state, this region spans a large geographic area, which is almost exclusively rural. There are also significant distances between the population centers that are dispersed across the region. There are approximately 6,099 children aged birth to five in this region and a total population approaching 73,000.

The Navajo/Apache Regional Partnership Council has identified and prioritized the following needs:

- The development and support of a workforce of well-educated, early care and education professionals.
- We seek to provide opportunities to improve the availability of high quality, early childhood programs and experiences, including professional development and workforce retention.
- To improve access to high quality child care programs for low-income families.
- To develop a coordinated system of care that will support parents in feeling competent and confident to meet the needs of their children.
- To improve access to preventive oral health screens and dental care.
- The increase in parent and caregiver awareness of the importance of early literacy and early language development through access to early literacy materials and programs.
- To increase the community's awareness of the importance of early childhood development and health. We seek to do this with improvements to our system of coordinating existing programs to maximize useage of limited resources and funding.

Navajo/Apache Regional Partnership Council

We know that children benefit from consistent high quality care and caregiver relationships, and strong attachment and bonding with their parents. The research from First things First councils has also noted that early identification of, and intervention for, developmental delay and other health concerns can be pivotal to the well being of our children. We know that to be truly healthy all children must have their basic needs met. They also thrive when exposed to a variety of high quality, early childhood experiences – wherever and whatever those may be. The work of this Regional Council is completely focused on developing a coordinated system of tools, information and supports to make this a reality for our region’s youngest children and their families.

In this region we target professional development since our council feels it is the key component to having a well-prepared and high quality early childhood workforce. To that end, the following strategies have been, and will continue to be supported as we develop a set of supports and programs to move child care providers from Child Development Associate (CDA) credentials through a bachelor’s level degree:

Community Based Professional Development provides local access to college level course work that can transition to course credit with Northland Pioneer College towards CDA modules. The classes also provide continuing education credits for teachers and staff working in licensed early care and education programs. Since State Fiscal Year 2010, \$36,000 has been expended in implementing the strategy; and over 318 early care and education providers attended these sessions.

Director Mentoring provides access to national speakers, an onsite mentor/coach and cohort-based training opportunities to child care directors, child care center managers and home-based child care providers. It is designed to support them in improving the quality of their programs, and to prepare them for participation in Arizona’s Quality First Rating and Improvement System. Since State Fiscal Year 2010, \$82,000 has been expended to implement this strategy. Five child care center directors/managers have completed the Emergent Leaders Program. Additionally this strategy sponsored a Child Care Director’s Seminar that reached 25 additional child care center directors and managers.

The **Professional Development** strategies that are implemented in the region provide support to early child care professional pursuing a CDA, associates or bachelor’s degree. The programs promote and recruit professionals into the field, as well as providing scholarship and incentives to continue their educational and professional development. Since State Fiscal Year 2010, \$194,000 has been expended in support of these strategies and over 200 professionals have received scholarships or incentives.

Quality First Child Care Scholarships provide access to quality child care to families whose income is below 200% of the Federal Poverty Line. Over the past four years, at least 32 children per month have been provided access to quality child care through this program. Since State Fiscal Year 2010, \$483,000 has been expended in support of this strategy.

Healthy Steps for Young Children is a pediatric medical home model that has been implemented in this region to work with parents to ensure that they get the very most out of their child’s well-child visits. The professionals providing services are well educated resources for parents to voice their questions and concerns about child rearing and local services. It is through Health Steps that children can receive developmental and preventive health screenings and interventions. Healthy Steps Specialists also conduct community trainings on child development, provide home visits, and work with child care providers and programs to increase the baseline knowledge of child development and health. Since State Fiscal Year 2010, \$810,000 has been expended to support implementation of the strategy and over 4,429 children and their families have been or are being served.

The **Oral Health and Dental Varnish** program provides dental screens, triage, and fluoride varnish applications to children who have emerged teeth. To date, over 4,331 varnishes have been applied to over 1,445 children since State Fiscal Year 2010 and \$195,000 has been expended for dental screens and varnish applications.

Fulfilling our commitment to our young children means more than simply funding programs and services. It means having a shared vision about what being prepared for kindergarten actually means. Then having a collective and sustained commitment to work with stakeholders around the region to realize the vision. The Race to the Top – Early Learning Challenge grant can help Arizona build on the strengths of our early childhood system. It has the potential to acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services and experiences that support young children's success in school and in life.

As a targeted region in the grant application I offer our commitment and pledge to work together to plan, coordinate and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application.

On behalf of the First Things First Navajo/Apache Regional Partnership Council, we wholeheartedly support the work of the Governor's Office on this application, and look forward to the exciting potential for our region and the State's children to succeed in school and in life.

Respectfully,

(b)(6)

Kalman Mannis, Chair
First Things First Navajo/Apache Regional Partnership Council



September 30, 2013

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington Street
Phoenix, AZ 85007

Dear Governor Brewer:

My name is Terri Clark and I am the Arizona Literacy Director. My position is a shared one between Read On Arizona's founding partners: Arizona Department of Education; Head Start State Collaboration Office; First Things First; Arizona Community Foundation; Helios Education Foundation; and Virginia G. Piper Charitable Trust. Read On Arizona is a statewide, public/private partnership of agencies, philanthropic organizations, and community stakeholders committed to creating an effective continuum of supports to improve language and literacy outcomes for Arizona's children from birth through age eight over the next ten years. Read On Arizona is committed to helping create an early literacy system that delivers the right program at the right time for every child.

Read On Arizona's vision for a quality early literacy system is strongly aligned with the four goals of the Race to the Top application. All of our Read On Arizona partners have made it a priority to work towards increasing access to early childhood education for children from birth through age eight by focusing on strong language and literacy instructional practices and approaches to learning, strengthening the professional development opportunities for all educators along the birth through age eight continuum, and identifying effective ongoing screening and assessments around early literacy as well as evidence-informed family supports focused on language and literacy.

Read On Arizona builds on the momentum created around regional efforts in response to the National Campaign for Grade-Level Reading to address the significant challenges Arizona faces in reaching its grade level reading goals. Connecting that work to the Arizona State Literacy Plan, a roadmap to improve language and literacy outcomes, Read On Arizona focuses on the bold but achievable goal of reading success for all of Arizona's young children. To reach that objective it is imperative that all children have access to quality early educational opportunities, that early childhood educators have the skills and qualifications needed to support young learners, and that parents have the skills they need to support the learning development of their child.

Read On Arizona has three visionary community goals: 1) to ensure every child entering school is ready for school success by increasing the percentage of children demonstrating school readiness in language and literacy at kindergarten entry; 2) to ensure every student is on track for college, career, and life success by increasing the percentage of students reading at or above grade level by the end of third grade; and 3) to drive change through capacity building, group solutions, continuous instructional improvement, and integrated and coordinated systems.

Read On Arizona shares your steadfast commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top – Early Learning Challenge application. Read On Arizona's ten-year strategic plan includes critical components to address these shared areas of focus. We are committed to an increase in awareness and the promotion of early literacy outcomes for children through a targeted communications plan through our statewide collaborative. Using our *Early Literacy Guide for Families*, all Read On Arizona partners will help distribute information about what families need to know to support and help develop their child's early literacy skills. We are committed to building on comprehensive baseline data and analysis to devise strategies for improvement around early literacy outcomes in order to drive data-based decision-making and increase accountability. We are currently developing a community of practice early literacy model and network of Read On communities in Arizona that are focused on early literacy with a priority around strong family engagement. And we have convened a task force of literacy experts to develop a continuum of effective literacy practices tool to increase the capacity and strengthen the implementation of early childhood literacy and language standards along the system in four key areas: 1) instructional strategies/approaches to learning; 2) screenings and assessments; 3) early literacy professional development; and 4) family engagement/partnerships.

The goal of Read On Arizona is to transform the early literacy system into one that is comprehensive, coordinated, and aligned with district strategies and goals. Children entering kindergarten without the skills they need to succeed in school rarely meet the critical milestone of reading proficiently by third grade, a strong predictor of future academic and vocational success. Success in addressing this crisis will require ensuring that Arizona's young children from birth through grade three have strong learning experiences, rich in literacy and language acquisition at school, at home, and in the community.

Arizona's vision to ensure that all children have a solid foundation for success in school and in life is clearly reflected in the State's application for the Race to the Top – Early Learning Challenge. The Race to the Top – Early Learning Challenge grant can help Arizona build on the strengths of our early childhood system, acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality and, ultimately, deliver a coordinated set of services and experiences that support young children's success in school and in life.

Read On Arizona strongly supports your leadership and sees the collaborative Race To The Top application as a critical step in being able to build the early childhood system that will one day deliver on the promise that Arizona's children have a solid foundation for success in school and in life. Read On Arizona offers its commitment and pledges to work collaboratively to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application.

Sincerely,

(b)(6)

Terri Clark
Arizona Literacy Director

SAN CARLOS APACHE TRIBE

Terry Rambler
Tribal Chairman

San Carlos Ave.
P.O. Box 0
San Carlos, Arizona 85550
(928) 475-2361
FAX (928) 475-2567

Dr. John Bush
Vice-Chairman



October 7, 2013

The Honorable Janice K. Brewer
Governor
State of Arizona
Executive Tower
1700 West Washington Street
Phoenix, Arizona 85007

Dear Governor Brewer:

Out of the 15,000 tribal members of the San Carlos Apache Tribe, nearly one quarter are under the age of 21. Our Tribe recognizes the importance of early childhood development and believes in building a strong foundation for the tribe's youngest citizens. On behalf of the Tribe, I am pleased to submit the attached resolution that confirms our support and consent to be a part of the efforts proposed in Arizona's 2013 Race to the Top Early Learning Challenge application.

Our application includes several objectives that will directly impact the well-being of Indian children in Arizona, such as Native Language Revitalization efforts for early learning settings. Further, the Tribe is identified in the application as a "targeted region" for the purposes of coordination and service delivery. This designation will provide the Tribe with a unique opportunity to partner with the State of Arizona to ensure that children residing on our Reservation have a solid foundation for success in school and in life.

The San Carlos Apache Tribe also views the Race to the Top Early Learning Challenge Grant as an opportunity to support early childhood system building efforts in our community and across all tribal communities statewide. Protecting and preserving families is a top priority for the San Carlos Apache people and it is our privilege to be a part of this initiative that we believe supports this concept. In doing so, it is our hope that our children may increase their educational and future employment opportunities.

Sincerely,

(b)(6)

Terry Rambler
Tribal Chairman

**SAN CARLOS APACHE TRIBE
SAN CARLOS APACHE INDIAN RESERVATION
SAN CARLOS, ARIZONA**

RESOLUTION

No. OC-13-251

**(Supporting the state of Arizona's Race to the Top Early Learning Challenge Grant Application
and Approving the Tribe's Participation in this Project as a Targeted Region)**

WHEREAS, the San Carlos Apache Tribe ("Tribe") is a federally recognized Indian Tribe organized pursuant to the provisions of Section 16 of the Indian Reorganization Act of June 18, 1934 (48 Stat. 984); and

WHEREAS, the Tribe has the authority, among other things, to "represent the Tribe and act in all matters that concern the welfare of the Tribe, and to make decisions not inconsistent with or contrary to [the Tribe's] Constitution and Bylaws," pursuant to Article V, Section 1(a) of the Amended Constitution and By-Laws of the San Carlos Apache Tribe; and

WHEREAS, the Arizona Early Childhood Development and Health Board (also known as First Things First) has been designated as the lead agency by the Arizona Governor's Office in applying for the 2013 Race to the Top-Early Learning Challenge Grant; and

WHEREAS, the Arizona Race to the Top-Early Learning Challenge grant application identifies four regions of the State that serve Children with High Needs as "targeted regions" for the purposes of coordination and service delivery; and

WHEREAS, the Arizona Early Childhood Development and Health Board seeks permission from the Tribe to be identified as one of the targeted regions.

WHEREAS, the Tribal Council finds that the proposed grant would be further educational opportunities for children and is thus in the best interest of the Tribe; and

NOW THEREFORE, BE IT RESOLVED by the Tribal Council of the San Carlos Apache Tribe that the Tribe supports the Arizona Early Childhood Development and Health Board's efforts in applying for the 2013 Race to the Top Early Learning Challenge under the U.S. Department of Education and authorizes the Arizona Early Childhood Development and Health Board to perform the following functions related to:

1. Identify the San Carlos Apache Tribe in the grant application as a "targeted region"; and
2. Utilize relevant information contained in the Tribe's Needs and Assets Report for the years 2008-2012 in the grant application.

BE IT FURTHER RESOLVED by the Tribal Council of the San Carlos Apache Tribe that the Chairman, or in his absence, the Vice Chairman, or designee, is hereby authorized to execute any and all documents necessary to effectuate the intent of this Resolution.

CERTIFICATION

I, the undersigned Secretary of the San Carlos Apache Tribal Council, hereby certify that the Tribal Council is presently composed of eleven (11) members, of whom eight (6), constituting a quorum, were present at a Regular Council Meeting hereto held on the 10th day of October, 2013, and that the foregoing Resolution No. **OC-13-251** was duly adopted by a vote of **FOR 5, OPPOSED 0 and ABSTAINED 0**; of the Tribal Council pursuant to Article V, Section 1(a) of the Amended Constitution and Bylaws of the San Carlos Apache Tribe, effective February 24, 1954.

(b)(6)

Santana Dillon, Recording Secretary
SAN CARLOS APACHE TRIBE



FIRST THINGS FIRST

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Chair
Vernon Poncho

Vice Chair
Flora Howard

Members
Michelle Antonio
Mary Bendle
Mitch Hoffman
Nolita April Nollie
Gilbert Patiño
Delphine Rodriguez

October 10, 2013

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, Arizona 85007

Dear Governor Brewer:

My name is Vernon Poncho, Chairperson of the First Things First San Carlos Apache Regional Partnership Council. It is my pleasure to share with you that the San Carlos Apache Region is defined by the boundaries of the San Carlos Apache Reservation, located in southeastern Arizona where there is an approximate population of 13,555 San Carlos Apache Tribal members of which 1,617 are children ages birth through five.

As one of the targeted regions in the application, the San Carlos Apache Regional Partnership Council is committed to the Early Learning goals of Race to the Top-Early Learning Challenge. Our Regional Council ensures that all children residing on the San Carlos Apache Reservation have access to high quality early care and education. Therefore, our First Things First funded programs include:

- Quality First, Arizona State's quality rating system;
- Nutrition/Obesity/Physical Activity program providing nutrition education and physical activity for children and their families targeting obesity prevention;
- Apache language and culture preservation into early childhood education programs;
- Developmental and Sensory Screenings that addresses the service access barrier by providing a traveling resource for child development screening, parent education and family support;
- Because the preparation and ongoing professional development of early educators is a fundamental component of a high quality early learning system, our Regional Council supports funding First Things First Professional REWARDS;
- Our service coordination strategy focuses on three main areas: facilitating an Early Childhood Development and Health Collaborative; creating and implementing a public awareness campaign; and creating and implementing an early childhood development and health career recruitment campaign.

We share your steadfast commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top—Early Learning Challenge application: Successful State Systems, High-Quality, Accountable Programs, Promoting Early Learning and Development Outcomes for Children, A Great Early Childhood Education Workforce, Measuring Outcomes and Progress.

We offer our commitment and pledge to work together to plan, coordinate and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application.

Sincerely,

(b)(6)

Vernon Poncho, Chair

San Carlos Apache Regional Partnership Council

SANTA CRUZ COUNTY
EDUCATION SERVICE AGENCY

Alfredo I. Velásquez
Superintendent of Schools

SERVING SANTA CRUZ
COUNTY SCHOOLS

September 30, 2013

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington Street
Phoenix, Arizona 85007

Dear Governor Brewer:

This letter is to support the partnership between the Santa Cruz County School Superintendent and First-Things-First. This partnership has existed for several years and we have established a relationship that has been extremely beneficial to early childhood development in our County. The staff of First-Things-First and our office have worked closely in order to create a collaborative environment which enhances the outreach programs. I have had the opportunity to visit the Family Resource Centers and have witnessed firsthand the number of families and children that are reaping the benefits from the different programs. Our school districts are greatly endorsing the programs provided by First-Things-First, because they are better preparing children and families to meet the challenges of today's higher and more rigorous curriculum.

Our organization and First-Things-First share your steadfast commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top – Early Learning Challenge application:

- Promoting Early Learning and Development Outcomes for Children
- A Great Early Childhood Education Workforce
- Measuring Outcomes and Progress
- Encouraging Private Sector Support for Sustainable Arizona programs
- Accountability

Fulfilling our commitment to our young children means more than simply funding programs and services. It means having a shared vision about what being prepared for kindergarten actually means and then a collective and sustained commitment to work across sectors to realize this vision. Arizona's vision for ensuring that all children have a solid foundation for success in school and life is clearly reflected in the state's application to the Race to the Top/ Early Learning Challenge. Our organizations offer a commitment and pledge to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application.

It is with great pleasure that I write this letter of support. I truly believe that early childhood development programs enrich the lives of all children, families and our community. If I can be of further assistance, please do not hesitate to contact me at (520) 375-7940.

Sincerely,

(b)(6)

Alfredo I. Velásquez
Santa Cruz County
School Superintendent



FIRST THINGS FIRST

Chair

William Kirkpatrick

Vice Chair

Karen Woodford

Members

Danna Gallardo

Karen Guilmette

Anna Lepa

Dr. Melisa Lunderville

Veronica Santillo

Lee Vellom

Vacant

Vacant

Vacant

1740 North Mastick Way, Suite C

Nogales, Arizona 85621

Phone: 520.761.3012

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www.azfif.gov

September 30, 2013

The Honorable Janice K. Brewer

Governor of Arizona

1700 West Washington

Phoenix, AZ 85007

Dear Governor Brewer:

My name is Bill Kirkpatrick and I serve as the Chair of the Santa Cruz Regional Partnership Council. Santa Cruz Region is comprised of the following communities within Santa Cruz County; Sonoita, Elgin, Patagonia, Nogales, Rio Rico, Tubac, Carmen and Tumacacori. We are a border community and share much history and culture with Mexico. Although the smallest county in the state, our population is passionate about providing our children with a solid education that has prepared them for a great future.

Our Regional Council has recognized the need for Family Support which has been addressed by the following strategies:

- Family Resource Centers, which are: Local resource centers that offer educational opportunities for both children and parents, resources, and links to other services for healthy child development. This program strengthens families of young children by providing locally based information and instruction on health and child development issues.
- Home Visiting which provides: Voluntary in-home services for infants, children and their families, focusing on parenting skills, early physical and social development, literacy, health and nutrition. Parent educators connect families to resources to support their child's health and early learning.

The past three years have been rewarding for the First Things First Santa Cruz Regional Partnership Council, as we continued to deliver on our mission to build better futures for young children and their families. Responding to the prioritized need for Quality Early Care and Education and Access and Affordability, over the years, we have touched many lives of young children and their families by increasing access to quality child care, healthcare, and family support services. Over the past three years, the Santa Cruz Regional Partnership Council has awarded \$ 4,528,318.00 to programs in the Santa Cruz region. We have funded scholarships to increase the affordability of child care, resulting in children having access to a quality early learning environment. We have provided opportunities for professional development through Cochise College and early childhood education quality improvement through our Quality First programs. We have increased children's access to preventative healthcare through the use of Child Care Health Consultants, Home Visitation and Oral Health Screenings.

The Santa Cruz Regional Partnership Council has used its annual allocation to partner with local organizations to bring Family Resource Centers to Nogales, Rio Rico and Patagonia.

Santa Cruz Regional Partnership Council

The Family Resource Centers are a vital resource for families with young children offering Kindergarten Readiness, parenting, nutrition and health classes. Our Family Resource Centers also provide a single location for families to access other programs that the Regional Council supports, such as Home Visitation and Oral Health.

As a targeted region in the application, we share your steadfast commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top – Early Learning Challenge application:

- Successful State Systems
 - High-Quality, Accountable Programs
 - Promoting Early Learning and Development Outcomes for Children
 - A Great Early Childhood Education Workforce
 - Measuring Outcomes and Progress
-
- Fulfilling our commitment to our young children means more than simply funding programs and services. It means having a shared vision about what being prepared for kindergarten actually means and then a collective and sustained commitment to work across sectors to realize this vision.
 - Arizona's vision for ensuring that all children have a solid foundation for success in school and life is clearly reflected in the state's application to the Early Learning Challenge.
 - Arizona's early childhood system has historically existed with little coordination between disparate funding streams and stakeholders.
 - Over the last decade we've made substantial progress building a unified early childhood system. The Race to the Top – Early Learning Challenge grant is an opportunity to dramatically propel our system-building efforts.
 - The Race to the Top – Early Learning Challenge grant can help Arizona build on the strengths of our early childhood system, acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services and experiences that support young children's success in school and in life.

We offer our full commitment and pledge to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application.

Sincerely,

(b)(6)

Bill Kirkpatrick, Chair
Santa Cruz Regional Partnership Council |



FIRST THINGS FIRST

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Chair

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Vice Chair

Patty Merk, Ph.D.

Member

Riann Balch

Jasmine Sanchez

Kristi Langley Wells

Jeremy Wood

Yolanda Robinson

Jennifer Quillen

Lorraine Salas, Ph.D.

Elizabeth McNamee

October 3, 2013

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington
Phoenix, AZ 85007

Dear Governor Brewer:

I am the Regional Council Chair with South Phoenix Regional Partnership Council. A primarily urban area within the Phoenix metropolitan area, the South Phoenix Region extends from the far west valley Agua Fria River basin a 122nd Avenue, south of Camelback Road and as far east as 48th Street and Southern Avenue. The South Phoenix Region is comprised of 10 ZIP codes: 85009, 85031, 85033, 85035, 85037, 85040, 85041, 85042, 85043, and 85339.

The community of Laveen covers just over 100 square miles in the region. The smallest area within the region is the 85031 ZIP code. Located in Maryvale, the area is only a little more than four square miles in area, but it contains the fourth most populous area of the ZIP codes in the region.

Ten different school districts serve the South Phoenix Region, including: Roosevelt, Laveen, Murphy, Fowler, Riverside, Cartwright, Isaac, and several schools from Pendergast, Tempe and Tolleson school districts. Each of the districts serves a diverse community with varying socio-economic and racial demographics.

The South Phoenix Regional Partnership Council assessed the level of current services provided in each of the goal areas to ensure a seamless delivery of service and care for families as they move through the system. The Regional Council also assessed the appropriateness, scope and reach of the strategies to ensure that the region is building a strategic system addressing the many needs of the community and building on the current assets.

The South Phoenix region faces a multitude of competing needs. Therefore, the South Phoenix Regional Partnership Council has targeted their efforts to build an early care and education and health system by focusing services on children and families across the entire delivery system. As a targeted region in the application we share your steadfast commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top- Early Learning Challenge application:

- The South Phoenix Regional Council is building a strong system by investing in statewide initiatives that include Quality First, pre-school scholarships and other supports for children who are being cared for in child care centers. The region has also invested in family, friend and neighbor care which has additional program evaluation measures that ensure accountability and quality.

South Phoenix Regional Partnership Council

- The Council has also invested locally in program level evaluation of several family support strategies that include home visitation and family resource centers. This level of accountability helps to ensure that First Things First is investing in high-Quality, accountable programs.
- Additionally, the Council seeks to promote early learning and development outcomes for children, and is currently embarking on a strategic planning process that includes the selection of First Things First School Readiness Indicators. These indicators ensure that the region, as part of a larger system along with other Regional Councils, will collectively and strategically promote the most positive outcomes for children because having a shared vision about what being prepared for kindergarten actually means and then a collective and sustained commitment to work across sectors to realize this vision.
- The South Phoenix Council has also invested in a myriad of strategies that support the professional development of early education and health professionals that work with children and families. Strategies currently funded in the region include T.E.A.C.H. scholarships for child care professionals, First Things First Incentives program that recruits health professionals across four professions from the fields of occupational therapy, physical therapy, child psychology, and early childhood and infant mental health.

The Race to the Top – Early Learning Challenge grant can help the South Phoenix region and Arizona build on the strengths of our early childhood system, acknowledge and appreciate differences in programs and services, reduce inefficiency, improve quality, and ultimately deliver a coordinated set of services and experiences that support young children’s success in school and in life.

We offer our commitment and pledge to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona’s Early Learning Challenge application. The South Phoenix Regional Partnership Council wholeheartedly and enthusiastically supports your strong leadership in pursuing The Race to the Top Federal funding opportunity.

We commit our full resources in these efforts both in human capital via our Council volunteer time but also through our ongoing support of regional strategies that ensure every child is ready for school and set for life.

Respectfully,

(b)(6)

James Washington, MPH
Chair South Phoenix Regional Partnership Council



Executive Office of the President

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October 1, 2013

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington Street
Phoenix, AZ 85007

Dear Governor Brewer,

As President of the University of Arizona, our state's land-grant university, I am pleased to give my enthusiastic support for Arizona's Race to the Top-Early Learning Challenge proposal.

The UA's mission is to improve the prospects and enrich the lives of the people of Arizona and the world through education, research, creative expression, and community and business partnerships. One way we strive to achieve that mission is to partner with Pre-K and K-12 school systems to ensure that Arizona's students are prepared for college and for productive and engaged lives in our state, and that early childhood educators have the best possible training and preparation for the vital work that they do every day.

The Race to the Top-Early Learning Challenge will allow us to build on those already strong alliances and create a statewide public education system to address achievement gaps that are, as you are well aware, a regrettable reality in our state. As part of our strategic plan, "Never Settle," the UA is committed to partnering with Pre-K and K-12 educators in order to develop a synergistic P-20 Arizona school system. The Race to the Top-Early Learning Challenge will be an integral component of that effort. By closing the achievement gap, the program will directly contribute to our state's prosperity and civic health for generations to come. It will help Arizona leverage the strengths of our early childhood system, which in turn will raise high school graduation rates throughout our diverse communities, and further enable the achievement in higher education that will drive our state's 21st century economy.

At the UA, we share your steadfast commitment to ensuring that Arizona's early learning system excels in the core areas that are the hallmark of our state's Race to the Top—Early Learning Challenge application. On behalf of the UA, I offer my pledge to work together to plan, coordinate and implement the broad vision and specific strategies presented in that application.

Thank you for leading the effort to apply for this important program, and for your continued commitment to educational excellence for all Arizonans.

Sincerely,

(b)(6)

Ann Weaver Hart
President

AWH/cmw



September 26, 2013

Dear Governor Brewer:

On behalf of Valley of the Sun United Way (VSUW), I am pleased to submit this letter of support for Arizona's application to the United States Department of Education for the Race to the Top Early Learning Challenge. Your leadership and that of your state agencies in competing for this funding will have a lasting impact on our state.

VSUW is the largest nonprofit funder of health and human services in Maricopa County. VSUW partners with over 700 businesses, multiple philanthropic agencies and governmental agencies to invest over \$85 million dollars in our community each year to improve conditions for vulnerable populations. A Board of Directors of 50 community leaders guides and oversees our work in three major focus areas including Ensuring Children and Youth Succeed, Increasing the Financial Stability of Individuals and Families and Ending Hunger and Homelessness.

VSUW has been investing in early childhood since our founding in 1925 reflecting our long term understanding of the importance of caring for our youngest citizens. Over the past ten years, as evidence of the importance of high quality early childhood experiences grew, VSUW has increased our focus and efforts in this area. We have led and participated in multiple awareness and education campaigns, brought federal Early Learning Opportunities Funding to the state and coordinated multiple partnerships to bring best practice interventions to some of our highest need communities.

Currently, I am chairing the BUILD Arizona initiative. This effort has brought together a broad coalition of early childhood experts, business leaders and advocates to work toward a more coordinated and fully funded system of care and education for young children in Arizona. The BUILD Steering Committee has recently approved the BUILD Arizona Blueprint and Work Plan that will guide us in our work to improve health and educational outcomes for vulnerable children. In addition to my work on this effort, my Senior Vice President for Community Impact and Vice President for Early Childhood Programs devote significant time to coordination of the overall initiative and leadership of committees.

VSUW Board of Directors and staff actively supported Proposition 203 which created the Arizona Early Childhood Development and Health Board, also known as First Things First, and provided a dedicated funding source for an early childhood system. We have continued to work in close partnership with First Things First in the development and implementation of a system of care that supports all of Arizona's children. VSUW partners closely with First Things First in the implementation of several of their signature programs. VSUW is pleased to utilize our strength in building and leading community partnerships and efficiently administering complex programs to contribute to the successful execution of First Things First's vision.

The VSUW Board of Directors and staff leadership continue to be committed to a broad based system of care for young children. This includes the investment of multiple sources of public and private funding. This commitment is demonstrated in our ongoing investment of private funds in early childhood programs.

VSUW's **Success by Six** initiative layers services into five high need communities in Maricopa County to improve school readiness for young children in these communities. Elementary School statistics regarding free and reduced lunch population, third grade reading scores and English as a second language are used to select the communities. Services include early literacy training, developmental screening and referral, quality improvement in formal and informal care setting and transition support. VSUW is investing \$668,000 in this program this year.

In the past year, VSUW has launched our **Read On Greater Phoenix Initiative** as part of a broader Read On initiative and in partnership with Helios Education Foundation and the United Ways of Flagstaff, Tucson and Yuma. The goal of the Read On initiative is to increase the percentage of children reading at grade level in the third grade by improving school readiness of children entering kindergarten, reducing chronic absenteeism and reducing summer learning loss. VSUW works with three high need school districts and the surrounding communities to increase parental awareness and engagement, increase skills of early education teachers, implement quality summer programming and address chronic absenteeism. VSUW is investing \$467,800 in this program this year.

The **School Readiness Kit** is a toolkit for families that VSUW designed and produces for distribution to families of children for the purpose of providing information on early development and over 125 activities that they can do with their children to promote optimum development. The kit was developed in alignment with the Arizona Early Learning Standards and includes sections on:

- Language, Reading and Art
- Math, Science and Social Studies
- Health, Safety and Development
- My Child's Information

Over 100,000 School Readiness Kits have been distributed over the past five years. An estimated 10,000 kits will be distributed this year at a cost of \$280,000.

VSUW also will invest \$1,564,000 this year in thirteen community-based nonprofits providing early childhood programs including child care, family support and education services to high need children to enhance the quality of these programs and improve access for children from low income families.

VSUW is pleased to continue to partner with public and private entities to improve the early childhood system in Arizona. We are excited to see the articulation of a plan to create a shared vision and a comprehensive system that assures that ALL of our children have the opportunity to realize their full potential. We commend you for your leadership in the preparation and submission of this application. We offer our commitment to work together to plan, coordinate, and implement the strategies presented for the creation of a comprehensive early childhood system.

Sincerely,

(b)(6)

Merl Waschler
Chief Executive Officer

VIRGINIA G.
PIPER
CHARITABLE TRUST

BOARD OF TRUSTEES

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Judy Jolley Mohraz

Stephen J. Zabildi

October 1, 2013

The Honorable Janice K. Brewer
Governor
State of Arizona
1700 West Washington
Phoenix, Arizona 85007

PRESIDENT

Judy Jolley Mohraz

Dear Governor Brewer:

The Virginia G. Piper Charitable Trust strongly endorses the state's Race to the Top-Early Learning Challenge application. Arizona has made significant progress in establishing a comprehensive, statewide early childhood system that gives all children the strong foundation necessary for success in school and life. But there is still much work to be done. The Early Learning Challenge funds will accelerate our systems-building efforts and allow us to enhance the system to meet the needs of our most vulnerable children.

The Trust is a principal philanthropic partner in local early childhood efforts. Since we began awarding grants in 2000, the Trust has invested more than \$36 million to support children birth to five, primarily in the Greater Phoenix area. These investments span the areas of child development, early learning, healthcare and special needs.

Highlights of our early childhood investments include:

\$7.4 million to expand and improve the quality of health care services, including funding to add developmental training to pediatric residency programs, build new pediatric emergency facilities and neonatal intensive care units, and support healthcare services for uninsured and underinsured children and their families.

\$2.1 million to improve the quality of formal and informal child care services, including providing funding for the initial planning grant to determine the feasibility of creating a quality child care rating system in Arizona.

\$5 million to launch and distribute the Arizona Parent Kit to all parents of newborns in Maricopa County to inform and guide good parenting practices prior to First Things First funding the program statewide.

\$3.7 million to support early learning efforts such as funding Teach for America Phoenix to place Corp members in pre-kindergarten programs in low-income areas, launching a statewide early literacy initiative, expanding research-based language and literacy programs (Reach Out and Read, Parents as Teachers and Raising A Reader), and building the first Educare Center in Arizona to serve the needs of high-risk students.

In addition, the Trust is a principle funder of Expect More Arizona—A public-private partnership dedicated to strengthening Arizona’s education system, from birth to career—and we are one of three philanthropic partners funding a BUILD early childhood systems-building initiative in Arizona. Although we enjoy strong public-private partnerships in Arizona, we recognize the importance of creating a comprehensive early childhood system for our state that can be sustained far above and beyond the current revenue streams. Fulfilling our commitment to young children requires more than simply funding programs and services. It means having a shared vision about what children need to enter Kindergarten prepared to succeed and a collective and sustained commitment to work across sectors to realize that vision.

Our foundation will continue to invest in the areas noted above; however, in 2011 our board selected early literacy as a funding priority. That priority aligns with the state’s commitment to phase-in implementation of a common, statewide Kindergarten assessment to measure children’s skills and competencies in all domains, deliver relevant data to classroom teachers to inform their instruction, and link assessment results from preschool with assessments conducted in elementary school to track children’s progress. In early 2013, in conjunction with state efforts to initiate a Kindergarten entry assessment, the Trust convened a diverse group of early childhood experts, K-12 educators and administrators, policymakers, and others to provide recommendations and guidance to the state. The taskforce report outlines key considerations for the Kindergarten assessment planning process.

Arizona’s commitment to having all children reading by third grade places special emphasis on the need for a Kindergarten assessment tool that will help identify children’s learning and development progress at the earliest stage possible. We believe this goal is critical to improving early literacy and other skills young children need to be successful in school; thus, the Trust is prepared to make a significant commitment to ensure successful implementation of a statewide Kindergarten assessment process over the next five years.

The Honorable Janice K. Brewer

October 1, 2013

Page 3 of 3

The Race to the Top-Early Learning Challenge application builds on the strengths of our early childhood systems work and the well-established public-private partnerships in the state. Arizona is prepared to take bold steps to create an early childhood system that is world-renown for its support of young children. We applaud the Governor's Office for its leadership on the Race to the Top-Early Learning Challenge application and commitment to overcome the educational challenges facing our state.

Sincerely,

(b)(6)

Judy Jolley Mohraz
President and CEO



YAVAPAI COUNTY EDUCATION SERVICE AGENCY

The "First Choice" for Responsive Educational Services

Tim Carter
Yavapai County
School Superintendent
2970 Centerpointe East Dr.
Prescott, AZ 86301-8426
Phone 928-925-6560
Fax 928-771-3329
tim.carter@yavapai.us

September 30, 2013

The Honorable Janice K. Brewer
Governor of Arizona
1700 West Washington Street
Phoenix, Arizona 85007

Dear Governor Brewer:

The Yavapai County Education Service Agency (YCESA) is proud to be an educational partner of First Things First (FTF). As the Yavapai County School Superintendent, I wholeheartedly support their efforts on behalf of the children of our county and all of Arizona. Indeed, the West Central Regional Service Center (WCRSC) also looks to the leadership of the FTF agency in achieving success for every child as they walk through the doors of our schools for the first time. The Race to the Top—Early Learning Challenge funding opportunity mirrors the comprehensive early childhood system goals and functions that FTF and the YCESA work together to achieve.

The YCESA's mission is *to provide quality leadership, services, and support in response to identified and anticipated needs that will ensure the highest quality education for students*. Early learning is very much a part of this work. FTF has taken the lead in filling the gap in services for high need children prior to their entering our public schools. The RTTT/ELC funding will help them expand their services by making data- and evidence-based strategies for facilitating early learning, and thus, contributing to high quality education in our public schools.

The WCRSC helps support the region's education efforts with high quality professional development. Identifying specific needs of this at-risk group also supports our improving the quality of early childhood educators' qualification and skills through targeting professional development prior to and as they enter our schools.

As we know, engaging parents in their child's education is another critical strategy of education success. FTF's parent education activities related to early childhood growth and development begin that connection. Parents are our best partners and the earlier we can get them engaged, the more successful our schools will be.

Reaching for success with Arizona's College and Career Ready Standards does not begin in the classroom. The FTF's coordination of collective action statewide has brought education, business, and community agencies together to provide a strong infrastructure to bolster early learning. This funding opportunity is a chance to scale up systems currently in place and to develop additional projects to strengthen this work.

Most importantly, the RTTT/ELC funding is not for FTF, the YCESA or the WCRSC. It is for ALL the children in Arizona who need that added support to prepare them to succeed in school, in careers, and in life. Over the last decade, Arizona has made substantial progress building a unified early

childhood system. The RTTT/ELC funding provides an opportunity to propel our state's system-building efforts into reality. As partners in this effort, the YCESA and WCRSC offer our commitment and pledge to work together to plan, coordinate, and implement the broad vision and specific strategies presented in Arizona's Early Learning Challenge application.

Thank you for all you do for education.

Respectfully,

(b)(6)

Tim Carter

Yavapai County School Superintendent

MODEL PARTICIPATING STATE AGENCY MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is entered into by and between Arizona Early Childhood Development and Health Board ("Lead Agency") and the State Advisory Council (SAC) ("Participating State Agency"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

(Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.)

- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State's Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities targeted to Children with High Needs described in the State's Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;

- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or

initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:

(b)(6) 10-10-13
Signature Date

Sam Leyvas Chief Executive Officer
Print Name Title

Authorized Representative of Participating State Agency:

(b)(6) 10-10-13
Signature Date

(b)(6) CHIEF EXECUTIVE OFFICER
Print Name Title

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(A)(3)	Arizona Early Childhood Development and Health Board (ECDH) / State Advisory Council (SAC)	<ul style="list-style-type: none"> • Fulfill MOU with all partner agencies as outlined in Assurances, Lead Agency Responsibilities, Joint Responsibilities, State Recourse • Interface with federal partners • Provide system leadership by convening partners for system development, identification of role and responsibilities • Create and coordinate RTT-ELC Grant Management Advisory Taskforce • Participate in Interagency Directors’ Coordinating Council • Fulfill all fiscal, fiduciary and reporting requirements • Provide all partners with transparent, timely and accurate data and information related to grant administration, evaluation and program monitoring and progress • Provide sustained funding for the conceptualization and implementation of key components of the early childhood system.
(B)(2) – Quality First Rating Only and System Integration	ECDH/SAC	<ul style="list-style-type: none"> • Quality First staff to support programs and grantees in rating only portion of Quality First – help to address and eliminate any barriers • Work closely with ADE on integration of all program guidelines, standards and assessments among and between ECE providers and elementary schools
(B)(5)	ECDH/SAC	<ul style="list-style-type: none"> • Develop scopes of work and release RFGAs to potential bidders • Maintain grantee compliance • Provide data, information and support to the grantee in a timely manner • Regularly review Quality First ERS, CLASS and related data for patterns and trends
(C)(1)	ECDH/SAC	<ul style="list-style-type: none"> • Maintain standards • Program guidelines • Dissemination and training • Quality First Assessment and Coaching staff are knowledgeable and proficient in the use of standards • Coaches participate in Quality First Academy

Selection Criterion	Participating Party	Type of Participation
(C)(4)	ECDH/SAC	<ul style="list-style-type: none"> • Active participant in HV interagency committee and HV taskforce • Develop scopes of work and release RFGAs to potential bidders • Maintain grantee compliance • Provide data, information and support to the grantee in a timely manner • Coordination of family support programs in partnership with state agencies
(D)(1)	ECDH/SAC	<ul style="list-style-type: none"> • Revise and maintain the Workforce Knowledge and Competency Framework and Career Ladder • Coordinate dissemination of WKCF and Career Ladder • Produce professional-quality, branded collateral and online materials
(D)(2)	ECDH/SAC	<ul style="list-style-type: none"> • Develop and implement a PD web site with user-friendly access to comprehensive career and academic information • Develop, implement and coordinate an EC professional development career registry linked to the EC data system
(E)(1)	ECDH/SAC	<ul style="list-style-type: none"> • Collaborate with ADE to ensure consistent definitions and conceptualizations of school readiness to promote smooth transitions from 0-5 to K-12 educational systems • Coordinate with ADE to support professional development efforts including expanding EC educators' capacity to use and interpret the KEA
(E)(2)	ECDH/SAC	<ul style="list-style-type: none"> • Coordinate and support the EC Learning Data System development efforts • Ensure the use of uniform data architectures, standard data collection formats and standard data definitions • Provide access to secure portal for data entry/transfers by PSAs and PP • Comply with all Federal, State and local privacy laws • Coordinate a multi data point data matching process to ensure interoperability of systems. • Incorporating all of the Essential Data Elements in the data warehouse • Facilitate the exchange of essential data elements • Facilitate the compilation of data codebooks/dictionaries by all PSAs and PPs

Selection Criterion	Participating Party	Type of Participation
		<ul style="list-style-type: none"> • Creating system architectures and business intelligence for the analysis and reporting of data

(b)(6)

10-10-13

Signature (Authorized Representative of Lead Agency)

Date

(b)(6)

10-10-13

Signature (Authorized Representative of Participating State Agency)

Date

MODEL PARTICIPATING STATE AGENCY MEMORANDUM OF UNDERSTANDING

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V. SIGNATURES

Authorized Representative of Lead Agency:

(b)(6) _____ 10/10/13
Signature Date
Sam Leyyas _____ Chief Executive Officer
Print Name Title

Authorized Representative of Participating State Agency:

(b)(6) _____ 10/9/13
Signature (b)(6) _____ Date
Print Name Title

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Selection Criterion	Participating Party	Type of Participation
(A)(3)	Arizona Department of Health Services, including Division of Licensing Services and Division of Public Health Prevention Services	<ul style="list-style-type: none"> • Fulfill MOU with all partner agencies as outlined in Assurances, Participating State Agency Responsibilities, Joint Responsibilities, State Recourse • Participate in system integration taskforce and Interagency Directors’ Coordinating Council • Provide all partners with transparent, timely and accurate data and information related to grant administration, evaluation and program monitoring and progress
(B)(2) – Quality First Rating Only	Arizona Department of Health Services, Division of Licensing Service	<ul style="list-style-type: none"> • Maintain licensing as floor to Quality First • Share licensing information combined with QF ratings as part of coordinated public information system to families
(B)(3)	Arizona Department of Health Services, Division of Licensing Service	<ul style="list-style-type: none"> • Share licensing information with ECDH to be combined with QF ratings as part of coordinated public information system to families • Use the CCR&R as a vehicle to provide information on licensing status and Quality Rating providers
(C)(1)	Arizona Department of Health Services, including Division of Licensing Services and Division of Public Health Prevention Services	<ul style="list-style-type: none"> • Ensure licensing inspectors are knowledgeable and proficient in the use of standards and guidelines • Ensure integration of infant and toddler guidelines with home visiting
(C)(4)	Arizona Department of Health Services, Division of Public Health Prevention Services	<ul style="list-style-type: none"> • Responsible for oversight and administration of federal home visiting grant funds; lead agency for the interagency committee and Home Visiting taskforce; in partnership with interagency council implement home visiting statewide action plan.
(E)(2)	Arizona Department of Health Services, Division of Licensing Service	<ul style="list-style-type: none"> • Support the Early Childhood Learning Data System development efforts. • Participate in determining which essential data elements currently being captured would be transferred into the data warehouse • Identifying which essential data elements are not currently being captured in an electronic system but are being collected and could then be entered and stored in the data warehouse

Selection Criterion	Participating Party	Type of Participation
		<ul style="list-style-type: none"> • Use standard data collection formats to ensure uniform data exchange capabilities and interoperability among all participating PSAs' systems • Complying with all Federal, State, and Local privacy laws.

(b)(6)

10-10-13

Signature (Authorized Representative of Lead Agency)

Date

(b)(6)

10/9/13

Signature (Authorized Representative of Participating State Agency)

Date

MODEL PARTICIPATING STATE AGENCY MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is entered into by and between Arizona Early Childhood Development and Health Board, ("Lead Agency") and the Arizona Department of Economic Security, ("Participating State Agency"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

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- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

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- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
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- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or

initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:

(b)(6) 10-10-13
Signature _____ Date _____
Sam Loyvas Chief Executive Officer
Print Name _____ Title _____

Authorized Representative of Participating State Agency:

(b)(6) 10/10/13
Signature _____ Date _____
(b)(6) 10/10/13
Print Name _____ Title _____

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(A)(3)	Arizona Department of Economic Security including the Division of Employment and Rehabilitation Services and the Division of Technology Services	<ul style="list-style-type: none"> • Fulfill MOU with all partner agencies as outlined in Assurances, Participating State Agency Responsibilities, Joint Responsibilities, State Recourse • Participate in system integration taskforce and Interagency Directors’ Coordinating Council • Provide all partners with transparent, timely and accurate data and information related to grant administration, evaluation and program monitoring and progress
(B)(2) – Quality First Rating Only and System Integration	Arizona Department of Economic Security, Division of Employment and Rehabilitation Services	<ul style="list-style-type: none"> • Coordinate Quality Set-Aside to align with Quality First • Collaborate with the Arizona Childhood Development and Health Board to align CCDF policy and practice to Quality First including discussions of tiered subsidy reimbursement • Map and align ECE system elements within DES purview to identify duplication and gaps
(B)(3)	Arizona Department of Economic Security, Division of Employment and Rehabilitation Services	<ul style="list-style-type: none"> • Use CCR&R as a vehicle to provide public information on licensing status and Quality Rating providers
(C)(1)	Arizona Department of Economic Security, Division of Employment and Rehabilitation Services	<ul style="list-style-type: none"> • DES staff certifying and monitoring family child care providers are knowledgeable and proficient in the use of standards • Integration of infant and toddler guidelines with home visitation programs
(C)(4)	Arizona Department of Economic Security, including the Division of Children Youth and Family and Arizona Early Intervention Program	<ul style="list-style-type: none"> • Maintain funding levels and adherence to program standards for Healthy Families program as the administrative home; commit to fully participating in interagency committee and HV taskforce • DES AZEIP – as part of the family support continuum, continue to partner with state agencies to develop and implement coordinated delivery system to increase the number of children appropriately screened, identified for developmental delay/disability and evaluated and those eligible served

Selection Criterion	Participating Party	Type of Participation
(E)(2)	Arizona Department of Economic Security including the Division of Employment and Rehabilitation Services and the Division of Technology Services	<ul style="list-style-type: none"> • Support the Early Childhood Learning Data System development efforts. • Participate in determining which essential data elements currently being captured would be transferred into the data warehouse • Identifying which essential data elements are not currently being captured in an electronic system but are being collected and could then be entered and stored in the data warehouse • Use standard data collection formats to ensure uniform data exchange capabilities and interoperability among all participating PSAs' systems • Complying with all Federal, State, and Local privacy laws.

(b)(6)

10-10-13

Signature (Authorized Representative of Lead Agency)

Date

(b)(6)

10/10/13

Signature (Authorized Representative of Participating State Agency)

Date

MODEL PARTICIPATING STATE AGENCY MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is entered into by and between Arizona Early Childhood Development and Health Board ("Lead Agency") and the Arizona Department of Education ("Participating State Agency"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

(Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.)

- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State's Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities targeted to Children with High Needs described in the State's Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;

initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:

(b)(6) 10-10-13
Signature Date
Sam Lervas Chief Executive Officer
Print Name Title

Authorized Representative of Participating State Agency:

John Huppenthal 10/10/13
Signature Date
John Huppenthal Superintendent of Public Instruction
Print Name Title

Selection Criterion	Participating Party	Type of Participation
(E)(2)	Arizona Department of Education, including Early Childhood and Information Technology Divisions	<ul style="list-style-type: none"> • Support the inclusion of early childhood learning data in the ADE Statewide Longitudinal Data System, known as Arizona's Education Data Driven Decision System (AZD²S). • Participate in determining which essential data elements currently being captured would be included in AZD²S • Identifying which essential data elements are not currently being captured in an electronic system but are being collected and could then be entered and stored in AZD²S • Use standard data collection formats to ensure uniform data exchange capabilities and interoperability among all participating PSAs' systems • Complying with all Federal, State, and Local privacy laws.

(b)(6)

10-10-13

Signature (Authorized Representative of Lead Agency)

Date

(b)(6)

10/10/13

Signature (Authorized Representative of Participating State Agency)

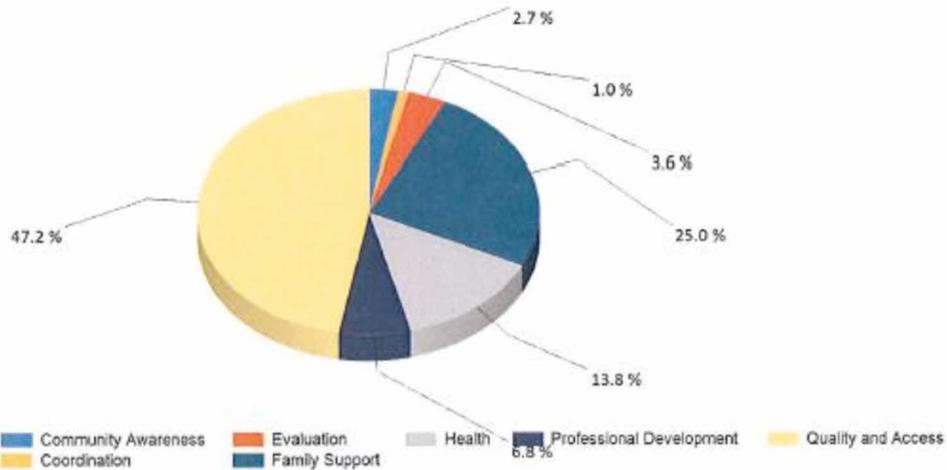
Date

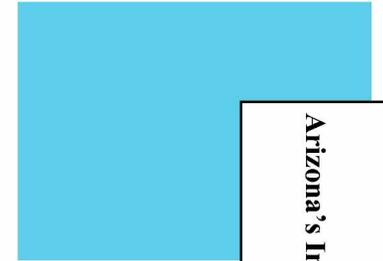
**ECDH FY 2013 – Tobacco Fund
Summary by Goal**

FIRST THINGS FIRST FY 2013 - Tobacco Fund Summary by Goal
Ready for School. Set for Life.

Goal Area	Allotment	Awarded	Unawarded	Expended	Unexpended
Community Awareness	\$4,357,430	\$4,229,629	\$127,801	\$2,391,075	\$1,838,554
Coordination	\$1,635,500	\$1,287,664	\$347,837	\$836,632	\$451,032
Evaluation	\$5,742,726	\$5,711,226	\$31,500	\$5,229,101	\$482,125
Family Support	\$40,081,638	\$38,147,688	\$1,933,951	\$22,480,911	\$15,666,777
Health	\$22,125,150	\$21,184,141	\$941,009	\$11,877,466	\$9,306,675
Professional Development	\$10,879,660	\$10,834,650	\$45,010	\$4,402,432	\$6,432,217
Quality and Access	\$75,748,686	\$73,867,825	\$1,880,861	\$48,309,821	\$25,558,004
To Be Determined		\$42,394	(\$42,394)	\$187	\$42,207
Grand Total:	\$160,570,790	\$155,305,216	\$5,265,574	\$95,527,625	\$59,777,591

Allotted Fund Summary





Arizona's Infant and Toddler Developmental Guidelines

1st Edition

Arizona's Infant and Toddler Developmental Guidelines.

Arizona Attachment **L**



Arizona's Infant and Toddler Developmental Guidelines

1st Edition

BACKGROUND

FirstThings First (Arizona Early Childhood Development and Health Board) is a public agency that exists to increase the quality of, and access to, the early childhood development and health system that ensures a child entering school comes healthy and ready to succeed. Governed by the State Board and 31 Regional Partnership Councils, FirstThings First engages diverse constituencies across the state to accomplish its mission. Organizational values include a child and family centered focus that is coordinated and collaborative; a comprehensive systems approach with continuous inquiry, learning and reflection; and, transparency and strong accountability toward achieving outcomes that will ensure all young children start kindergarten ready to succeed in school and life.



In an ongoing effort to build a comprehensive and coordinated early childhood system that ensures all of Arizona's young children are ready for school and set for life, FirstThings First, with key partners and stakeholders recognized the need for and drafted this first edition of the Arizona Infant and Toddler Developmental Guidelines. With permission, this first edition is an adaptation of the Early Childhood Indicators of Progress 2007, Minnesota's Early Learning Guidelines for Birth to Three.

Planning began in April 2010 with guidance from a task force comprised of infant and toddler development experts, early learning providers and technical assistance from the national ZERO TO THREE organization. Many individuals in the field of education have also offered their expertise and diverse perspectives in the development of this document by attending public forums or by submitting comments through public comment postings on the FirstThings First website (www.azfff.gov). The participants and comments came from all facets of the early childhood and family support communities including early childhood teachers, teachers and administrators from school districts, Tribal communities, Head Start, Early Head Start, child care (both center and home based), Arizona Early Intervention Program, migrant early childhood programs, and career and technical high school early childhood education programs. These educators represented the diversity of programs throughout the state of Arizona. It is through their commitment to promote early childhood development, provide exceptional, high quality opportunities for children, and enhance learning for every child in Arizona that has made this publication possible. We offer our sincerest thanks to all who have generously given their time and knowledge to the completion of these guidelines.

ACKNOWLEDGEMENTS

A core group of individuals worked diligently on this document including Kesara Vilay (First Things First), Sandy Foreman (First Things First), Colleen Norton (First Things First intern), and Trudi Norman-Murch (Southwest Human Development). Special thanks to Kathi Boling, Technical Assistance Specialist with the National Infant Toddler Child Care Initiative and Linda Gillespie, Technical Assistance Manager, for ZERO TO THREE for their guidance and support. We greatly appreciate their dedication to task, perseverance, and commitment to the highest standards for early learning.

These guidelines were developed based upon the Early Childhood Indicators of Progress 2007, Minnesota's Early Learning Guidelines for Birth to Three with permission from the Minnesota Department of Human Services and Department of Health.

The following people served as members of the Infant and Toddler Developmental Guidelines Task Force:

Trudi Norman-Murch - Southwest Human Development, Task Force Chair

Kathy Lacapa-Boegl

Margy Eldridge - Southwest Human Development **Amy**

Melissa Madrid - Gila River Indian Community Early Education Center

Corriveau - Arizona Department of Education **Brad**

Tina Sykes - Arizona Department of Education

Willis - Department of Economic Security **Lourdes**

Susan Fender - Pinal-Gila Community Child Services, Inc. (Early Head Start)

Ochoa - Department of Health Services

Barb Milner - Trainer/ Consultant

Molly Bright - Department of Economic Security/Arizona Early Intervention Program

Sandi Perez - Delta Dental

Roy Teramoto - Indian Health Services

First Things First Staff:

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K. Vilay Sandy Foreman, Alison Landy, Cami Ehler, Kate Dobler-Allen, Travis Le Duc, and Joanne Floth

Denise Bodman - Bustamante - Arizona State University

Mary Warren - Arizona State University

Laurel Endfield - Alchesay Beginnings Child Development Center and First Things First White Mountain Apache Tribe Regional Council Chair

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1.0 Introduction

INTRODUCTION

Thriving, productive and healthy adults contribute to strong communities, a vibrant economy and are more apt to be successful parents of future generations. As neuroscience has clearly shown, the brain grows and develops rapidly in the first years, and young children need stimulation and interaction throughout their lives. Stress, trauma, negative interactions and harmful environments can be most damaging in the very early years. Connections in the brain become stronger when they are used often, and connections that are not used die away in childhood and early adolescence. It is true for adults and true for babies — “use it or lose it”! Babies and young children need stimulation to develop socially, emotionally, physically and intellectually. Learning begins at birth and early experiences in the first three years of a child’s life promote positive future learning.

The surge of research and knowledge over the past few decades has given us all a better understanding of how vital the first years are - and how to maximize a child’s potential for the betterment of all society. The early childhood years are the essential foundation for later achievement in school and life.

In an effort to maximize opportunities for optimal early childhood development and health, it is important to understand what young children need to know and before starting Kindergarten. Recognizing this need to understand what young children need to know and do, many in the field of early childhood development began to gather this information in comprehensive documents. These documents were eventually referred to as ‘Early Learning Guidelines’. The National Infant and Toddler Child Care Initiative defines early learning guidelines as research-based, measurable expectations of what children should know (understand) and do (competencies and skills)

in different domains of learning. Early learning guidelines should be applicable to care provided by parents and families, as well as to various early care and education settings. National and state efforts, including efforts in Arizona, are under way to support development of early learning guidelines that identify essential learning outcomes for infants and toddlers. In Arizona, First Things First, along with the Arizona Department of Education and other partners, developed infant and toddler early learning guidelines. *The Arizona Infant and Toddler Developmental Guidelines* document recognizes the importance of shared responsibility and accountability to achieve positive outcomes for all children. Arizona’s infants and toddlers are cared for, nurtured and educated in a variety of settings, including their own homes, family, friend and neighbor homes, child care centers, family child care homes, preschools and other early education programs. This document, like its companions, the *Arizona Early Learning Standards* (for all children 3 to 5 years of age) and the *Arizona Program Guidelines for Quality Early Care and Education* (for all programs serving children birth through Kindergarten), stresses the importance of collective efforts among families, early care and education professionals, health care professionals, family support providers, community members and policymakers in supporting the learning and development of young children.



2.0

Purpose & Goals

PURPOSE AND GOALS

Arizona's Infant and Toddler Developmental Guidelines are part of a continuum of early learning guidelines which provide a framework for understanding and communicating a common set of developmentally appropriate expectations for young children, presented within a context of shared responsibility and accountability to help young children meet these expectations. Specifically, these guidelines describe expectations about what infants and toddlers should know (understand) and do (competencies and skills) across multiple domains of development during specific age ranges, as well as what adults can do to support children's optimal learning and development.

The document was developed with three goals in mind:

1. To help parents, families and other caregivers understand the appropriate development of infants and toddlers.
2. To promote healthy growth and development for infants and toddlers, both in their own homes and in high quality child care and education settings.
3. To promote the development of comprehensive and coordinated services which utilize the Infant Toddler Developmental Guidelines framework to benefit infants, toddlers and their families.

Early learning guidelines and standards are often confused with early childhood program standards; however, these terms have different meanings and intended uses. Program standards are expectations about the characteristics or quality of early care and education programs, not individual children. Program standards which apply to infant and toddler programs in Arizona include state licensing regulations, the newly revised *Arizona Program Guidelines for Quality*

Early Care and Education: Birth to Kindergarten 3rd Edition, Quality First (Arizona's quality rating and improvement system), and federal standards for Early Head Start.



Arizona is using the term “developmental guidelines” for ages birth to 3 to emphasize flexibility in the application and uses of this document and to avoid having them confused with program standards. This term also reflects a less structured approach in the care and education of very young children than is the case with academic learning standards.

Arizona's Infant and Toddler Developmental Guidelines are intended to be a resource to support the learning and development of Arizona's infants and toddlers, while promoting high quality early childhood education and health programs.



STAR RATINGS

RISING STAR



Committed to quality improvement

PROGRESSING STAR



Approaching quality standards

QUALITY



Meets quality standards

QUALITY PLUS



Exceeds quality standards

HIGHEST QUALITY



Far exceeds quality standards

ERS Average Program Score 1.0 – 1.99	ERS Average Program Score 2.0 – 2.99	ERS Average Program Score 3.0 – 3.99 <i>No classroom score below 2.5</i>	ERS Average Program Score 4.0 – 4.99 <i>No classroom score below 3.0</i>	ERS Average Program Score 5.0 and above <i>No classroom score below 3.0</i>
CLASS™ Average Program Score N/A	CLASS™ Average Program Score N/A	CLASS™ Average Program Score (ES 4.5) (CO 4.5) (IS 2.0)	CLASS™ Average Program Score (ES 5.0) (CO 5.0) (IS 2.5)	CLASS™ Average Program Score (ES 6.0) (CO 6.0)
Quality First Points Scale N/A	Quality First Points Scale N/A	Quality First Points Scale <i>6-point minimum</i> (SQ 2) (AP 2) (CA 2)	Quality First Points Scale <i>10-point minimum</i> (SQ 2) (AP 2) (CA 2)	Quality First Points Scale <i>12-point minimum</i> (SQ 4) (AP 4)

ERS = Environment Rating Scales
 ECERS: Early Childhood Environment
 ITERS: Infant/Toddler Environment
 FCCERS: Family Child Care Environment

CLASS™ = Classroom Assessment Scoring System™
 ES: Emotional Support Domain
 CO: Classroom Organization Domain
 IS: Instructional Support Domain

Quality First Points Scale
 SQ: Staff Qualifications
 AP: Administrative Practices
 CA: Curriculum and Assessment

TORIS (Quality First) Star Rating Scale

REPORT OF THE EARLY
CHILDHOOD
RESEARCH AND
EVALUATION
NATIONAL ADVISORY
PANEL

*RECOMMENDATIONS
TO THE FIRST
THINGS FIRST BOARD
REGARDING A
FRAMEWORK FOR
RESEARCH AND
EVALUATION*

FIRST THINGS FIRST EARLY CHILDHOOD RESEARCH AND EVALUATION NATIONAL ADVISORY PANEL

PANEL MEMBERS

John M. Love, Ph.D., Panel Chair, Retired Senior Fellow, Mathematica Policy Research; Independent Consultant, Ashland, OR

W. Steven Barnett, Ph.D. Board of Governors Professor and Director, National Institute for Early Education Research Rutgers, The State University of New Jersey

Clancy Blair, Ph.D. Professor of Applied Psychology, New York University Steinhardt School of Culture, Education, and Human Development, Department of Applied Psychology

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Neal Halfon, MD, MPH. Director, UCLA Center for Healthier Children, Families and Communities

Dawn M. Mackety, Ph.D. Director of Research, Data, and Policy, National Indian Education Association

Pamela Powell, Ed.D. Associate Professor of Literacy and Early Childhood, Northern Arizona University College of Education

Eva Marie Shivers, J.D., Ph.D. Director, Institute for Child Development Research & Social Change, Indigo Cultural Center, Inc.

Catherine Elizabeth Snow, Ph.D. Patricia Albjerg Graham Professor of Education, Graduate School of Education, Harvard University

Eugene W. Thompson, Ed.D. Vice Chair, First Things First Board of Directors



EXECUTIVE SUMMARY

The *First Things First Early Childhood Research and Evaluation National Advisory Panel* (Panel) was convened to provide recommendations to the First Things First Board on developing a comprehensive statewide and regional research and evaluation framework. To achieve this, 12 nationally recognized experts in early childhood met three times in the winter and spring of 2012. Panel members' expertise included evaluation design and methodology, Native American early education, placed-based systems-level evaluation, school readiness, state prekindergarten evaluation, special needs, and health. Additionally, Arizona early education experts participated to ensure that a unique state-specific perspective was included.

The Panel engaged in extensive discussion and worked collaboratively with First Things First staff to define an overarching, long-term view of evaluation. Just as there is no single approach across First Things First programming, the Panel believes that First Things First evaluations should constitute a family of studies that reflect this same complexity and flexibility. As a result, the Panel presents its recommendations for both a short- and long-term agenda to study the processes and intended outcomes of First Things First, with a focus on evaluation efforts in high priority programming areas.

Never losing sight of First Things First's overall guiding questions and systems-level approach, as well as the need for an eventual longitudinal study, the Panel presents its recommendations in two broad categories, long-term infrastructure building and short- and longer -term evaluation studies:

Infrastructure Recommendations

Recommendation IN-1: Create a strong focus on program implementation.

Recommendation IN-2: Ensure that data analysis and evaluation approaches are meaningful for Regional Partnership Councils and meet their needs for strategic planning and program improvement.

Recommendation IN-3: Work with Tribal Governments to ensure that they all are full participants in the process of planning, designing, and conducting data collection and evaluation studies, and in interpreting and using evaluation results for continuous improvement.

Recommendation IN-4: Create a comprehensive, longitudinal, integrated database that will enable First Things First to systematically track key data on services provided, children and families, and progress on the 10 School Readiness Indicators at the state and regional levels.

Recommendation IN-5: Focus on using program data and evaluation results for continuous program improvement at all organizational levels.

Recommendation IN-6: Collaborate with the State Board of Education and the Arizona Department of Education to select or create a kindergarten developmental inventory that will annually assess the school readiness and development of entering kindergartners across the state in the five readiness domains identified by the National Education Goals Panel.

Recommendation IN-7: Establish the groundwork for appropriate review and oversight of evaluation plans.



Recommendation IN-8: Continue to use, as appropriate, data collected by the Tri-University Consortium.

Recommendations on Approaches to Evaluating Key First Things First Programmatic Strategies¹

A. Recommendations for Learning About Strategies in the Area of Access, Affordability, and Quality Related to Quality First

Recommendation EV-1: Conduct an implementation study or studies that will enable First Things First to answer questions about the fidelity of implementation, profiles and intensity of services received, relation of services received to Star level, the meaningfulness of Star levels and the cut scores used to calculate them, and improvements in Star levels over time; in addition, to study implementation of FFN care to answer questions about: implementation, services received, emerging models of practice, family utilization, and barriers to regulation.

Recommendation EV-2: Conduct a study building on EV-1 along with child outcome data to identify how outcomes vary according to the Quality First Star levels of quality instruction received.

B. Recommendations for Learning About First Things First's Home Visitation Strategy

Recommendation EV-3: Conduct an implementation study or studies of home visitation programs that will enable First Things First to answer questions about fidelity of implementation, providing services to hard-to-reach families, intensity of service, and alignment of services with family needs.

Recommendation EV-4: Conduct a quasi-experimental study of home visitation programs that will enable First Things First to learn whether the degree of model implementation fidelity is associated with children's school readiness outcomes.

C. Recommendation for Learning About First Things First's Family Resource Centers in the Context of Parent Education Community-Based Training and Home Visitation

Recommendation EV-5: Conduct a study or studies of the implementation of Family Resource Centers that will enable First Things First to address questions about consistency of standards of practice, intensity of services, providing service to hard-to-reach families, fidelity of practice, coordination among and between family service providers, alignment of services with family needs, and emerging models of practice.

¹ The recommendations are paraphrased here; the full report contains more details about the specific evaluation questions to be addressed in connection with each recommendation.



D. Recommendation for Learning About Parent Education Community-Based Training

Recommendation EV-6: Conduct a study or studies of Parent Education Community-Based Training that will enable First Things First to address questions about consistency of standards of practice, intensity of services, providing service to hard-to-reach families, fidelity of practice, coordination among and between family service providers, alignment of services with family needs, and emerging models of practice.

E. Recommendations for Learning About First Things First's Strategies in the Area of Health

Recommendation EV-7: Use the integrated database to obtain information on the types of services First Things First is providing across the regions in the four major health strategies (care coordination/medical home, oral health, nutrition/obesity/physical activity and mental health consultation) to learn about what services and combinations of services children and families are receiving.

Recommendation EV-8: Use the integrated database and other information as needed to answer questions related to care coordination/medical home regarding the extent to which these First Things First health services are connecting families with medical homes and increasing the coordination of care; the nature, intensity, and standards of practice of the care; whether care reaches the intended families, particularly hard-to-reach families, and whether models of practice are emerging.

F. Recommendation Related to Issues that Span Strategies or Are Not Strategy-Specific

Recommendation EV-9: Obtain information on current approaches in language acquisition, professional development, and native language and culture preservation to establish the foundation for future evaluation studies.



Arizona Early Learning
Workforce Knowledge & Competencies Framework

DRAFT

2013



Arizona Early Learning Workforce Knowledge and Competencies



The Arizona Early Learning Workforce Knowledge and Competencies Framework is organized into eight key competencies important to early childhood care and education. Although these areas are presented individually, they are intrinsically interrelated and interdependent. These competencies define what early care and education professionals need to know and be able to do to provide high quality care and education. Competencies serve as the foundation for decisions and practices and establish a set of standards that support professionals working in the field.

What?

What Are the Guiding Principles?

The following principles guided the development of the Arizona Early Learning Workforce Knowledge and Competencies Framework:

1. **Children** - Every child is born learning and develops at an individual rate, possesses unique characteristics, and exhibits an array of talents and interests, regardless of family background, **culture**, special need, experience or ability.
2. **Inclusion and Diversity** - The phrase “each child” or “all children” is used to emphasize that every competency, component, and indicator is meant to include all children: those with developmental delays or disabilities, those who are gifted and talented, those whose families are culturally and linguistically diverse, those from diverse socioeconomic groups, and those with individual learning styles, strengths, and needs.
3. **Families** - All families, regardless of their ethnic origins, value systems, faiths, customs, languages, and compositions, must be equally respected. Families are the first and most influential teachers of young children.
4. **Early Care & Education Professionals** - High quality teaching is relationship-based and guided by continuous research-driven knowledge and best practices. It is necessary for early childhood professionals to engage in continuous, high-quality professional development.
5. **Community** - High quality early learning experiences draw upon and enhance the trust and connections between families, early childhood programs and services, schools, and the community.
6. **Professional Development System** - A coordinated professional development system provides strong focused support for professionals, families, and organizations serving children; and enhances and increases the services of children individually, collectively, and in the long term.

7. **Ethical Behavior** - Early Childhood professionals abide by the National Association for the Education of Young Children’s (NAEYC) code of ethical conduct.²

Where?

Where Does the Framework Come From?

The Arizona Early Learning Workforce Knowledge and Competencies Framework is drawn from what the professional community and research community recognize as the knowledge, skills, and attitudes necessary to work with young children and their families.

During 2012, a statewide group of early childhood stakeholders, convened by First Things First and functioning as a working group of The BUILD Initiative, engaged in a twelve-month collaborative planning process. The working group developed the Arizona Early Childhood Professional Development Framework and a Two-Year Strategic Plan that included the goal of developing the Arizona Early Childhood Professional Development System.

Many people from across Arizona worked to develop the Arizona Early Learning Workforce Knowledge and Competencies Framework, including professionals working in the field of early childhood care, education, and program development; officials from the Arizona Department of Education, Department of Economic Security, and Department of Health Services; professionals from colleges and universities; members of charitable foundations serving young children; and other relevant community members. (See the detailed list of these outstanding contributors at the end of this document.)

Numerous written sources were consulted during the creation of this document and included Arizona guidelines and standards, national health and safety standards, national professional recognition standards, and the

² <http://www.naeyc.org/files/naeyc/file/positions/Ethics%20Position%20Statement2011.pdf>

professional development work of many other states. (see the References at the end of this document.)

Why?

Why Does Arizona Need a System of Early Childhood Professional Standards?

The Arizona Early Learning Workforce Knowledge and Competencies support and enhance the development of an Arizona statewide professional development system. In order to meet the needs of early childhood professionals, from entry to advanced levels, this system must be consistent, accessible, and comprehensive.

Standards play a critical role in the early childhood professional development system. Early educators, professional development providers, faculty, and policy-makers must know what young children and their teachers are expected to know and be able to do, and what constitutes a high-quality program. When early childhood professionals have and use well-defined competencies, it means there is agreement about the roles and expectations of those working with young children. The National Association for the Education of Young Children (NAEYC) Blueprint³ recommends that standards include educator competencies for all early childhood professionals regardless of role or work setting, and that policies regarding standards include language to ensure they are aligned and integrated with licensing and certification requirements across state agencies.

The Arizona Early Learning Workforce Knowledge and Competencies Framework informs intentional professional development approaches that ensure that young families receive services targeted to their unique developmental needs. Professional standards help stabilize the workforce when they are used as the basis for credentials and professional milestones.

³ http://www.naeyc.org/files/naeyc/file/policy/ecwsi/Workforce_Designs.pdf

Who and How?

Who Can Use the Arizona Early Learning Workforce Knowledge and Competencies Framework?

How Can the Arizona Early Learning Workforce Knowledge and Competencies Framework Be Used?

The Arizona Early Learning Workforce Knowledge and Competencies Framework provides preparation for the full range of positions and settings in the profession at each level. However, a specific position may not require a professional to use all the competencies for that level. On the other hand, a position may require additional specific, specialty competencies. Proficiency in as many of the core competencies as possible allows professionals to have a strong foundation in the field of early childhood and may provide for more options for different job responsibilities.

Early childhood professionals using the Arizona Early Learning Workforce Knowledge and Competencies Framework can use this document in the following ways:

- *Teachers; paraprofessionals; family, friend, and neighbor caregivers; and practitioners* working directly with children can use the competencies to assess their own skills, strengths, knowledge, and attitudes; then identify their own learning needs and areas for growth to create professional development plans.
- *Home visitors* represent a wide range of prevention and early intervention professionals who come from different disciplines such as early intervention, education and special education, health, mental health, family support, and social services. All can use core competencies to steer their family-centered and family-driven practices.

- *Directors, administrators, mentors, coaches, and others who provide support* to practitioners can use the competencies to provide orientation; develop job descriptions; develop salary scales; evaluate performance; assess strengths, challenges, and learning needs; and support individuals in creating professional development plans.
- *Trainers, training organizations and professional development sponsors* can use the competencies to design and organize professional development opportunities which will provide a range of opportunities for participants to develop core competencies.
- *Higher education faculty, staff, and administrators* can use core competencies to evaluate and refine course content, plan for future course development; and coordinate and design course content to facilitate transfer and articulation agreements.
- *Federal, state, and local agencies* can use competencies to develop and implement policies that will enhance professionalism in the field, connect stakeholders around common goals, and to serve as an advocacy tool for guiding policy makers.
- *Professional development efforts* can use competencies to create a framework for a career development system which will support professionals in pursuit of competency-based training/education, recognition, and compensation commensurate with educational achievement.



You will find numerous tables in this Framework that detail the eight competencies. Each competency is divided into components, which are specific subtopics within a competency. There may be multiple components within each competency. Components are further divided into indicators that specify the observable skills, values, and attitudes needed by professionals in order to serve each child effectively and provide high quality services across five identified proficiency levels. There are multiple indicators within each component. Indicators are defined across the five career lattice levels. The table below shows an example of how competencies, components, and indicators are displayed.

Competencies, Components, and Indicators

<i>----- Definitions -----</i>	<i>----- Example -----</i>					
		1	2	3	4	5
Competency A competency is a specific core knowledge topic identified as important in early childhood care and education. There are eight core knowledge competencies.	Professionalism	In the competency of Professionalism, the early childhood professional will:				
1. Component A component is a specific subtopic within a competency. There may be multiple components within each competency.	1. Commitment to Quality					
1.1 Indicator An indicator is a description of the skills, knowledge, and behaviors necessary within each component. Indicators are defined across five career lattice levels.	<i>1.1 Regulatory Standards</i>	Follow legal and regulatory mandates for daily practices that ensure safe, healthy learning environments for each child and professional.	Meet and exceed legal and regulatory requirements for daily practices that ensure safety and health.	Model and help others establish and maintain high quality standards that exceed minimal regulatory requirements.	Develop, implement, and revise practices that meet and exceed regulatory codes.	Conduct inquiry into issues relevant to regulatory standards. Engage community in issues relevant to developing, implementing, and improving practices that meet and exceed regulatory codes.

What?

What Are the Descriptor Verbs?

Descriptor verbs for each level of indicators are displayed in the chart below. These verbs operationalize the observable skills, values, and attitudes expected by early childhood professionals across each of the five identified proficiency levels.

Descriptor Verbs across the Levels

1 <i>Recognizing</i>	2 <i>Developing</i>	3 <i>Achieving</i>	4 <i>Extending</i>	5 <i>Advancing</i>
Entry <i>Professionals at Level 1 implement practices according to program guidelines.</i>	Certification <i>Professionals at Level 2 demonstrate skills at previous level. In addition, they work independently and take initiative.</i>	Associate's <i>Professionals at Level 3 demonstrate skills at previous levels. In addition, they design, assess and modify the learning environment to meet changing needs. They also model excellent practices.</i>	Bachelor's <i>Professionals at Level 4 demonstrate skills at previous levels. In addition, they provide leadership for planning, implementing, assessing, and modifying the program to ensure continuous improvement. They also encourage others to develop proficiency in skills.</i>	Master's/Ph.D. <i>Professionals at Level 5 demonstrate skills at previous levels. In addition, they conduct inquiry to advance the understanding of best practices for early childhood settings. They address issues based on current understanding and trends. They build support for ECE programs in the larger community.</i>
Recognize	Understand	Apply	Examine	Analyze
Follow directions	Acknowledge	Design	Lead	Conduct inquiry
	Identify	Assess	Communicate	Articulate
	Implement	Create	Plan	Evaluate
	Display	Adapt	Develop	Engage
	Engage in interactions	Categorize	Assess	Facilitate
	Accommodate	Model	Demonstrate	Provide learning opportunities
		Identify	Analyze,	Promote evidence-based best practices
		Develop, plan, select, and/or create	Evaluate	Articulate, apply, analyze, and evaluate current theory and evidence-based research
			Modify	

What?

What Is the Career Lattice?

Arizona's Career Lattice will serve as a common framework to document progress in career development and serve as a guide for setting professional development goals tied to career advancement. Arizona has a diverse and growing community of professionals who work with or on behalf of young children and families.

Just as this community has grown, so has the commitment of Arizona to support the ongoing professional development of early childhood caregivers, teachers, administrators, trainers, college faculty, mentors, program consultants and allied professionals.

In order to provide high-quality early childhood programs for all children, it is necessary to have a highly competent early childhood workforce. Education and professional development provide the pathway to achieving this goal.

The Arizona Early Learning Workforce Knowledge and Competencies Career Lattice is distributed across five levels (with two sub-levels), from entry level to advanced. Two sublevels are included (1.5 and 2.5) to encourage and support professionals in the early stages of career development. These sublevels only apply to progression across the career lattice. They are not included in the indicator definitions that are based on the five primary career lattice levels.

The following criteria form the foundation of the Arizona Career Lattice:

- Education and specialized coursework
- Licensing and/or certification requirements
- Work experience
- Approved professional development
- Competency and performance in core knowledge topics.

The specific criteria for each level are included in the table on the following pages. The five levels are defined as:

1. **Entry/Recognizing** – Professionals at Level 1 implement practices according to program guidelines.
2. **Certification/Developing** – Professionals at Level 2 demonstrate the skills required at the previous level. In addition, they work independently and take initiative.
3. **Associate's/Achieving** – Professionals at Level 3 demonstrate the skills required at the previous levels. In addition, they design, assess, and modify the learning environment to meet changing needs. They also model excellent practices.
4. **Bachelor's/Extending** - Professionals at Level 4 demonstrate the skills required at the previous levels. In addition, they provide the leadership for planning, implementing, assessing, and modifying the program to ensure continuous improvement. They also encourage others to develop proficiency in skills.
5. **Master's/Ph.D./Advancing** - Professionals at Level 5 demonstrate the skills required at the previous levels. In addition, they conduct inquiry to advance the understanding of best practices for early childhood settings. They address issues based on current understanding and trends. They build support to early childhood education programs in the larger community.



Arizona Career Lattice

	1 <i>Recognizing</i>	2 <i>Developing</i>	3 <i>Achieving</i>	4 <i>Extending</i>	5 <i>Advancing</i>
<p>Education/Training</p> <p>Levels are cumulative; reaching higher levels means mastery of knowledge and skills of all previous levels.</p>	<p>Fulfills <u>at least one</u> of the following requirements:</p> <ul style="list-style-type: none"> • A high school student OR • A high school diploma OR • The equivalent of a high school diploma <p style="text-align: center;">AND</p> <p>Meets licensing and/or certification requirements if applicable to the position or the setting. (See www.azdhs.gov/als/childcare/index.htm)</p>	<p>Meets Level 1 requirements and fulfills <u>at least one</u> of the following requirements:</p> <ul style="list-style-type: none"> • A minimum of two years of supervised experience in ECE and possessing knowledge and skills commensurate with the certification below as verified by an approved test or portfolio from college level course OR • 225 clock hours of approved professional development OR • 15 credit hours in early childhood education or related field OR • A combination of credit and approved professional development hours as specified below¹ OR • A certificate of completion (CTE) in early childhood education or a related field from a community college OR • CDA or other approved equivalent certification or credential (e.g., CCP, CPC, MACTE, NAC).² 	<p>Meets Level 1 & 2 requirements and fulfills <u>at least one</u> of the following requirements:</p> <ul style="list-style-type: none"> • An Associate degree in Early Childhood Education (ECE) OR • An Associate degree in a related field with 18 credit hours in early childhood education OR • An Associate degree in any field with 30 credit hours in early childhood education. 	<p>Meets Level 1, 2 & 3 requirements and fulfills <u>at least one</u> of the following requirements:</p> <ul style="list-style-type: none"> • A Bachelor's degree in ECE or child development OR • A Bachelor's degree with 45 credit hours in early childhood education OR • A State of Arizona Provisional/Standard Teaching Certificate in one of the following: <ul style="list-style-type: none"> ○ Early Childhood Education, ○ Early Childhood Special Education, ○ Elementary Education OR • A State of Arizona Early Childhood Education Endorsement. 	<p>Meets Level 1, 2, 3 & 4 requirements and fulfills <u>at least one</u> of the following requirements:</p> <ul style="list-style-type: none"> • A Master's degree in ECE or child development OR • A Master's degree with 18 graduate level credit hours in early childhood education OR • A Doctorate in ECE or child development OR • A Doctorate with 30 graduate level credit hours in early childhood education or a related field.

¹ 3 credit hours plus 180 clock hours
 6 credit hours plus 135 clock hours
 9 credit hours plus 90 clock hours
 12 credit hours plus 45 clock hours

²	
CTE	Arizona Career and Technical Education
CDA	Child Development Associate
CCP	Certified Child Care Professional
CPC	Certified Professional in Child Care
MACTE	Montessori Accreditation Council for Teacher Education
NAC	National Administrator Credential

Arizona Career Lattice

	1 <i>Recognizing</i>	2 <i>Developing</i>	3 <i>Achieving</i>	4 <i>Extending</i>	5 <i>Advancing</i>
<p>Levels 1.5 & 2.5</p> <p>To recognize, encourage and reward professional development, the Arizona Career Lattice includes two sublevels: 1.5 and 2.5.</p>	<p>Level 1.5</p> <p>A professional who meets Level 1 requirements and fulfills <u>at least one</u> of the following requirements is designated as having achieved a Career Lattice Level of 1.5.</p> <ul style="list-style-type: none"> • A minimum of one year of supervised experience in ECE OR • 135 clock hours of approved professional development OR • 9 credit hours in early childhood education or related field OR • A combination of credit and approved professional development hours as specified below.⁴ 	<p>Level 2.5</p> <p>A professional who meets Level 2 requirements and fulfills <u>at least one</u> of the following requirements is designated as having achieved a Career Lattice Level of 2.5.</p> <ul style="list-style-type: none"> • A minimum of three years of supervised experience in ECE OR • 360 clock hours of approved professional development • 24 credit hours in early childhood education or related field OR • A combination of credit and approved professional development hours as specified below.⁵ 			

⁴ 3 credit hours plus 90 clock hours OR
6 credit hours plus 45 clock hours.

⁵ 3 credit hours plus 315 clock hours OR
6 credit hours plus 270 clock hours, OR
9 credit hours plus 225 clock hours OR
12 credit hours plus 180 clock hours OR
15 credit hours plus 135 clock hours.

Arizona Career Lattice

	1 <i>Recognizing</i>	2 <i>Developing</i>	3 <i>Achieving</i>	4 <i>Extending</i>	5 <i>Advancing</i>
Knowledge	Possesses basic knowledge of core competencies, components and indicators.	Understands developmental constructs and rationale (competencies, components and indicators) for practice.	Understands complex developmental constructs and rationale (competencies, components and indicators).	Examines and analyzes complex developmental constructs and rationale (competencies, components and indicators).	Analyzes, synthesizes and evaluates complex developmental constructs and rationale (competencies, components and indicators).
Application of Competencies	Implements or initiates practices according to program philosophies, guidelines and policies.	Works independently and takes initiative in designing environments to facilitate development.	Applies knowledge of competencies, components and indicators. Designs, assesses, and modifies the learning environment to meet children's changing needs.	Demonstrates nuanced application of competencies, components and indicators. Provides leadership for planning, implementing, assessing, & modifying the program to ensure continuous improvement. Uses current research to inform practice. Conducts inquiry to advance the understanding of best practices for their communities.	Addresses issues based on current understanding and trends in early childhood education. Conducts research and applies it to early childhood education settings. Addresses issues: <ul style="list-style-type: none"> • Affecting families and early care and education field • Affecting ECE professionals, workforce development and workforce compensation. Builds support for ECE programs in larger community.



Stepping Stones to Caring for Our Children, 3rd Edition

Compliance/Comparison Checklist

Stepping Stones, Third Edition was developed to be used by multiple audiences to prevent harm and adverse outcomes in children in all early care and education settings.

Suggestions for Use of the Compliance/Comparison Checklist:

- By licensing staff who want to compare *Stepping Stones* standards to the subject areas covered in their state regulations and determine where there are gaps and where regulations should be added.
- By caregivers/teachers/directors who want to be sure they are complying with those standards that have the most potential to prevent harm to children in their settings.
- By families who want to be sure their child's early care and education program is complying with these important standards.
- By child care health consultants and trainers to assess what topics need to be covered when consulting or training caregivers/teachers/directors.

Compliance/Comparison Checklist

CFOC3 Standard Number	CFOC3 Standard Title	Compliance/Comparison	
		Yes	No
Chapter 1 - Staffing			
1.1.1.1	Ratios for Small Family Child Care Homes		
1.1.1.2	Ratios for Large Family Child Care Homes and Centers		
1.1.1.3	Ratios for Facilities Serving Children with Special Health Care Needs and Disabilities		
1.1.1.4	Ratios and Supervision During Transportation		
1.1.1.5	Ratios and Supervision for Swimming, Wading, and Water Play		

Stepping Stones, 3rd Edition Compliance/Comparison Checklist

CFOC3 Standard Number	CFOC3 Standard Title	Compliance/Comparison	
		Yes	No
1.2.0.2	Background Screening		
1.3.1.1	General Qualifications of Directors		
1.3.2.2	Qualifications of Lead Teachers and Teachers		
1.3.3.1	General Qualifications of Family Child Care Caregivers/Teachers to Operate a Family Child Care Home		
1.4.1.1	Pre-service Training		
1.4.2.2	Orientation for Care of Children with Special Health Care Needs		
1.4.2.3	Orientation Topics		
1.4.3.1	First Aid and CPR Training for Staff		
1.4.3.2	Topics Covered in First Aid Training		
1.4.3.3	CPR Training for Swimming and Water Play		
1.4.5.1	Training of Staff Who Handle Food		
1.4.5.2	Child Abuse and Neglect Education		
1.5.0.1	Employment of Substitutes		
1.5.0.2	Orientation of Substitutes		
1.6.0.1	Child Care Health Consultants		
Chapter 2 - Program Activities for Healthy Development			
2.1.1.4	Monitoring Children's Development/Obtaining Consent for Screening		
2.1.2.1	Personal Caregiver/Teacher Relationships for Infants and Toddlers		
2.2.0.1	Methods of Supervision of Children		
2.2.0.4	Supervision Near Bodies of Water		
2.2.0.6	Discipline Measures		
2.2.0.8	Preventing Expulsions, Suspensions, and Other Limitations in Services		
2.2.0.9	Prohibited Caregiver/Teacher Behaviors		
2.2.0.10	Using Physical Restraint		
2.3.3.1	Parents'/Guardians' Provision of Information on their Child's Health and Behavior		

Stepping Stones, 3rd Edition Compliance/Comparison Checklist

CFOC3 Standard Number	CFOC3 Standard Title	Compliance/ Comparison	
		Yes	No
Chapter 3 - Health Promotion and Protection			
3.1.2.1	Routine Health Supervision and Growth Monitoring		
3.1.3.1	Active Opportunities for Physical Activity		
3.1.3.2	Playing Outdoors		
3.1.4.1	Safe Sleep Practices and SIDS Risk Reduction		
3.1.5.1	Routine Oral Hygiene Activities		
3.2.1.4	Diaper Changing Procedure		
3.2.2.1	Situations that Require Hand Hygiene		
3.2.2.2	Handwashing Procedure		
3.2.2.3	Assisting Children with Hand Hygiene		
3.2.3.4	Prevention of Exposure to Blood and Body Fluids		
3.3.0.1	Routine Cleaning, Sanitizing, and Disinfecting		
3.4.1.1	Use of Tobacco, Alcohol, and Illegal Drugs		
3.4.3.1	Emergency Procedures		
3.4.3.3	Response to Fire and Burns		
3.4.4.1	Recognizing and Reporting Suspected Child Abuse, Neglect, and Exploitation		
3.4.4.3	Preventing and Identifying Shaken Baby Syndrome/Abusive Head Trauma		
3.4.5.1	Sun Safety Including Sunscreen		
3.4.6.1	Strangulation Hazards		
3.5.0.1	Care Plan for Children with Special Health Care Needs		
3.5.0.2	Caring for Children Who Require Medical Procedures		
3.6.1.1	Inclusion/Exclusion/Dismissal of Children		
3.6.1.2	Staff Exclusion for Illness		
3.6.1.4	Infectious Disease Outbreak Control		
3.6.3.1	Medication Administration		
3.6.3.2	Labeling, Storage, and Disposal of Medications		
3.6.3.3	Training of Caregivers/Teachers to Administer Medication		

Stepping Stones, 3rd Edition Compliance/Comparison Checklist

CFOC3 Standard Number	CFOC3 Standard Title	Compliance/Comparison	
		Yes	No
Chapter 4 - Nutrition and Food Service			
4.2.0.3	Use of USDA - CACFP Guidelines		
4.2.0.6	Availability of Drinking Water		
4.2.0.8	Feeding Plans and Dietary Modifications		
4.2.0.10	Care for Children with Food Allergies		
4.3.1.3	Preparing, Feeding, and Storing Human Milk		
4.3.1.5	Preparing, Feeding, and Storing Infant Formula		
4.3.1.9	Warming Bottles and Infant Foods		
4.3.1.11	Introduction of Age-Appropriate Solid Foods to Infants		
4.5.0.6	Adult Supervision of Children Who Are Learning to Feed themselves		
4.5.0.9	Hot Liquids and Foods		
4.5.0.10	Foods that Are Choking Hazards		
4.8.0.1	Food Preparation Area		
4.8.0.3	Maintenance of Food Service Surfaces and Equipment		
4.9.0.2	Staff Restricted From Food Preparation and Handling		
4.9.0.3	Precautions for a Safe Food Supply		
Chapter 5 - Facilities, Supplies, Equipment, and Environmental Health			
5.1.1.2	Inspection of Buildings		
5.1.1.3	Compliance with Fire Prevention Code		
5.1.1.5	Environmental Audit of Site Location		
5.1.3.2	Possibility of Exit From Windows		
5.1.4.1	Alternate Exits and Emergency Shelter		
5.1.5.4	Guards At Stairway Access Openings		
5.1.6.6	Guardrails and Protective Barriers		
5.2.1.1	Fresh Air		
5.2.1.10	Gas, Oil or Kerosene Heaters, Generators, Portable Gas Stoves, and Charcoal and Gas Grills		
5.2.1.11	Portable Electric Space Heaters		
5.2.4.2	Safety Covers and Shock Protection Devices for Electrical Outlets		

Stepping Stones, 3rd Edition Compliance/Comparison Checklist

CFOC3 Standard Number	CFOC3 Standard Title	Compliance/ Comparison	
		Yes	No
5.2.4.4	Location of Electrical Devices Near Water		
5.2.5.1	Smoke Detection Systems and Smoke Alarms		
5.2.6.3	Testing for Lead and Copper Levels in Drinking Water		
5.2.6.3	Testing for Lead and Copper Levels in Drinking Water		
5.2.7.6	Storage and Disposal of Infectious and Toxic Wastes		
5.2.8.1	Integrated Pest Management		
5.2.9.1	Use and Storage of Toxic Substances		
5.2.9.2	Use of a Poison Center		
5.2.9.3	Informing Staff Regarding Presence of Toxic Substances		
5.2.9.4	Radon Concentrations		
5.2.9.5	Carbon Monoxide Detectors		
5.2.9.13	Testing for Lead		
5.3.1.1	Safety of Equipment, Materials, and Furnishings		
5.3.1.12	Availability and Use of a Telephone or Wireless Communication Device		
5.4.5.2	Cribs		
5.5.0.6	Inaccessibility to Matches, Candles and Lighters		
5.5.0.7	Storage of Plastic Bags		
5.5.0.8	Firearms		
5.6.0.1	First Aid and Emergency Supplies		
5.7.0.4	Inaccessibility of Hazardous Equipment		
Chapter 6 - Play Areas/Playgrounds and Transportation			
6.1.0.6	Location of Play Areas Near Bodies of Water		
6.1.0.8	Enclosures for Outdoor Play Areas		
6.2.1.9	Entrapment Hazards of Play Equipment		
6.2.3.1	Prohibited Surfaces for Placing Climbing Equipment		
6.2.4.4	Trampolines		
6.2.5.1	Inspection of Indoor and Outdoor Play Areas and Equipment		

Stepping Stones, 3rd Edition Compliance/Comparison Checklist

CFOC3 Standard Number	CFOC3 Standard Title	Compliance/Comparison	
		Yes	No
6.3.1.1	Enclosure of Bodies of Water		
6.3.1.4	Safety Covers for Swimming Pools		
6.3.1.6	Pool Drain Covers		
6.3.2.1	Lifesaving Equipment		
6.3.5.1	Hot Tubs, Spas, and Saunas		
6.3.5.2	Water in Containers		
6.4.1.2	Inaccessibility of Toys or Objects to Children Under Three Years of Age		
6.4.1.5	Balloons		
6.4.2.2	Helmets		
6.5.1.1	Competence and Training of Transportation Staff		
6.5.1.2	Qualifications for Drivers		
6.5.2.2	Child Passenger Safety		
6.5.2.4	Interior Temperature of Vehicles		
6.5.3.1	Passenger Vans		
Chapter 7 - Infectious Diseases			
7.2.0.2	Unimmunized Children		
7.2.0.3	Immunization of Caregivers/Teachers		
7.3.3.1	Influenza Immunizations for Children and Caregivers		
7.3.3.2	Influenza Control		
7.3.5.1	Recommended Control Measures for Invasive Meningococcal Infection in a Child Care Center		
7.4.0.1	Control of Enteric (Diarrheal) and Hepatitis A Virus (HAV) Infections		
7.5.10.1	Staphylococcus Aureus Skin Infections Including MRSA		
Chapter 9 - Policies			
9.2.3.2	Content and Development of the Plan for Care of Children and Staff Who Are Ill		
9.2.3.12	Infant Feeding Policy		

Stepping Stones, 3rd Edition Compliance/Comparison Checklist

CFOC3 Standard Number	CFOC3 Standard Title	Compliance/Comparison	
		Yes	No
9.2.4.1	Written Plan and Training for Handling Urgent Medical Care or Threatening Incidents		
9.2.4.3	Disaster Planning, Training and Communication		
9.2.4.5	Emergency and Evacuation Drills/Exercises Policy		
9.2.4.7	Sign-In/Sign-Out System		
9.2.4.8	Authorized Persons to Pick Up Child		
9.4.1.10	Documentation of Parent/Guardian Notification of Injury, Illness or Death in Program		
9.4.1.12	Record of Valid License, Certificate or Registration of Facility		
9.4.2.6	Contents of Medication Record		
Chapter 10 - Licensing and Community Action			
10.4.2.1	Frequency of Inspections for Child Care Centers, Large Family Child Care Homes, and Small Family Child Care Homes		

Stepping Stones, 3rd Edition Compliance/Comparison Checklist

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Availability

The full texts of *Stepping Stones to Caring for Our Children*, Third
Edition and *Caring for Our Children: National Health and Safety
Performance Standards; Guidelines for Early Care and Education
Programs*, Third Edition are available online through the National
Resource Center for Health and Safety in Child Care and Early
Education website (<http://nrckids.org/CFOC3/index.html>).

Print copies of the comprehensive source document *Caring for Our
Children*, Third Edition are available from the American Academy of
Pediatrics (<http://www.aap.org>) and the American Public Health
Association (<http://www.apha.org/publications/bookstore/>).



WHO CAN BE A HEALTH CHAMPION?

The Health Champion is an Early Childhood Education (ECE) program staff person who, on a daily basis, dedicates a proportion of her or his hours to the maintenance and improvement of health and safety practices within the child care program. Because the Health Champion is also a program staff person, s/he is able to focus on improving the level of quality care of the child care providers. The Health Champion works with a Child Care Health Consultant (CCHC) who advises the Health Champion on the current best practices for maintaining health and safety, helps the Health Champion make any adjustments in practice when new guidelines are issued, and provides expertise for policy development and staff training. (See a sample job description at the end of this introduction.)

The role of the Health Champion is to:

- Monitor the Health and Safety needs and issues in the child care setting for both the enrolled children and the child care staff
- Recommend modifications to health and safety practices to remain compliant with child care licensing regulations and best practices
- Coordinate and arrange for health and safety services, including staff training; and
- Access resources to help assure the health and safety needs in the child care setting are being met in a timely manner.

DUTIES AND RESPONSIBILITIES OF THE HEALTH CHAMPION:

In collaboration with administrative staff in the child care program, the Health Champion may:

- Monitor program compliance with health and safety standards and licensing regulations.
- Perform regularly scheduled health and safety facility checks.
- Liaison with the CCHC on behalf of the program, families and children.
- Assure that all children have up-to-date immunizations and well-child exams, access to adequate health and dental care, and appropriate health insurance.

- Assist the program in meeting the individualized needs of all children, particularly those with special needs.
- Address parent and staff concerns about a child’s health, safety, nutrition, behavior or development — and link with the CCHC and other appropriate resources.
- Represent the program at health and safety trainings, meetings and coalitions.
- Collect information, compile reports, and detect trends in health and safety activities at the center.
- Assist in the development of health and safety policies and procedures for the center.
- Assure that all staff have up-to-date immunizations and health screenings, access to health insurance, and employee assistance programs.
- Coordinate and arrange for staff development and training on health and safety topics for children and families, as well as OSHA-required training.
- Create an environment that promotes safe and healthy practices and engages all staff, children and families in the process.
- Perform periodic file record reviews.

REQUIREMENTS FOR HEALTH CHAMPIONS TRAINING

Health Champions training applications will be available from the program’s CCHC. A completed application should be accompanied by a written recommendation from employer indicating a commitment to support the activities of the individual during and after the training.

Besides a completed application, the applicant should be:

- A full time employee in a child care center enrolled in Quality First.
- Over 16 years of age with documentation of the following:
 - High school diploma, or
 - High school equivalency diploma; or
 - Enrollment in vocational rehabilitation, as defined in A.R.S. § 23-501.
- Employed as a teacher-caregiver aide for 12 months; or documented volunteer service.
- Interested in and knowledge of health, safety and nutrition in the child care setting.

- Able to openly communicate with families, co-workers and administrators.
- Able to model safe and healthy behaviors.

Desirable characteristics:

- Six months of child care experience, and
- At least six credit hours in early childhood, or child development from an accredited college or university.

If there are unfilled openings in Health Champions classes, applicants from non-Quality First programs receiving CCHC services, or community child care programs will be considered.

WHY HAVE A HEALTH CHAMPION?

On a daily basis, the Health Champion is able to support health and safety behaviors outlined in written policies or learned in training between visits by the CCHC. Quality First providers may eventually receive additional credit in the “Quality First Points Scale” for having an active Health Champion on staff. For the Health Champion, the training accompanies her/him if s/he should leave the child care program and will make her a valuable asset to a new program.

BACKGROUND OF THE ARIZONA HEALTH CHAMPIONS CURRICULUM

The overall goals for the Arizona Curriculum for Health Champions are:

- To prepare Health Champions to monitor and maintain the health and safety of children and staff in Arizona’s child care centers
- To improve the quality of child care for Arizona’s children age zero to 5

Health Champions are not a legislated requirement for regulated child care in Arizona. However, parents and child care professionals want the best quality child care for their children. Quality First! is supporting this effort with the introduction and preparation of child care staff in the role of Health Champions. The Arizona Curriculum for Health Champions was developed on the basis of the following broad principles:

- Recent publications have supported the assurance of health and safety in early childhood care as a crucial aspect of school readiness.

- The Director of a child care center can benefit from the assistance of a staff person who is well versed in the health and safety issues associated with child care, and that person is the Health Champion. The Director has recommended the staff person who will become the Health Champion at that Center.
- The Health Champion has attended and received a certificate of completion from a First Things First approved program in that follows the Arizona Curriculum for Health Champions. The Health Champion understands the implications of delivering child care in the group setting.
- The Health Champion is a full time employee of the Child Care Center, with daily time that is devoted solely to the monitoring, maintenance and implementation of health and safety procedures.
- The Health Champion builds collaborative relationships between the center and external experts who can assist with the health and safety of young children. Some examples of experts are the Surveyors from the Arizona Department of Health Services Offices of Child Care Licensing, Child Care Health Consultants, and Quality First Coaches.
- The Health Champion is a liaison with the parents and guardians of the children enrolled at the center. The Health Champion assures a two- way conversation with the parents and guardians regarding the best interest of the child or children, and has an understanding of small children in families.

The curriculum was built around several pillars in the Child Care field.

First, the Child Care and Development Fund has three legislative funding requirements (or principles) for grantees where “state or local laws are in place that protect the health and safety of children ...”. (2012). Those are:

- Prevention of and control of infectious disease (including age-appropriate immunizations) [Role]
- Building and physical premises safety (injury prevention) [Center Operations]
- Minimum health and safety training appropriate to the provider settings.” [Health & Safety Training]

These principles were used to outline the structure of the units for the curriculum.

The curriculum content is based on the role of the Health Advocate as described in *Caring for Our Children (CFOC), Standard 1.3.2.7: Qualifications and Responsibilities for Health Advocates* (2011). (See the complete CFOC *Standard 1.3.2.7* at the end of this introduction.) The CFOC standard that applies to specific content is noted in each chapter. Finally, documents related to child care in Arizona were used to guide the chapter content of the curriculum. Those documents included:

Arizona Department of Health Services, Bureau of Child Care Licensing. (2010). *Arizona Administrative Code, Substantive Policies, and Arizona Revised Statutes for Child Care Facilities*.

Arizona State School Readiness Board, Governor's Office of Children, Youth and Families. (2006). *Arizona Health and Safety Policy Manual for Child Care Centers*. Phoenix, Az: State of Arizona.

American Academy of Pediatrics; American Public Health Association; and National Resource Center for Health and Safety in Child Care and Early Education. (2011). *Caring For Our Children: National Health and Safety Performance Standards-Guidelines for Early Care and Education Programs*. 3rd Edition. Elk Grove Village, IL: American Academy of Pediatrics; Washington, DC: American Public Health Association.



EMPOWER

10 Ways to Empower Children to Live Healthy Lives

-  **Standard 1:** Provide at least 60 minutes of daily physical activity (teacher-led and free play) and do not allow more than 60 minutes of sedentary activity at a time, or more than three hours of screen time per week.
-  **Standard 2:** Practice “sun safety.”
-  **Standard 3:** Provide a breastfeeding-friendly environment.
-  **Standard 4:** Determine whether site is eligible for the United States Department of Agriculture (USDA) Child and Adult Care Food Program (CACFP), and participate if eligible.
-  **Standard 5:** Limit serving fruit juice to no more than two times per week.
-  **Standard 6:** Serve meals family style and do not use food as a reward.
-  **Standard 7:** Provide monthly oral healthcare education or implement a toothbrushing program.
-  **Standard 8:** Ensure that staff members receive three hours of training annually on Empower topics.
-  **Standard 9:** Make Arizona Smokers' Helpline (ASHLine) education materials available at all times.
-  **Standard 10:** Maintain a smoke-free campus.

Empower child care facilities will develop and implement a written policy for each standard that meets the needs of all children served.

Policies should be effective no later than July 1, 2013.



Building Arizona's Early Childhood Professional Development System

System Framework and
Two-Year Strategic Plan

January 2013



Build
INITIATIVE
Strong Foundations For
Our Youngest Children



FIRST THINGS FIRST
Ready for School. Set for Life.

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BUILDING ARIZONA'S EARLY CHILDHOOD PROFESSIONAL DEVELOPMENT SYSTEM

System Framework and Two-Year Strategic Plan

Humans develop more rapidly during early childhood than during any other time in life. In their first eight years, children form deep bonds with family members and primary caregivers; acquire astonishingly complex cognitive abilities; develop a sophisticated system of regulatory functions that allow them to control emotions, movements, attention, social interactions and cognition; and navigate a variety of situations and relationships including transitions from home to school. In addition to parents and family members, early care and education professionals influence young children's development. The important role of early educators has come into sharp focus over the past several decades. Developmental research has discovered that early experiences – especially interactive experiences with adults – actually shape children's brains. We now know everyone who cares for young children is an early educator. There is no line between *caring* for young children and *educating* young children.

Recognizing that all people caring for young children are also educating them is especially important as increasing numbers of children spend a substantial portion of their day in non-parental care. Research shows that highly skilled educators know how to create learning experiences that support the development of the brain pathways needed for more complex learning such as reading and mathematical thinking. Research also documents that effective teaching involves a set of highly-sophisticated, complex skills that require expert knowledge and repeated practice to acquire.

With decades of K-12 school reform producing only inconsistent educational improvement, researchers, educators, and policymakers are beginning to understand that weak academic skills in older children, adolescents, and young adults are often the inevitable long-term result of a weak developmental foundation prior to starting school. The *achievement gap* starts as a *readiness gap*. Considering what is now known about adult influences on early brain development, the best hope of improving educational outcomes is to substantially strengthen the skills and capabilities of those who educate our youngest children.

History and Background

Arizona has a rich history, going back at least three decades, of working to improve the skills of early educators. Efforts in the last decade include:

- Work by the professional development (PD) workgroup of the Arizona's School Readiness Board;
- Work by the PD workgroup convened by First Things First
- Establishing a Birth through Age 8 Early Childhood teaching credential (administered by the Arizona Department of Education);

of the proposal) creating a system of PD technical assistance centers, a statewide PD website, and a comprehensive PD registry. Although Arizona did not receive a RTT-ELC award, working together on the proposal generated momentum among early childhood leaders for strengthening and expanding Arizona's PD system.

Current Early Childhood PD System-Building Work

In 2012, FTF had resources available to build on 2011's momentum and act on the Taskforce recommendation. FTF collaborated with AzAEYC leadership to expand the group convened for the NAEYC National Summit in Rhode Island and include a broad range of key stakeholders that represent Arizona's diversity and geographic regions. In January 2012, the group convened as the Professional Development System-Building Workgroup (PDSBWG). The PDSBWG met six times in 2012 and includes faculty from Arizona's institutes of higher education, FTF Regional Council members, state agency staff, professional development providers, the Arizona Association for the Education of Young Children, FTF staff, representatives from philanthropy, and representatives from health and family support services (see Appendix A, p. 29, for a PDSBWG roster). Members of the PDSBWG were asked to identify high-leverage priorities: those resource-realistic initiatives that could have the greatest and longest-lasting impact on Arizona's PD system. Then the members were asked to develop strategic plans for 2013-2014, which are described in the Two-Year Strategic Plan (pp. 23-26).

The PDSBWG began as an ad hoc FTF working committee. After deliberating several systems-building issues, it became clear that for PDSBWG efforts to have system-wide impact, the work needs to be situated within governance structures that can facilitate system-wide engagement and transformation. These discussions led to a partnership with the Arizona BUILD Initiative (an early childhood funders' collaborative). In September 2012, the PDSBWG became a BUILD working group. FTF continues to lead, convene, and staff the PDSBWG. PD system-building progress will be regularly reported to the BUILD Steering Committee and all PDSBWG members are expected to seek appropriate action by their governing entities. Progress will also be reported to the FTF Board as appropriate or requested.

PDSBWG Scope of Work. PDSBWG members expressed a desire to develop a more robust, intentionally coordinated PD system. Like other aspects of most early childhood systems, coordinating and streamlining PD is hampered by system fragmentation and isolation of system parts. The fragmentation between the birth-to-five (Birth-5) sector and the part of the system serving children in primary grades (K-3, or kindergarten through age 8) is perhaps the greatest divide. Although developmental scientists define the "early childhood" period as ages birth through eight (Birth-8), formal educational systems have historically served young children only beginning at kindergarten entry. Thus, credentials, degrees, and professional salaries have been available almost exclusively to those early educators teaching in the primary grades (K to grade 3). More recently, as more preschool children are educated in public schools, early educators teaching three and four-year-olds have had greater opportunities (and incentives) for obtaining a professional level of education. Even so, a large gap in PD opportunities and in compensation remains between professionals educating young children before and after kindergarten entry.

Bridging the Birth-5/K-3 divide has been a repeated refrain throughout the PDSBWG efforts and is reflected in the remainder of this report.

As PDSBWG members considered the scope of the work to be advanced in the next two years, they recognized that professionals educating children Birth-5 have the greatest PD needs. However, to build a PD system that seamlessly serves professionals educating children throughout their early years requires infrastructure and connections across the entire Birth-8 sector. At the September 2012 meeting, the PDSBWG decided the current PD system work would address the birth-through-age-eight (Birth-8) continuum. In this document, the term “early childhood” refers to this age range, unless otherwise specified.

Another issue to address when defining the PDSBWG work was whether the group would also focus their efforts on people who work with young children and families in health care and family support roles (i.e., pediatricians, speech therapists, home visitors). Although some PDSBWG members affirmed this as a priority, the group decided, at this time, that the PD needs of health and family support professionals would best be addressed by other entities. This decision was made realizing that, to be effective, the PDSBWG needed to select a limited number of high-leverage goals that could strategically move the PD system forward substantially in the next two years.

To address the needs of health care providers working with young children, FTF children’s health staff will convene a group of stakeholders in early 2013 and will collaborate with the FTF staff convening the PDSBWG to ensure efforts are integrated and coordinate. Also, the Home Visitation Task Force, supported with federal Maternal and Child Health funding and housed in Arizona’s Department of Health Services (DHS), has a PD subcommittee. The home visitation PD plan will incorporate many of the same resources as the broader early childhood PD system, creating the potential for significant overlap and alignment. Similarly, resources developed for home visitors can be used by others in the early childhood field. FTF staff supporting the PDSBWG will begin meeting with DHS staff and FTF Family Support and Literacy staff in early 2013 to ensure home visiting PD efforts are linked and coordinated as the PDSBWG work progresses.

Report Overview

This report begins by describing the context of the work of the PDSBWG, and providing a model to help readers conceptualize the essential elements of a robust PD system, and how they fit together. Drawing upon a comprehensive environmental scan completed this year, the report continues with a description of the current state of Arizona’s early childhood PD system, identifying gaps and opportunities. Finally, the report outlines a Two-Year Strategic Plan that represents the recommendations of the Arizona Professional Development System-Building Working Group. The Two-Year Strategic Plan (Plan) contained in this report is the culmination of over eighteen months of thoughtful planning by key cross-sector stakeholders, representing all geographical regions of Arizona. The Plan describes a set of strategic priorities selected for their

potential to leverage existing components of Arizona's PD system and substantially expand and improve early childhood PD opportunities.

Model Early Childhood Professional Development System Framework

In addition to NAEYC's Early Childhood Workforce Systems Initiative that resulted in the NAEYC Blueprint, in 2006 the National Child Care Information Center (NCCIC) published the Early Childhood Professional Development Systems Toolkit² that included a PD system model. Combined, the NAEYC Blueprint and NCCIC models include most essential elements needed for a comprehensive state EC PD system. In addition, state systems (such as Arizona) often also include funding for scholarships to individual educators, and for infrastructure development such as creating robust professional competency standards. Like other states, Arizona's system model must also include a variety of PD opportunities for people at all phases of their career – from entry level through advanced leadership. The goal is to create a system in which these opportunities follow an identified scope and sequence of skills and knowledge. The following list contains these additional elements along with those identified by NAEYC and NCCIC:

- A. Advisory and/or Governance Structure*
- B. Professional Standards*
- C. Credentials & Qualifications**
 - Career Pathways*
 - Articulation (between degree programs)*
 - Professional Development Opportunities (in an identified sequence that include college credit-bearing and non-credit-bearing opportunities)
- D. Data*
- E. Funding*
 - Compensation Parity*
 - Scholarships
 - Infrastructure
- F. Access & Outreach**

*NAEYC *Early Childhood Workforce Systems Initiative State Policy Blueprint*

***National Child Care Information Center, Early Childhood Professional Development Systems Toolkit*

Creating an Integrated PD System

In order to create a functional system, elements must relate to each other with well-defined, unobstructed connections. The current state of Arizona's early childhood PD system is similar to other states. Although 76% of states reported having a PD system for early care and education providers in 2006², few states have sufficient system infrastructure and functional linkages

²National Child Care Information and Technical Assistance Center (2007). *Early Childhood Professional Development Systems Toolkit*. The Child Care Bureau: Fairfax, VA.

between system components. An environmental scan of Arizona's professional development system was completed as part of the PDSBWG's 2012 work. The scan reveals many opportunities for Arizona's early care and education providers to learn new information and skill; but those opportunities are stitched together in a fragmented, often disconnected patchwork, without a clearly defined infrastructure or system connections. There was broad consensus among PDSBWG members that current efforts need to focus on building a system, rather than creating additional disconnected programs.

The graphic on the following page (Figure 1, p. 8) depicts the system elements listed above and illustrates much of the discussion and deliberations of the PDSBWG. As the figure shows, in a well-functioning PD system, Professional Standards (including professional competencies, here referred to as a Workforce Knowledge and Competency [WFKC] Framework), and Credentials and Qualifications are closely connected and fit together. To build a comprehensive system, key stakeholders must agree on what educators and providers must know and be able to do at all stages of their professional development. The WFKC must closely interface with career pathways and the educational and PD opportunities available within the system.

Career pathways and educational opportunities are only as good as they are accessible. Early childhood educators need to know about opportunities and pathways, and be able to access them. Access means would-be PD participants must have the financial resources to participate, and opportunities must be available at times and in locations that facilitate attendance. Knowing about opportunities requires intentional outreach designed for specific demographic groups (such as high school students, members of tribal communities, non-traditional students, or Head Start teachers).

Data weaves through the system, providing cross-sector and cross-program links to information about programs, creating feedback loops that allow the professionals in the system to evaluate progress and use data to make system adjustments. When data are integrated across the system they also allow evaluators, researchers, and policy-makers to ensure public funds are well-invested, and to identify effective strategies or programs for possible scale-up.

The diagram depicts funding as the foundation showing it must be available to support all aspects of the system including direct support to early care educators and providers; funding for data collection and infrastructure; financial support to create and maintain clear pathways; and to develop and implement professional standards. A funding gap at any point in the system substantially undermines the integrity of the whole.

Finally, comprehensive EC systems require an advisory and/or governance structure that provides oversight to the entire system. Such an advisory/governance body monitors system functioning, advocates for appropriate fiscal and regulatory support, coordinates various aspects of the system, and evaluates system effectiveness.

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